Cornerstone
INSTITUTE

2027 YEARBOOK

LEARN TO CHANGE THE WORLD

Academic Programmes • Policies • Student Information



Table of contents

..... 1

Legal status and accreditation 4

Our approach to education 6

Vision, mission and core values 6

Education approach: Learn to change the world 6

Graduate attributes 6

Language policy 7

Modes of instruction 7

Contact delivery (on campus) 7

Distance delivery (online) 7

2027 FEE STRUCTURE 8

Bank Account Details 9

General 9

Payment of fees 10

Payment plan 10

Refund of fees 10

Non-payment of fees 11

Financial aid 11

Academic Calendar 2027 13

Recognition of Prior Learning and Credit Accumulation and Transfer 14

Recognition of Prior Learning (RPL) 14

Procedures for RPL for Access 14

Procedures for RPL for Exemption 14

Credit Accumulation and Transfer (CAT) 15

Procedures for Credit Transfer 15

Admissions and Related Matters 16

Benchmark tests 16

Registration 16

Late registration 16

Module changes 16

Orientation 16

Withdrawal 16

Academic programmes 17

Business Studies 17

Higher Certificate in Business Studies 17

Bachelor of Commerce *19*

Education 25

Postgraduate Certificate in Education in Foundation Phase Teaching (PGCE FP) *25*

Postgraduate Certificate in Education in Intermediate Phase Teaching (PGCE IP) *29*

Postgraduate Certificate in Education in Senior and Further Education and Training Teaching (PGCE SP/FET) *33*

Admission Requirements for Subject Specialisations 33

Humanities 39

Higher Certificate in Christian Ministry *39*

Higher Certificate in Community Counselling *41*

Higher Certificate in Community Development *43*

Bachelor of Arts *45*

Bachelor of Theology in Community Leadership *58*

Bachelor of Arts Honours in Community Development *62*

Bachelor of Arts Honours in Psychology *64*

Academic assessment, credit accumulation and progression 66

Assessments 66

Final examinations *66*

Re- Assessment (RA) *66*

Dean's Assessment *66*

Progression rules 67

Module rules *67*

Progression from one study level to the next *67*

Academic Intervention and dismissal *68*

Student responsibilities and resources 69

Cornerstone Institute policies and procedures 69

Student Development and Support (SDS) 69

Student Representative Council (SRC) 70

Disability Policy: Universal Access 70

Academic heads and coordinators 71

Module descriptions in alphabetical order 72

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.
- ***Postgraduate Certificate in Education in Senior Phase and Further Education and Training Teaching:*** *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.
- ***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: 96415. CHE reference: H/PRO96/E003CAN.
- ***Higher Certificate in Business Studies:*** Distance *mode*. Registered by the DHET. Accredited by the CHE as a 120-credit learning programme for higher education at NQF level 5. SAQA ID: 96415. CHE reference: H/PRO96/AR030CAN.
- ***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 capable OR professional 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, Moodle. 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.

2027 FEE STRUCTURE

Non-reMoodleble Initial Payment of R5180.00 payable at registration		
Registration Costs		
Application Fee	All new students	R150.00
Student Card	All 1st Years/Replacement	R130.00
Technology Fee	All students annually	R650.00
Student Services Fee	All students annually	R1200.00
Annual Payment Plan Fee	All students annually	R3500.00
Programme	**Maximum credits per year**	**Cost per Credit**
Higher Certificate in Community Counselling (min. 1 year)	120	R250.00
Higher Certificate in Business Studies (min. 1 year)	126	R250.00
Higher Certificate in Christian Ministry (min. 1 year)	120	R250.00
Higher Certificate in Community Development (min. 1 year)	120	R250.00
Programme	**Maximum credits per year**	**Cost per Credit**
Bachelor of Theology in Community Leadership (min. 3 years)	120	R705.00
Bachelor of Arts (min. 3 years)	120	R705.00
Bachelor of Commerce (min. 3 years)	124	R405.00
Post Graduate Certificate in Education in Senior Phase and Further Education and Training Teaching (min. 1 year)	130	R530.00
Post Graduate Certificate in Education in Intermediate Phase (min. 1 year)	126	R530.00
Post Graduate Certificate in Education in Foundation Phase (min. 1 year)	124	R530.00
BA Honours in Community Development (min. 1 year)	120	R720.00
BA Honours in Psychology (min. 1 year)	132	R720.00
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	R180.00
Reprint of Certificates	Per document	R600.00
Courier for documents (within South Africa only)	As required	R165.00
Continuation Fee: Undergraduate (Senior Project Paper, Fieldwork) Postgraduate (Research Projects)	Per annum payment	 R2300.00 R8200.00

Remark	Per assessment/module	R600.00
Re-evaluation Assessment (payable prior to the assessment)	Per module in advance	R600.00
Dean's Assessment (graduating students only)	Per module	R950.00

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 30 credits per semester is required.
- A student is able to make changes to or cancel their module selection in the amendment period which is the first 10 days at the start of the semester. Thereafter, the student will be liable for the payment of the semester fees.
- 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 current academic year (July – November).
- Students studying for non-credit purposes (AUDIT) pay half of the tuition fee applicable.
- Tuition fee rate is double for international students. (Excludes African Countries).
- Campus-based students who require a study visa to study at Cornerstone must pay 60% of the tuition fee in advance before a visa letter can be issued. (This includes African Countries).
- Financial aid applications for new students registering for the January intake 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 opens in September and 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, Karri App and Peach payment portal
- Information regarding the Karri app and Peach payment monthly QR code can be obtained from the finance office or the Cornerstone website.
- Proof of payment receipts should be emailed to the bursar - **bursar@cornerstone.ac.za** • Promotional discounts may be offered from time to time. Conditions apply.

Payment plan

- The Initial Payment of R5180 is applied to the administration fee and the balance to the tuition fee.
- For the January intake, an Initial Payment of R5180.00 is payable before or at registration. The balance of the fees will be divided into a 10-month payment plan, from February – November.
- The R3500 annual payment plan fee will be deducted if the total account is settled by the end of February.
- For the July intake, an Initial Payment of R5180.00 is payable by the end of June. The balance of the fees will be divided into a 5-month payment plan, from July – November.
- For semester 2, the R1750 annual payment plan fee will be deducted if the total account is settled by the end of July.
- Should the tuition fees not be settled in full at the beginning of the semester, the payment plan must be used.

Refund of fees

- The R5180 initial payment is non-reMoodleble.
- All administration fees due at registration will not be refunded.
- 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 2027

Key dates for both intakes at a glance. Full term-by-term breakdowns by faculty are available on the student portal.

EVENT	DATE
Registration for February intake	15 October 2026
Semester 1 - Student orientation	1 – 12 February 2027
Term 1 classes start	15 February 2027
Mid-semester break	29 March – 2 April 2027
Term 1 assessment week	5 – 9 April 2027
Registration for July intake	5 April 2027
Term 2 classes start	12 April 2027
Term 2 assessment week	24 – 28 May 2027
Mid-year break	31 May – 9 July 2027
Student orientation	1 – 9 July 2027
Term 3 classes start	12 July 2027
Term 3 assessment week	23 – 27 August 2027
Mid-semester break	28 August – 3 September 2027
Term 4 classes start	6 September 2027
Term 4 assessment week	18 October – 29 October 2027
Break	1 November 2027

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 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 and or recommendations to apply for the Portfolio Development Course for Access (PDCA).
- The PDCA is delivered online with mentoring support and is designed to assist applicants to build a Learning Portfolio in support of their application.
- Assessment of the Learning Portfolios is undertaken by RPL & CAT Assessment Panels within Faculty, and recommendations forwarded to the Department Lead who acts as moderator.
- Unsuccessful applicants may submit an appeal with detailed reasons.

Procedures for RPL for Exemption

- A letter of application to challenge for exemption based on RPL is submitted to the RPL and CAT Unit.
- 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 (PELM).
- Students who have already completed the Academic Development module may register for the Short Portfolio of Experiential learning Module (PELS).

- 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.

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 and comparable 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.
- 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 Coordinator.

ADMISSIONS AND RELATED MATTERS

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

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 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. Permission must also be granted by the Executive Dean. 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 amendments may be processed 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

Business Studies

Higher Certificate in Business Studies

DURATION	TOTAL CREDITS	ONLINE
1 Year min.	**126**	**Available**

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

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 - 126 Credits		
Discipline	**Module Name**	**Credits**
Semester 1		
Core Curriculum	Academic Development	15
Operations Management	Business Management	12
Financial Management	Financial Accounting Moodlementals	12
Human Capital Management	Human Capital Management	12
Business	Business Communication	12
	Semester credit subtotal — 63 credits	
Semester 2		
Core Curriculum	Ethics and Global Citizenship	15
Marketing	Marketing	12
Business	Business Analytics Moodlementals	12
Business	Entrepreneurship	12
Economics	Economics	12
	Semester credit subtotal — 63 credits	

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

BUSINESS STUDIES

Bachelor of Commerce

DURATION	TOTAL CREDITS	ONLINE
3 Years min.	**366**	**Available**

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
- 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 primary streams (majors) from the five disciplines below. The chosen streams are continued into third year.

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

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

PRIMARY STREAM 1: MARKETING

Students who have completed the Marketing stream 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 Moodlemental 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.

PRIMARY STREAM 2: HUMAN CAPITAL MANAGEMENT

Students who have completed the Human Capital Management stream 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.

PRIMARY STREAM 3: ECONOMICS

Students who have completed the Economics stream 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.

PRIMARY STREAM 4: OPERATIONS

Students who have completed the Operations Management stream 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 Moodlemental 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.

PRIMARY STREAM 5: FINANCIAL MANAGEMENT

Students who have completed the Financial Management stream should 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.

CURRICULUM

Study Year 1 of 3 (intermediate level) 126 credits		
Discipline	**Module Name**	**Credits**
Semester 1		
Core Curriculum	Academic Development	15
Operations Management	Business Management	12
Financial Management	Financial Accounting	12
Human Capital Management	Human Capital Management	12
Business	Business Communication	12
	Semester credit subtotal — 63 credits	
Semester 2		
Core Curriculum	Ethics and Global Citizenship	15
Marketing	Marketing	12
Business	Business Analytics	12
Business	Entrepreneurship	12
Economics	Economics	12
	Semester credit subtotal — 63 credits	
Study Year 2 of 3 (intermediate level) 120 credits		
Discipline	**Module Name**	**Credits**
Semester 1		
Financial Management	Financial Management	16
Business	Ethical Self Leadership	12
Choose two (2) of the following majors throughout (16x2)		

Marketing	Customer Experience	16
Human Capital Management	Managing Constant Change	16
Economics	Micro-Economics	16
Operations Management	Industry 4.0 in Manufacturing	16
	Semester credit subtotal — 60 credits	
Semester 2		
Business	Strategic Management and Innovation in the New World of Work	16
Business	Project Management	12
	Continue with the same selected option as in Semester 1 (16X2)	
Marketing	Digital Marketing and Sales ***And*** Strategic Branding and Integrated Communications	8 8
Human Capital Management	Learning and Development ***And*** Basic Applied Psychometrics	8 8
Economics	Macro Economics	16
Operations Management	Aligning Supply Chains	16
Financial management	Cost and Management Accounting	16
	Semester credit subtotal — 60 credits	
Study Year 3 of 3 (advanced level) 120 credits		
Discipline	**Module Name**	**Credits**
Semester 1		
	Continue with the same two majors chosen in Year 2	
Marketing	Business Integrated Customer Experience	24
Human Capital Management	Employment Relations ***And*** Teamwork in a Digital Era	12 12
Economics	International Economics and World Trade	24
Operations Management	Strategic Value Chain Management	24
Financial management	Corporate and International Financial Management ***And*** Business and Commercial Law	12 12
	Complete the project for your first major	
Marketing	Marketing Work-integrated Project	12
Human Capital Management	Human Capital Work-integrated Project	12

Economics	Economics Work-integrated Project	12
Operations Management	Operations Work-integrated Project	12
Financial management	Financial Management Work-integrated Project	12
	Semester credit subtotal — 60 credits	
Semester 2		
	Continue with the same two majors chosen in Year 2	
Marketing	Sustainable User-centred Marketing ***And*** Market Research and Analytics	12 12
Human Capital Management	Strategic Human Capital Management	24
Economics	Development Economics	24
Operations Management	Lean, Sustainable Continuous Improvement	24
Financial management	Advanced Reporting and Analysis ***And*** Taxation for Business Entities	12 12
	Complete the project for your second major	
Marketing	Marketing Work-integrated Project	12
Human Capital Management	Human Capital Work-integrated Project	12
Economics	Economics Work-integrated Project	12
Operations	Operations Work-integrated Project	12
Financial management	Financial Management Work-integrated Project	12
	Semester credit subtotal — 60 credits	

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)

DURATION	TOTAL CREDITS	ONLINE
1 Year min.	**124**	**Available**

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

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 they 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.
- Conversational competency in an official African language (Note: Conversational Afrikaans, Conversational isiXhosa and Conversational isiZulu are offered at Cornerstone as 5-credit modules for those without this conversational competency.)
- 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).
- 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 **undergraduate modules** (also indicated as **Prerequisite Undergraduate** modules) 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.

For **admission into the language didactics modules** (isiXhosa, isiZulu, English and Afrikaans), prospective FP students are required to have 30 credits of the language at NQF5:

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

- English Language Studies
- Texts and Contexts *OR* Children's and Youth Literature

For **admission into Afrikaans Teaching,** select:
- Afrikaans A
- Afrikaans B

For **admission into IsiXhosa Teaching,** select:
- IsiXhosa A
- IsiXhosa B

For **admission into IsiZulu Teaching,** select:
- IsiZulu A
- IsiZulu B

For **admission into Mathematics Teaching** students must demonstrate the required minimum subject content and knowledge in Mathematics, Statistics or a cognate subject. Cornerstone offers:
- Statistics for Education
- Maths for Education

For **admission into Life Skills Teaching** sstudents must have a total of at least 30 credits on a NQF level 5 over 2 semesters in Psychology and Sociology or Philosophy. Students are expected to showcase a solid understanding of subject matter and expertise in a minimum of two of these areas, with Psychology being a mandatory subject. Prospective students can take 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 - 140 credits per study year, and part-time students maximum 60 - 80 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 - 124 credits		
Discipline	**Module Name**	**Credits**
Semester 1		
Education	History of Education	10
Education	Educational Philosophy and Ethics	10
Education	English First Additional Language Teaching FP	8
Education	Instructional Methods FP	8
Education	Study Praxis and Classroom Management FP	8
	Semester credit subtotal — 44 credits	
Semester 2		
Education	Educational Psychology FP	10
Education	Mathematics Teaching FP	12
Education	Life Skills Teaching FP	12
Education	English Home Language Teaching FP	8
Education	Afrikaans First Additional Language Teaching FP *Or* IsiXhosa First Additional Language Teaching FP	8 8
	Semester credit subtotal — 50 credits	

Teaching Practicals		
Teaching Practical Modules can be done in either semester, but must be taken over two semesters, and must be taken alongside or after the Teaching Methodology modules		
Discipline	**Module Name**	**Credits**
Education	FP Teaching Practice A (Semester 1) *Or* FP Teaching Practice A (Semester 2)	8
Education	FP Teaching Practice B (Semester 1) *Or* FP Teaching Practice B (Semester 2)	10
Education	FP Teaching Practice C (Semester 1) *Or* FP Teaching Practice C (Semester 2)	12
		Semester credit subtotal — 30 credits

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

EDUCATION

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

DURATION	TOTAL CREDITS	ONLINE
1 Year min.	**126/131**	**Available**

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

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 they has been selected.
- The prior bachelor's degree (or approved national diploma) must provide a broad knowledge base - at NQF level 6 (university degree studies at second-year level) - adequate for teaching in the intermediate phase (IP). The IP Teaching subjects - apart from the Languages - include Mathematics, Science and Technology, Social Science, and Life Skills.
- Conversational competency in an official African language (Note: Conversational Afrikaans, Conversational isiXhosa and Conversational isiZulu are offered at Cornerstone as 5-credit modules for those without this conversational 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 **undergraduate modules** (also indicated as **Prerequisite Undergraduate** modules) 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.

For **admission into the language Teaching Modules** (isiXhosa, isiZulu, English and Afrikaans), prospective IP students are required to have the studied the language at NQF level 5 and 6 (a minimum of 30 credits over two semesters) in their undergraduate degree.

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

- English Language Studies
- TEAC6150 Texts and Contexts or CAYL6150 Children's and Youth Literature

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

- Afrikaans A
- Afrikaans B

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

- IsiXhosa A
- IsiXhosa B

For **admission into IsiZulu Teaching,** select:

- IsiZulu A
- IsiZulu B

For **admission into Mathematics Teaching** prospective students must demonstrate the required minimum subject content and knowledge in Mathematics, Statistics or a cognate subject. Cornerstone offers:

- Statistics for Education
- Maths for Education

For **admission into Life Skills Teaching** students need to have a total of at least 30 credits over two semesters at NQF 5 and NQF 6 in Psychology and Sociology or Philosophy. Students are expected to showcase a solid understanding of subject matter and expertise in a minimum of two of these areas, with Psychology being a mandatory subject. Prospective students can take the following subjects in the BA over two semesters:

- Psychology
- Sociology

Note: Cornerstone does not offer undergraduate subjects in the field of **Social Science Teaching** and **Science and Technology Teaching.**

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 – 140 credits per study year, and part-time students' maximum of 60 - 80 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 - 105 credits		
Discipline	**Module Name**	**Credits**
Semester 1		
Education	History of Education	10
Education	Educational Philosophy and Ethics	10
Education	English First Additional Language Teaching IP	10
Education	Instructional Methods IP	8
Education	Study Praxis and Classroom Management IP	8
	Semester credit subtotal — 46 credits	
Semester 2		
Education	Educational Psychology IP	10
Education	English Home Language Teaching IP	10
Education	Afrikaans First Additional Language Teaching IP *Or* IsiXhosa First Additional Language Teaching IP	10 10
Education	Moodlemental Numeracy *For students not taking Mathematics Teaching as an elective*	5
	Semester credit subtotal — 30 / 35 credits	

Teaching Electives		
Select two (2) of the following Teaching Methodology modules (20 credits) as per your acceptance letter		
Discipline	**Module Name**	**Credits**
Semester 1		
Education	Social Science Teaching	10
Semester 2		
Education	Life Skills Teaching IP	10
Education	Science and Technology Teaching	10
Education	Mathematics Teaching IP	10
		Elective Subtotal — 20 credits
Teaching Practical Modules		
Teaching Practical Modules can be done in either semester, but must be taken over two semesters, and must be taken alongside or after the Teaching Methodology modules		
Discipline	**Module Name**	**Credits**
Education	IP Teaching Practice A (Semester 1) ***Or*** IP Teaching Practice A (Semester 2)	8
Education	IP Teaching Practice B (Semester 1) ***Or*** IP Teaching Practice B (Semester 2)	10
Education	IP Teaching Practice C (Semester 1) ***Or*** IP Teaching Practice C (Semester 2)	12
		Practical Subtotal — 30 credits

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

EDUCATION

Postgraduate Certificate in Education in Senior and Further Education and Training Teaching (PGCE SP/FET)

DURATION	TOTAL CREDITS	ONLINE
1 Year min.	**130**	**Available**

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

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).

Selection Requirements for Subject Specialisations in the Senior Phase of the PGCE (Senior Phase and Further Education and Training Teaching)

Two teaching specialisations, namely one Senior Phase subject and one Further Education and Training subject, need to be selected. Subject Specialisation requirements are as follows:

A student can choose to specialise in the school subject specialisations offered provided he or she satisfies the minimum requirements for that specialisation as stipulated in the table below.

Admission Requirements for Subject Specialisations

If the minimum new student enrolment number for a specific specialisation is not reached by the end of the registration period, that specialisation will not admit new students in that intake and will only receive new students in the next registration period. New students already registered for the specialisation will be advised on the options available to them, and any fees paid will be refunded where applicable. Students who have already completed one or more semesters in the programme will not be affected.

Senior Phase

Specialisation	Admission Requirements
Afrikaans First Additional Language	Must have at least one year of study equivalent to 24 credits at NQF level 6 of Afrikaans Language and Literature or an acceptable module. Examples of acceptable modules: Applied Afrikaans Language Studies, Dutch Studies, Linguistics, Literary Theory, Communication and Media Studies.
Creative Arts	In a prior Bachelor's degree: must have at least one year of study equivalent to 24 credits at NQF level 6 or second-year level study in subjects aligned to the teaching of Creative Arts. A 360-credit, NQF Level 6 (National) Diploma in Dramatic arts/ Fine Arts etc. Examples of acceptable modules: Visual Culture Studies, Professional Art Practice, Fine Arts, Music Performance Studies, Design and Production Studies, Interactive Media Design, Visual Studies, Visual Programming, Drama, Performing Arts, Theatre Studies, Film and Media Studies, Drama and Film Studies, Voice and Movement Studies, Music, Music Technology, African and Contemporary Movement Studies, World Music, History of Music, General Music Knowledge, Practical Music Instrument, School Music, Class Music, or any other Music subject that would equip a teacher to teach Creative Arts.
Economic and Management Sciences	The degree or approved Diploma must have one Subject at NQF Level 5 and the other one at NQF Level 6 (e.g. Accounting L5 and Business Management L6 or Business Management Level 5 and Economics/ Accounting L6.
English First Additional Language	Must have at least one year of study equivalent to 24 credits at NQF level 6 or second-year level study in English Language and Literature. Examples of acceptable modules: English Studies, Applied English Language Studies, African Literature, Linguistics, Literary Theory, Communication and Media Studies.
English Home Language	Must have at least one year of study equivalent to 24 credits at NQF level 6 or second-level study in English Language and Literature. Examples of acceptable modules: English Studies, Applied English Language Studies, African Literature, Linguistics, Literary Theory, Communication and Media Studies.
isiXhosa First Additional Language	Must have at least one year of study equivalent to 24 credits at NQF level 6 or second-year level study in isiXhosa Language and Literature. Examples of acceptable modules: isiXhosa, Applied isiZulu Language Studies, Linguistics, Literary Theory Communication and Media Studies.
Life Orientation	Must have at least one year of study equivalent to 24 credits at NQF level 6 or second-year level study in at least two subjects aligned to the teaching of Life Orientation. Examples of acceptable modules: Psychology, Anthropology, Human Movement Studies, Law / Human Rights, Sociology, Physical Education, Philosophy, Politics, Religious Studies, Social Work, Labour

	Studies, Industrial Studies. Psychology *must* be one of the modules.
Mathematics	Must have at least one year of study equivalent to 24 credits at NQF level 6 or second-year level study in Mathematics and/or Mathematics related modules. Examples of acceptable modules: Mathematics 1, Computer Science 1, Statistics, Numerical Analysis, Applied Mathematics, Mathematics for Natural Sciences, Mathematics for Education.
Social Sciences	Must have at least one year of study equivalent to 24 credits at NQF level 6 or second-level study in both History and subjects aligned to History and Geography such as Political Science, Environmental Sciences, Climatology, Geomorphology, Population Studies, and Development Studies. Examples of possible combinations: History 1 (24 credits) and Geography 1 (24 credits).

Further Education and Training (FET Phase).

Specialisation	Admission Requirements
Accounting	Must have Accounting at NQF level 7.
Business Studies	Must have Business Management at NQF level 7 or third-level study in subjects aligned to the teaching of Business Studies.
Dance Studies	In a prior appropriate Bachelor's degree: need Dance at NQF level 7 or a Diploma in Dance. Examples of acceptable modules are Dance, African dance, Ballet, Jazz, Contemporary Dance, Choreography and Dance performance.
Dramatic Arts	In a prior appropriate Bachelor's degree: must have Drama at NQF level 7 or a diploma in Dramatic Arts. Examples of acceptable modules: Drama, Performing Arts, Theatre Studies, Film and Media Studies, Drama and Film Studies, Voice and Movement Studies, African and Contemporary Movement Studies. RPL will be considered for admission.
Economics	Must have at least two years of study equivalent to 48 credits at NQF level 7 or third-level study in Economics or an equivalent module. A combination of Economics-related modules, with one being at NQF 7 and another at NQF 6, with Economics being one of them.
English Home Language	The degree should include English Language and Literature at NQF Level 7. The following are also acceptable, provided English I is included in the degree: Applied English Language Studies, African Literature, Linguistics, Literary Theory and Communication and Media Studies. Examples of acceptable modules: English Studies, Applied English Language Studies, African Literature, Linguistics, Literary Theory, Communication and Media Studies.
Geography	Must have 48 credits at NQF level 7 or third-level study in subjects aligned to the teaching of Geography. Examples of acceptable modules: Environmental Sciences/Studies,

	Climatology, Geomorphology, Population Studies, Development Studies, Archaeology.
History	Must have 48 credits at NQF level 7 or third-level study in subjects aligned to the teaching of History. Examples of acceptable modules: History, Historical Studies.
Life Orientation	Must have 48 credits at NQF level 7 in at least ONE subject aligned to the teaching of Life Orientation. Examples of acceptable modules: Psychology, Anthropology, Human Movement Studies, Law / Human Rights, Sociology, Physical Education, Philosophy, Politics, Religious Studies, Social Work, Labour Studies, Industrial Studies. Psychology must be one of the subjects.
Mathematics	Must have 48 credits at NQF level 7 or third-level study in subjects aligned to the teaching of Mathematics. Examples of acceptable modules: Mathematics, Applied Mathematics, Statistics, Numerical Analysis, Dynamics and Mechanics, Mathematical Modelling, Mathematics for Natural Sciences.
Mathematics Literacy	Applied Mathematics/ Mathematics (NQF 7) A combination of two or MORE of the following modules at (NQF 6) with Mathematics or its equivalent being one of them • Numerical Analysis/ Statistics • Dynamics and Mechanics as part of the Applied Mathematics syllabus • Accounting • Statistics • Applied Mechanics • Physics • Mechanical Modelling

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 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 maximum 130 - 140 credits per study year, and part-time students maximum 60 - 80 credits per study year.

CURRICULUM

Study Year 1 of 1 - 130 credits		
Compulsory modules: PGCE Common Core & SP/FET compulsory		
Discipline	**Module Name**	**Credits**
Semester 1		
Education	History of Education	10
Education	Educational Philosophy and Ethics	10
BA	Conversational Afrikaans *Or* Conversational IsiXhosa *Or* Conversational IsiZulu	5
	Semester credit subtotal — 25 credits	
Semester 2		
Education	Educational Psychology SP/FET	10
Education	Instructional Methods SP/FET	10
Education	Study Praxis and Classroom Management SP/FET	10
	Semester credit subtotal — 30 credits	
Teaching Methodology Electives: **Select ONE of the following didactics modules in each semester, as per your acceptance letter**		
Discipline	**Module Name**	**Credits**
Semester 1		
Education	Creative Arts in Dance and Drama Teaching SP	15
Education	Social Sciences Teaching SP	15
Education	Life Orientation Teaching SP	15
Education	Mathematics Teaching SP	15

Education	English Home Language Teaching SP	15
Education	English First Additional Language Teaching SP	15
Education	Afrikaans First Additional Language Teaching SP	15
Education	isiXhosa First Additional Language Teaching SP	15
Education	Economic and Management Sciences Teaching SP	15
		Elective S1 Subtotal — 15 credits
Semester 2		
Education	Dance Studies Teaching FET	15
Education	Dramatic Arts Teaching FET	15
Education	History Teaching FET	15
Education	Geography Teaching FET	15
Education	Life Orientation Teaching FET	15
Education	Mathematics Teaching FET	15
Education	English Home Language Teaching FET	15
Education	Business Studies Teaching FET	15
Education	Economics Teaching FET	15
Education	Accounting Teaching FET	15
Education	Mathematics Literacy Teaching FET	15
		Elective S2 Subtotal — 15 credits
Teaching Practical Modules		
Teaching Practical Modules can be done in either semester but must be done over two semesters.		
Discipline	**Module Name**	**Credits**
Education	Teaching Practice SP/FET A (Semester 1) *Or* Teaching Practice SP/FET A (Semester 2)	10
Education	Teaching Practice SP/FET B (Semester 1) *Or* Teaching Practice SP/FET B (Semester 2)	15
Education	Teaching Practice SP/FET C (Semester 1) *Or* Teaching Practice SP/FET C (Semester 2)	20

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

Humanities

Higher Certificate in Christian Ministry

DURATION	TOTAL CREDITS	CAMPUS	ONLINE
1 Year min.	**120**	**Available**	**Available** **As per CHE Concession**

If the minimum new student enrolment 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

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 (basic level) 120 credits		
Discipline	**Module Name**	**Credits**
Semester 1		
Core Curriculum	Academic Development	15
Theology	Navigating Change in a Transforming World	15
Theology	New Testament: An Introduction	15
Theology	Missiology	15
	Semester credit subtotal — 60 credits	
Semester 2		
Core Curriculum	Ethics and Global Citizenship	15
Theology	Leadership and Human Flourishing	15
Theology	Christian Ministry Practical	15
Theology	Theology: An Introduction	15
	Semester credit subtotal — 60 credits	

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

HUMANITIES

Higher Certificate in Community Counselling

DURATION	TOTAL CREDITS	CAMPUS	ONLINE
1 Year min.	120	Available	Available As per CHE Concession

If the minimum new student enrolment 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

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 (basic level) 120 credits		
Discipline	**Module Name**	**Credits**
Semester 1		
Core Curriculum	Academic Development	15
Counselling	Counselling and Life Skills	15
Psychology	Developmental Psychology 1	15
Counselling	Solution-focused Brief Counselling	15
	Semester credit subtotal — 60 credits	
Semester 2		
Counselling	Community and Mental Health Issues	15
Counselling	Family and Development	15
Psychology	Psychology: An Introduction	15
Counselling	Abnormal Psychology: An Introduction	15
	Semester credit subtotal — 60 credits	

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

HUMANITIES

Higher Certificate in Community Development

DURATION	TOTAL CREDITS	CAMPUS	ONLINE
2 Year min.	**120**	**Available**	**Available** **As per CHE Concession**

If the minimum new student enrolment 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

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 2 (basic level) 66 credits		
Discipline	**Module Name**	**Credits**
Semester 1		
Core Curriculum	Academic Development	15
Community Development	Community Development: An Introduction	6
Sociology	Sociology of Development: An Introduction	6
Community Development	Social Transformation	6
	Semester credit subtotal — 33 credits	
Semester 2		
Core Curriculum	Group Studies and Communication	15
Community Development	Ethics and Professionalism	6
Community Development	Understanding Urban and Rural Development	12
	Semester credit subtotal — 33 credits	
Study Year 2 of 2 (intermediate level) 56 credits		
Discipline	**Module Name**	**Credits**
Semester 1		
Community Development	Community Fieldwork A	10
Community Development	Intercultural Communication	6
Community Development	Community Research: An Introduction	6
	Semester credit subtotal — 22 credits	
Semester 2		
Community Development	Community Fieldwork B	10
Community Development	Fundraising and Community Resource Mobilisation	12
Community Development	Community Development Project Management	6
Community Development	Project Monitoring and Evaluation	6
	Semester credit subtotal — 34 credits	

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

HUMANITIES

Bachelor of Arts

DURATION	TOTAL CREDITS	CONTACT	ONLINE
3 Years min.	**360**	**Available** Excluding Alternative Education	**Available**

If the minimum new student enrolment 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

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.

Specialisation 1: Alternative Education

Programme outcomes

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

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

Language module admission requirement

Entry into Afrikaans A, IsiXhosa A and IsiZulu A requires a matric pass in that language (Home Language or First Additional Language) at Level 3 (40–49%) or higher. Students who do not meet this requirement in a particular language should first complete the relevant Conversational module — Conversational Afrikaans (CILAF5050), Conversational IsiXhosa (CIXHF5050) or Conversational IsiZulu (CILZF5050), each a 5-credit bridging module — before registering for Afrikaans A, IsiXhosa A or IsiZulu A respectively. See Module Descriptions for details of each module.

CURRICULUM

Study Year 1 of 3 (intermediate level) 120 credits		
Discipline	**Module Name**	**Credits**
Semester 1		
Core Curriculum	Academic Development	15
Alternative Education	Transformative Education	15
Sociology	Sociology: An Introduction	15
English	English Language Studies	15
		Semester credit subtotal — 60 credits
Semester 2		
Core Curriculum	Ethics and Global Citizenship or Group Studies and Communication	15
Alternative Education	Maths for Education	15
Psychology	Psychology: An Introduction	15
	Select one of the below language modules	
Alternative Education	Afrikaans A *Or* IsiXhosa A *Or* IsiZulu A	15
		Semester credit subtotal — 60 credits

Study Year 2 of 3 (intermediate level) 120 credits		
Discipline	**Module Name**	**Credits**
Semester 1		
Alternative Education	Pedagogies in Alternative Education	15
Alternative Education	Statistics for Education	15
	Continue with the same selected options as in Year 1	
Alternative Education	Afrikaans B *Or* IsiXhosa B *Or* IsiZulu B	15
English	Texts and Contexts	15
		Semester credit subtotal — 60 credits

Semester 2		
Alternative Education	Current and Emerging Trends in Alternative Education	15
Alternative Education	Global Perspectives in Alternative Education	15
Psychology	Psychotherapy *or* Sociology of Institutions	15
English	Children's and Youth Literature	15
	Semester credit subtotal — 60 credits	

Study Year 3 of 3 (advanced level) 120 credits		
Discipline	**Module Name**	**Credits**
Semester 1		
Alternative Education	Educational Research Methodology	15
Alternative Education	Embodied pedagogies	15
Alternative Education	Alternative Education Work-integrated Learning	15
English	African Literature	15
	Semester credit subtotal — 60 credits	
Semester 2		
Alternative Education	Alternative Education Research Project	15
Alternative Education	Facilitation and Assessment in Alternative Education	15
Alternative Education	Inclusivity in Teaching and Learning	15
English	World Literature in English	15
	Semester credit subtotal — 60 credits	

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

SPECIALISATION 2: 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 (intermediate level) 120 credits		
Discipline	**Module Name**	**Credits**
Semester 1		
	Core Modules are offered in both semesters	
Core Curriculum	Academic Development	15
Psychology	Developmental Psychology 1	15
	Choose two of the following options (15 x2)	
Counselling	Counselling and Life Skills	15
Sociology	Sociology: An Introduction	15
English	English Language Studies	15
Theology	New Testament: An Introduction	15
	Semester credit subtotal — 60 credits	
Semester 2		
	Core Modules are offered in both semesters	
Core Curriculum	Ethics and Global Citizenship or Group Studies and Communication	15
Psychology	Psychology: An Introduction	15

Continue with the same selected options as in Semester 1 (15 x2)		
Counselling	Family and Development	15
Sociology	Diversity Studies	15
English	English Literary Studies: An introduction	15
Theology	Theology: An Introduction	15
		Semester credit subtotal — 60 credits
Study Year 2 of 3 (intermediate level) 120 credits		
Discipline	**Module Name**	**Credits**
Semester 1		
Psychology	Research Methods and Statistics: An Introduction	15
Psychology	Community Psychology	15
Continue with one option of the two options selected in year one (15x2)		
Counselling	Interpersonal Skills and Communication *And* Family Counselling	15
Sociology	Social Change and Transformation *And* Sociology of Development	15
English	Texts and Contexts *And* Historical English Literature	15
Theology	Leadership and Social Cohesion *And* Christian Spirituality Foundations	15
		Semester credit subtotal — 60 credits
Semester 2		
Psychology	Psychotherapy	15
Psychology	Developmental Psychology 2	15
Continue with the same selected option as in Semester 1 (15x2)		
Counselling	Child and Adolescent Counselling *And* Crisis Intervention and Trauma Counselling	15
Sociology	Sociology of Institutions *And* Community and Resource Mobilisation	15

English	Children's and Youth Literature *And* Contemporary English Literature	15
Theology	Leadership and Empowerment *And* Human Identity and Christology	15
		Semester credit subtotal — 60 credits
Study Year 3 of 3 (advanced level) 120 credits		
Discipline	**Module Name**	**Credits**
Semester 1		
Psychology	Psychology Project Paper	15
Psychology	Theories of Personality	15
Psychology	Abnormal Psychology	15
Counselling	Psychological Interventions 3	15
		Semester credit subtotal — 60 credits
Semester 2		
Practical	Psychology and Community Intervention Fieldwork	15
Psychology	Research Methods and Statistics	15
Psychology	Group Therapy	15
Counselling	Advanced Counselling	15
		Semester credit subtotal — 60 credits

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

SPECIALISATION 3: 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 (intermediate level) 120 credits		
Discipline	**Module Name**	**Credits**
Semester 1		
Core Curriculum	Academic Development	15
Sociology	Sociology: An Introduction	15
	Choose two of the following options (15x2)	
Counselling	Counselling and Life Skills	15
English	English Language Studies	15
Biblical Studies	New Testament: An Introduction	15
Psychology	Developmental Psychology 1	15
	Semester credit subtotal — 60 credits	

Semester 2		
Core Curriculum	Ethics and Global Citizenship Or Group Studies and Communication	15
Sociology	Diversity Studies	15
Continue with the same selected options as in Semester 1 (15x2)		
Counselling	Family and Development	15
English	English Literary Studies: An introduction	15
Theology	Theology: An Introduction	15
Psychology	Psychology: An Introduction	15
		Semester credit subtotal — 60 credits
Study Year 2 of 3 (intermediate level) 120 credits		
Discipline	**Module Name**	**Credits**
Semester 1		
Sociology	Social Change and Transformation	15
Community Development	Sociology of Development	15
Continue with one option of the two options selected in year one (15x2)		
Counselling	Interpersonal Skills and Communication *And* Family Counselling	15
English	Texts and Contexts *And* Historical English Literature	15
Theology	Leadership and Social Cohesion *And* Christian Spirituality Foundations	15
Psychology	Research Methods and Statistics: An Introduction *And* Community Psychology	15
		Semester credit subtotal — 60 credits

Semester 2		
Sociology	Sociology of Institutions	15
Community Development	Community and Resource Mobilisation	15
Continue with the same selected option as in Semester 1 (15x2)		
Counselling	Child and Adolescent Counselling *And* Crisis Intervention and Trauma Counselling	15
English	Children's and Youth Literature *And* Contemporary English Literature	15
Theology	Leadership and Empowerment *And* Human Identity and Christology	15
Psychology	Psychotherapy *And* Developmental Psychology 2	15
	Semester credit subtotal — 60 credits	
Study Year 3 of 3 (advanced level) 120 credits		
Discipline	**Module Name**	**Credits**
Semester 1		
Sociology	Community Research Methods	15
Community Development	Community Development in Practice	15
Sociology	Population and Development	15
Community Development	Urban and Rural Development	15
	Semester credit subtotal — 60 credits	
Semester 2		
Core Curriculum	Sociology Project	15
Sociology	Sociology Fieldwork	15
Sociology	Contemporary Sociology Theory	15
Community Development	Development Challenges in Africa	15
	Semester credit subtotal — 60 credits	

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

SPECIALISATION 4: 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 l 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 (intermediate level) 120 credits		
Discipline	**Module Name**	**Credits**
Semester 1		
Core Curriculum	Academic Development	15
Biblical Studies	New Testament: An Introduction	15
	Choose two of the following options (15x2)	
Counselling	Counselling and Life Skills	15
Sociology	Sociology: An Introduction	15
English	English Language Studies	15
Psychology	Developmental Psychology 1	15
		Semester credit subtotal — 60 credits

Semester 2		
Core Curriculum	Ethics and Global Citizenship Or Group Studies and Communication	15
Theology	Theology: An Introduction	15
Continue with the same selected options as in Semester 1 (15x2)		
Counselling	Family and Development	15
Sociology	Diversity Studies	15
English	English Literary Studies: An introduction	15
Psychology	Psychology: An Introduction	15
	Semester credit subtotal — 60 credits	
Study Year 2 of 3 (intermediate level) 120 credits		
Discipline	**Module Name**	**Credits**
Semester 1		
Theology	Biblical Studies in Context	15
Practical Theology	Christian Spirituality Foundations	15
Continue with one option of the two options selected in year one (15x2)		
Counselling	Interpersonal Skills and Communication *And* Family Counselling	15
Sociology	Social Change and Transformation *And* Sociology of Development	15
English	Texts and Contexts *And* Historical English Literature	15
Psychology	Research Methods and Statistics: An Introduction *And* Community Psychology	15
	Semester credit subtotal — 60 credits	
Semester 2		
Practical Theology	Leadership and Empowerment	15
Constructive Theology	Human Identity and Christology	15
Continue with the same selected option as in Semester 1 (15x2)		

Counselling	Child and Adolescent Counselling *And* Crisis Intervention and Trauma Counselling	15
Sociology	Sociology of Institutions *And* Community and Resource Mobilisation	15
English	Children's and Youth Literature *And* Contemporary English Literature	15
Psychology	Psychotherapy *And* Developmental Psychology 2	15
		Semester credit subtotal — 60 credits
Study Year 3 of 3 (advanced level) 120 credits		
Discipline	**Module Name**	**Credits**
Semester 1		
Theology	Theology Research Methodology	15
Community Leadership	Leadership and Christian Spirituality Formation	15
Theology	Biblical Studies: New Testament	15
Practical Theology	Pastoral Care and Practice	15
		Semester credit subtotal — 60 credits
Semester 2		
Biblical Studies	Theology Research Project	15
Community Leadership	Christian Leadership Fieldwork	15
Theology	Biblical Studies: Old Testament	15
Constructive Theology	Contemporary Theology	15
		Semester credit subtotal — 60 credits

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

HUMANITIES

Bachelor of Theology in Community Leadership

DURATION	TOTAL CREDITS	CONTACT	ONLINE
3 Years min.	**360**	**Available**	**Available**

If the minimum new student enrolment 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

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

Programme outcomes

Christian Ministry students who have completed the qualification should 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

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.

CURRICULUM

Study Year 1 of 3 (intermediate level) 120 credits		
Discipline	**Module Name**	**Credits**
Semester 1		
Core Curriculum	Academic Development	15
Biblical Studies	New Testament: An Introduction	15
Practical Theology	Missiology	15
Community Leadership	Leadership in Urban Context	15
	Semester credit subtotal — 60 credits	
Semester 2		
Community Leadership	Navigating Change in a Transforming World	15
Constructive Theology	Theology: An Introduction	15
Biblical Studies	Old Testament: An Introduction	15
Community Leadership	Leadership and Human Flourishing	15
	Semester credit subtotal — 60 credits	

Study Year 2 of 3 (intermediate level) 120 credits		
Discipline	**Module Name**	**Credits**
Semester 1		
Theology	Biblical Studies in Context	15
Practical Theology	Christian Spirituality Foundations	16
Christian Ministry	Community and Social Ethics	15
Community Leadership	Leadership and Social Cohesion	15
	Semester credit subtotal — 60 credits	
Semester 2		
Practical Theology	Leadership and Empowerment	15
Constructive Theology	Human Identity and Christology	15
Practical Theology	Homiletics	15
Christian Ministry	Transformative Community Praxis	15
	Semester credit subtotal — 60 credits	

Study Year 3 of 3 (advanced level) 120 credits		
Discipline	**Module Name**	**Credits**
Semester 1		
Theology	Theology Research Methodology	15
Community Leadership	Leadership and Christian Spirituality Formation	15
Theology	Biblical Studies: New Testament	15
Practical Theology	Pastoral Care and Practice	15
	Semester credit subtotal — 60 credits	
Semester 2		
Biblical Studies	Theology Research Project	15
Community Leadership	Christian Leadership Fieldwork	15
Theology	Biblical Studies: Old Testament	15
Constructive Theology	Contemporary Theology	15
	Semester credit subtotal — 60 credits	

HUMANITIES

Bachelor of Arts Honours in Community Development

DURATION	TOTAL CREDITS	CONTACT	ONLINE
1 Year min.	120	Available	Available As per CHE Concession

If the minimum new student enrolment 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 theyhas 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 - 120 credits		
Discipline	**Module Name**	**Credits**
Semester 1		
Community Development	Social Theory for Community Development	15
Community Development	Policy and Legislative Framework	15
Community Development	Community-Based Fieldwork	15
Community Development	Social Research Methods	15
	Semester credit subtotal — 60 credits	
Semester 2		
Community Development	Youth Development	15
Community Development	Organisational Management	15
Community Development	Sociology Research Project	15
Community Development	Sustainable Community Development	15
	Semester credit subtotal — 60 credits	

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

HUMANITIES

Bachelor of Arts Honours in Psychology

DURATION	TOTAL CREDITS	CONTACT	ONLINE
1 Year min.	132	Available	Available As per CHE Concession

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.

ADMISSION REQUIREMENTS

- A candidate must have complied with all the requirements of an appropriate undergraduate degree, or equivalent, before the beginning of the academic year for which they 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.

CURRICULUM

Study Year 1 of 1		
Compulsory module (94 Credits)		
Discipline	**Module Name**	**Credits**
Psychology	Psychology Research Project	30
Semester 1		
Psychology	Psychological Assessment and Measurement	10
Psychology	Research Methods and Statistics (Advanced)	18
Psychology	Psychopathology	18
	Semester credit subtotal — 46 credits	
Semester 2		
Psychology	Therapeutic Psychology	18
	Compulsory module credit subtotal — 94 credits	
Elective Modules (38 Credits)		
Choose one 18 Credit module and two 10 Credit modules from the option below		
Discipline	**Module Name**	**Credits**
Semester 1		
Psychology	Community Psychology (Advanced)	18
Semester 2		
Psychology	Personality Theories	10
Psychology	Developmental Psychology	10
Psychology	Family Psychology	10
Psychology	Neuropsychology	18
	Compulsory module credit subtotal — 38 credits	

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- Assessment (RA)

Students automatically qualify, without application, for a Re-Assessment (RA) if they have submitted all formal module assessments timeously and achieved a final module grade between 40% and 48% (inclusive), or if they have been granted a long-term assessment extension. The RA is an integrated summative assessment that covers all the learning outcomes and content of the module. The assessment will be scheduled within a reasonable period following the confirmation and release of results, and students will be informed of their eligibility by the Faculty Office. Students are required to pay the prescribed re-assessment fee before writing the assessment unless alternative arrangements have been approved by the Bursar. Students who successfully complete the Re-Assessment will be awarded a maximum final module mark of 50%. Students who do not achieve a passing mark in the Re-Assessment will fail the module and will be required to re-enrol for and successfully complete the module at a later stage. Results will be released within a reasonable period after the assessment has been completed.

Dean's Assessment

Students (final-year students only) who have one outstanding requirement for graduation, namely one failed module in their programme, may be granted the opportunity to complete a Dean's Assessment. The Dean's Assessment is an integrated summative assessment that covers all the learning outcomes of the outstanding module and serves as a final opportunity for the student to meet the requirements for graduation. Where there are qualifying students, the assessment will be scheduled following the Confirmation of Grades meeting and prior to graduation. Students are required to pay the prescribed Dean's Assessment fee before writing the assessment unless alternative arrangements have been approved by the Bursar. The maximum grade that may be awarded for a successful Dean's Assessment is 50%. Late submission is not permitted. A student

who fails to submit the assessment by the due date or who does not achieve a passing mark will retain their original failing grade and will be required to re-enrol for and successfully complete the module in order to meet graduation requirements. Successful completion of the Dean's Assessment will enable the student to satisfy the outstanding graduation requirement and complete their qualification.

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:

	Number of module credits taken per year	**Number of module credits taken per semester**
Full-time students	120-130	60-65
Part-time students	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 Moodle (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.

STUDENT RESPONSIBILITIES AND RESOURCES

Cornerstone Institute policies and procedures

Students are responsible to consult the relevant Cornerstone Institute policies on the Student Development and Support site on the learning management system. (Violating CI policies may result in academic penalties and even serious disciplinary measures.) These policies and any relevant procedures and forms guide students on matters such as:

- Maintaining academic integrity
- Class attendance
- Assignment submission
- Rules of conduct
- Academic support
- Wellness support
- Health and safety
- Disability support
- Procedures for student discipline
- Procedures for student queries and complaints.

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.

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.

ACADEMIC HEADS AND COORDINATORS

Acting Faculty Coordinator	Nicola Cupido
Faculty Manager	Maryka van Niekerk
Bachelor of Arts and Languages	Stephen Langtry
Business Studies	Geoff Schreiner
Education	Susan Gredley
Library and Academic Resources	Nombulelo Kasana
Psychology	Geraldine Franciscus
Sociology and Community Development	Leo Mapira
Theology and Ethics	Anlené Taljaard

MODULE DESCRIPTIONS IN ALPHABETICAL ORDER

Module Name	Description
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 **15 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
Accounting Teaching FET **15 Credits**	The aim of this module is to provide students with an in-depth grasp of curriculum, teaching methods, and the assessment of Accounting at the Further Education and Training Phase. The module covers how best to teach and assess the topics covered in Grades 10–12. Students focus on how to transfer the central concepts required by this subject: financial accounting; managerial accounting; and managing resources. Students completing this module should have an advanced knowledge of how to teach Accounting to learners in the Further Education and Training Phase.
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.
Advanced Reporting and Analysis **15 Credits**	This module introduces students to advanced concepts in financial reporting and integrated analysis of financial statements. Students will learn how to interpret and apply key financial reporting standards, prepare decision-useful statements, and reconcile complex transactions. Students will understand techniques for analysing advanced financial data, including cash-flow analysis, discounted cash-flow valuation, and ratio/trend diagnostics. Students will also become aware of corporate governance principles and disclosure practices that shape reporting quality and stakeholder trust. At the conclusion of the module, students will be able to produce and critique advanced reports and valuations and communicate insights that inform strategic and investment decisions.

African Literature **15 Credits**	This module explores important developments in and writers of African literature in English by close reading a range of texts that can include fiction, drama, poetry 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.
Afrikaans First Additional Language Didactics FP **8 Credits**	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.
Afrikaans First Additional Language Didactics IP **10 Credits**	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.
Afrikaans First Additional Language Teaching SP **15 Credits**	The aim of this module is to provide students with the knowledge and skills necessary to teach Afrikaans as a first additional language at the Senior Phase. This module includes teaching methodologies and assessments of learners' listening, speaking, reading and writing skills. The difference between home language and additional language teaching is addressed. Students completing this module should be able to help learners develop their Afrikaans first additional language skills.
Aligning Supply Chains **16 Credits**	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.
Alternative Education Research Project **15 Credits**	The capstone Research Project takes the form of a small-scale qualitative study which is integrated with the student's work integrated learning module (WIL). Students are encouraged to write an empirical research paper based on their WIL using action research methodologies but may choose to write a more theoretical paper. As they work through each aspect of a research project and in submitting their final research report, students will demonstrate their ability to: compile a literature review informed by their empirical research; clearly and coherently describe the research plan, methodological choices, methods and ethical considerations; collect and analyse data; and offer reflections on their findings.
Alternative Education Work-integrated Learning **15 Credits**	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.
Basic Applied Psychometrics **8 Credits**	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.
Biblical Studies in Context **15 Credits**	**Part 1:** Theoretical Hermeneutics. This part provides the necessary orientation for making sense of Scripture. This includes cultivating an awareness of the otherness of Scripture, both in form and content; surveying the richness of the many ways in which one might interpret the Scriptures; and, offering guidelines for sensitive engagement with the Scriptures. A significant amount of time is dedicated to examining biblical texts within their socio-rhetorical setting. **Part 2:** Applied Hermeneutics. Students are introduced to the importance of reading the Bible with others (i.e., the

	marginalised, whether women, children, the poor, the illiterate). Combining theoretical and practical outcomes, the module promotes the value of being a trained reader and the responsibility to use such training in transformative, public, connected, dialogic, and integrated ways.
Biblical Studies: New Testament **15 Credits**	**Part 1.** This part is a focused study of the writings attributed to John – the Gospel of John, the Letters of John, and the Apocalypse of John. Students will examine these writings by attending to the testimony they render concerning the crucified and resurrected Christ. Attention is given to the issues of authorship, literary and rhetorical structure, and theological motifs, with a view to understanding their vision and purpose both within their ancient and contemporary church settings. **Part 2.** This part is designed to provide students with points of orientation for understanding Paul and the letters attributed to him. The module enables students to navigate the Pauline Writings by setting both Paul (as author, pastor, and missionary) and his letters within their historical, socio-cultural, theological, exegetical, and ecclesiological setting. Within this matrix, students read and engage texts within the body of the Pauline Writings.
Biblical Studies: Old Testament **15 Credits**	**Part 1: Old Testament Prophets.** Joshua, Judges, Samuel and Kings provide the basis for a survey of Israel's history from conquest to exile. Special emphasis is given to the investigation of the relationship between Israel's historical traditions and its theological appropriation of these traditions around such themes as election, law, land and leadership. The literary structure and theological significance of the latter prophets are examined, with attention given to situating the prophets within their own historical context and in light of the New Testament. Exegesis of representative passages is included. **Part 2: Old Testament Writing.** The study and understanding of wisdom in the Old Testament literature are investigated. Special attention is given to the nature of Hebrew poetry, literary structure and the importance of developing a biblical theology of the wisdom writings. Exegesis of representative passages is included.
Business Analytics **12 Credits**	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.
Business Analytics Bridging **6 Credits**	This module covers the content in 1st-year BCom Business Analytics that is not covered in the HCBS Business Analytics Moodlementals by enhancing the student's knowledge on basic concepts of business analytics. Students will learn probability, statistical inference and linear regression. At the conclusion of the module, students will be able to select and apply appropriate analytical techniques, apply these techniques and interpret these results making appropriate inferences.
Business Analytics Moodlementals **12 Credits**	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
Business and Commercial Law **12 Credits**	This module introduces students to the legal frameworks that underpin commercial activity and corporate conduct. Students will learn the Moodlementals of contract formation and remedies, the law of agency, and the core features of company law. Students will understand insolvency processes, consumer protection requirements, competition/antitrust principles, and the basics of intellectual property. Students will also become aware of how statutes, case law, and compliance obligations influence strategy, risk, and governance. At the conclusion of the module, students will be able to identify legal issues in business scenarios, apply core legal principles to resolve disputes, and advise on compliant commercial practice.
Business Communication **12 Credits**	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.
Business Integrated Customer Experience **24 Credits**	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.
Business Management **12 Credits**	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 Moodlementals 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.
Business Studies Teaching FET **15 Credits**	The aim of this module is to provide students with an in-depth grasp of curriculum, teaching methods, and the assessment of Business Studies at the Further Education and Training Phase. The module covers how best to teach and assess the topics covered in Grades 10–12. Students focus on how to transfer the central concepts required by this subject: business principles; theory and practice that underpin the development of entrepreneurial initiatives; sustainable enterprises and economic growth; and small business development. Students completing this module should have an advanced knowledge of how to teach Business Studies to learners in the Further Education and Training Phase.
Child and Adolescent Counselling **15 Credits**	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.

Children's and Youth Literature **15 Credits**	This module examines children's and youth literature in South African, African, and global contexts. Students explore a variety of genres and traditions, from folktales and picture books to young adult fiction, while analysing how such texts engage with questions of culture and imagination.
Christian Leadership Fieldwork **15 Credits**	This module is a practical and generally church or community-based extension of the academic programme in Christian Leadership. 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.
Christian Ministry Practical **15 Credits**	The student will do fieldwork in an area of Christian Ministry as an extension of the academic programme. Fieldwork is a multidisciplinary application of theoretical knowledge. It measures the practical capabilities of the student within a sphere of learning.
Christian Spirituality Foundations **15 Credits**	This module introduces Christian Spirituality in a historical trajectory 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 of Spirituality. It explores the theory and practice of spirituality in contemporary faith communities and everyday life. This module also includes a compulsory tutorial for spiritual formation.
Communication/Media Studies Work-integrated learning **15 Credits**	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.
Community and Mental Health Issues **12 Credits**	This module seeks to create awareness about various mental health issues in the South African context. Specific focus is given to the local community and interventions that target mental health issues. The role of the mental health worker in South Africa is examined and attention is given to the challenges in mental health care.
Community and Resource Mobilisation **15 Credits**	The module introduces students to resources and community mobilisation, which are key elements within most development projects and programmes. Students will explore real cases of community and resource mobilisation, highlighting the value of community participation as key components of the development process.
Community and Social Ethics **15 Credits**	This module outlines various theological descriptions of community and the role of the Holy Spirit in constituting communion. Case studies of how communities respond to social and ethical issues are discussed to broaden an understanding of the intersection of social ethics and the various theological

	responses. The module explains how the broader ecumenical church responds to social ethics.
Community Development in Practice **15 Credits**	This module looks at community development from a sociological point of view with an emphasis on both the theoretical and practical facets of the developmental process. These themes will be related to current development challenges in South Africa and will be studied against the background of global trends as well as specific community issues. Whilst strong emphasis will be placed on a holistic and people-centred orientation to development theory and praxis, the economic prerequisites and requirements for development will also be stressed. Theoretical insights will be translated into skills required for hands-on community development.
Community Development Project Management **6 Credits**	This module aims to orientate students to the field of project management through exploring the principles, methods, tools and techniques required in order to plan, 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.
Community Development: An Introduction **6 Credits**	The aim of this module is to lay the conceptual foundation for further in-depth discussions on community development issues. This module introduces a critical review of frequently used and sometimes abused concepts related to the community development discipline. The underlying meaning of popular community development jargon such as bottom-up development, grassroots participation, and good governance will be critically revisited and debated to set the scene for further modules in community development.
Community Fieldwork A & B **10 Credits x 2**	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.
Community Psychology **15 Credits**	This module will provide an introduction to the field of community psychology. This module focuses on social issues that influence individuals, groups and organisations. Community psychology as a science seeks to understand the relationships between psycho-social and environmental conditions.
Community Psychology (Advanced) **18 Credits**	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.
Community Research Methods	This module is designed to equip students with skills in community-based research (i.e., tools, techniques and methodologies). The module aims to assist students in helping a community identify an issue or problem, collect and analyse information, act upon the problem to find solutions that promote economic, social and political development or transformation. A key focus of the module will be to train students on how to write a research proposal while being exposed to qualitative and quantitative techniques for data collection and analysis for social research. The module will review methodologies and approaches appropriate to community based participatory research and will provide students with opportunities for practical application of acquired knowledge and skills.
Community Research: An Introduction **6 Credits**	This module aims to orientate the student to participatory research (i.e., its tools, techniques and methodologies), with the goal of helping a community identify a problem, collect and analyse information, and act upon the problem in order to find solutions and to promote social and political transformation. The module will implement participatory tools of secondary resources, direct observation and semi-structured interviewing.
Contemporary English Literature **15 Credits**	This module explores important and current topics by reading a range of contemporary English literature from different contexts published since the beginning of the 20th century.
Contemporary Sociology Theory **15 Credits**	This module provides an in-depth exploration of contemporary sociological theory. The implications of these theories for the challenges faced by contemporary society are debated. Students will be encouraged to engage critically with the opportunity to apply sociological theory in understanding contemporary issues. Special focus will be given to South Africa and the African continent.
Contemporary Theology **15 Credits**	The module traces some of the key theological trends and figures in the twentieth and twenty-first centuries. The module critically assesses trends and figures by carefully considering their theological contributions within philosophical and social contexts. 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.
Contextual Media Studies and Literacies **15 Credits**	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.
Conversational Afrikaans **5 Credits**	Conversational Afrikaans is a compulsory module within the Teaching program. This 5-credit module, aligned with NQF Level 5 and Higher Education Qualifications Framework (HEQF) requirements, is designed to equip prospective teachers with Moodlemental skills in one of South Africa's official languages, Afrikaans. Recognizing South Africa's linguistic and cultural diversity, this module emphasizes the importance of building effective communication with learners from varied backgrounds. As a prospective teacher, your ability to engage in basic Afrikaans conversations can significantly enhance classroom dynamics, foster inclusivity, and support learners' understanding of complex concepts. This module focuses on essential skills such as greetings, classroom interactions, grammatical structures, and cultural nuances, enabling you to create a more supportive and connected learning environment. By mastering these foundational elements, you will be better prepared to contribute meaningfully to a multilingual and multicultural educational setting.
Conversational IsiXhosa **5 Credits**	This module aims to help students develop conversational competencies in speaking and listening in isiXhosa in order to help teachers assist students in the learning context. Special focus will be given to vocabulary related to the teaching and learning process. Students completing this module should have conversational competence in isiXhosa for educational purposes. This module will assist students in their roles as learning mediators.
Conversational IsiZulu **5 Credits**	This module aims to equip prospective teachers with Moodlemental skills in one of South Africa's official languages, isiZulu. It forms part of the conversational languages offered within the PGCE program. In recognition of South Africa's linguistic and cultural diversity, this module emphasizes the importance of building effective communication with learners from varied backgrounds. As a prospective teacher, your ability to engage in basic isiZulu conversations can significantly enhance classroom dynamics, foster inclusivity, and support learners' understanding of complex concepts. This module focuses on essential skills such as greetings, classroom interactions, grammatical structures, and cultural

	nuances, enabling you to create a more supportive and connected learning environment. By mastering these foundational elements, you will be better prepared to contribute meaningfully to a multilingual and multicultural educational setting.
Corporate and International Financial Management **12 Credits**	This module introduces students to the theory of corporate finance and the dynamics of international financial management. Students will learn how firms raise and allocate capital across instruments such as bonds and equity, evaluate dividends and capital structure choices, and assess investment projects under risk. Students will understand mergers and acquisitions Moodlementals, the use of derivatives for hedging, and the management of foreign exchange exposure. Students will also become aware of cross-border trading conventions, regulatory considerations, and practices for evaluating international investments. At the conclusion of the module, students will be able to analyse financing and investment decisions, construct basic hedging strategies, and appraise cross-border opportunities in line with risk-return objectives.
Cost and Management Accounting **16 Credits**	This module introduces students to the theory and practice of cost and management accounting as a foundation for operational and strategic decision-making. Students will learn core costing methods , budget planning and control, and variance analysis to monitor performance. Students will understand strategic cost management tools for value creation, including cost–volume–profit, target costing, and life-cycle costing. Students will also become aware of organisational control systems and performance frameworks that link operational metrics to financial outcomes. At the conclusion of the module, students will be able to design cost models, interpret variances, and recommend improvement actions that enhance financial performance and managerial control.
Counselling and Life Skills **15 Credits**	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.
Creative Arts in Dance and Drama Teaching SP **15 Credits**	The aim of this module is to provide students with an in-depth understanding of the methods, activities and assessment involved in teaching Creative Arts at the Senior Phase. The module covers the different content areas in the Creative Arts curriculum at Grades 7–9. It specifically equips students with skills and resources for effective Creative Arts teaching and learning in Dance and Drama in particular, as set out in the CAPS document. Students learn how to draw up lesson plans to teach different

	content; adjust the curriculum to make provision for the diverse needs of learners; apply effective assessment tools; and use technology for teaching Creative Arts. In addition, students are introduced to professional resources that are available for teaching Creative Arts. Students completing this module should have a sound knowledge of the content areas covered in Creative Arts, should be able to assess learners reliably, and should know how to best approach the teaching of concepts to learners in the Senior Phase, particularly in Dance and Drama.
Creative English Writing **15 Credits**	Creative English Writing introduces students to the craft of writing across a range of creative genres, including fiction, and poetry. The course equips students with the tools and techniques to create original, imaginative work while grounding them in the Moodlementals of good writing: structure, audience awareness, and clarity. Students will read and respond to exemplary texts, explore their own voice and style, and develop a reflective writing practice. Feedback will support the revision process and help students prepare a polished portfolio of creative work.
Crisis Counselling **12 Credits**	In this module students will gain an understanding of the dynamics of crisis counselling and theories to gain insight into crisis intervention models.
Crisis Intervention and Trauma Counselling **15 Credits**	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.
Current and Emerging Trends in Alternative Education **15 Credits**	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.
Customer Experience **16 Credits**	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 Moodlemental 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.

Dance Studies Teaching FET **15 Credits**	The aim of this module is to enable students to teach Dance Studies to learners in the Further Education and Training Phase. The module focuses on developing creative teachers who can respond effectively to the needs of learners, providing them with well-prepared, high-quality dance experiences. The module provides students with the opportunity to deepen their knowledge, skills and understanding of Dance Studies, focusing on teaching dance technique, improvisation and dance theory. Students learn how to address the development of learners' performance, choreographic and appreciation skills. Different types of dance are focused on, inter alia, Contemporary dance, African dance, and movement approaches such as improvisation and somatic dance. African and Western philosophies pertaining to dance choreography within a South African setting are interrogated. Dance is studied together with practical school-led training and experience. Students completing this module should have specialised and sound subject knowledge of how to teach Dance Studies at the Further Education and Training level. Students will know how to teach Dance Studies and be able to select, determine the sequence and pace of content for both subject and learner needs; and understand diversity and inclusivity.
Development Challenges in Africa **15 Credits**	While post-colonial African is increasingly integrated into the global capitalist economy the challenges of poverty, inequality and environmental degradation continue unabated. The module discusses Africa's position in the global matrix of economic and political power, which is dominated by the neoliberal and modernist development ideology and practice. The neoliberal/modernist development discourse and practice adopted by (and which characterise) many post-independent African countries' development trajectories 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.
Development Economics **24 Credits**	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.
Developmental Psychology 10 Credits	This module provides students with an overview of the major theories of Developmental Psychology. Furthermore, the module aims to address contemporary concerns in lifespan development from conception to late adulthood/death and dying. The course will engage with developmental theories from a range of orientations, including learning/cognitive theories, theories of language development and a socio-cultural perspective.
Developmental Psychology 1 15 Credits	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
Developmental Psychology 2 15 Credits	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.
Diversity Studies 15 Credits	This module explores the ways identity shapes and is shaped by diversity in terms of race, culture, class, gender, sexual orientation and disability, and how the social construction of difference can have a significant impact on people's life opportunities. A Moodlemental objective of the module will be to develop critical diversity literacy and identify ways to promote mutual understanding, tolerance and cooperation among communities.
Dramatic Arts Teaching FET 15 Credits	The aim of this module is to equip students with the knowledge, skills, values and experience needed to teach Dramatic Arts to learners in the Further Education and Training Phase. The module focuses on practical and creative competence, developing teachers who can respond effectively to the needs of learners to provide them with well-prepared, high-quality experiences in Dramatic Arts. The module covers the broad topics of personal resource development; acting and performance; performance texts in context; and theatre and/or film production. It equips students with an understanding of the nature and function of drama and theatre in society and in different contexts; historical

	and contemporary dramatic practice; theatre education; acting, voice work, movement and play text; and play making, producing and directing. An important part of the curriculum is teaching learners group collaboration via the co-creation of a performance/production. Students completing this module should have specialised and sound subject knowledge of how to teach Dramatic Arts at the Further Education and Training level, understand diversity in the South African context, and be able to teach Dramatic Arts in a way that includes all learners
Economics **12 Credits**	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.
Economics and Management Sciences Teaching SP **15 Credits**	The aim of this module is to provide students with an in-depth grasp of curriculum, teaching methods, and the assessment involved in teaching Economics and Management Sciences at the Senior Phase. The module covers how best to teach and assess the topics covered in Economic and Management Sciences to Grades 7—9. Students focus on how to transfer the central concepts required by this subject: the economy; financial literacy; and entrepreneurship. Students completing this module should have an advanced knowledge of how to teach Economics and Management Sciences to learners in the Senior Phase.
Economics Teaching FET **15 Credits**	The aim of this module is to provide students with an in-depth understanding of curriculum, teaching methods, and the assessment of Economics at the Further Education and Training Phase. The module covers how best to teach and assess the topics covered in Economics at Grades 10–12. Students focus on how to transfer the central concepts required by this subject: macroeconomics; microeconomics; economic pursuits; and contemporary economic issues. Students completing this module should have an advanced knowledge of how to teach Economics to learners in the Further Education and Training Phase.
Economics 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.
Educational Philosophy and Ethics **10 Credits**	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.
Educational Psychology **10 Credits**	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.
Educational Psychology SP/FET **10 Credits**	Students explore human cognitive, linguistic, personal, social, and moral development from childhood to early adulthood, as well as individual and group differences. They relate this to various views of learning theory, intrinsic and extrinsic motivation, and informal and formal assessments; with special attention given to the influence of environmental factors on learning processes. Students completing this module should acquire a better understanding of learners, particularly those in their teens, and how they learn (metacognition), and a better understanding of how to teach effectively.
Embodied pedagogies **15 Credits**	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.
English First Additional Language Didactics FP **8 Credits**	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.
English First Additional Language Teaching SP **15 Credits**	The aim of this module is to provide students with the knowledge and skills necessary to teach English as a first additional language at the Senior Phase. This module includes teaching methodologies and assessments of learners' listening, speaking, reading and writing skills. The difference between home language and additional language teaching is addressed. Students completing this module should be able to help learners develop their English first language skills.
English Home Language Teaching FET **15 Credits**	The aim of this module is to provide students with the knowledge and skills necessary to teach English as a home language at the Further Education and Training Phase. This module includes 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. Literary studies form a key component of the module and how to teach literature genre at the FET level. Students completing this module should be able to help learners develop their English home language skills.
English Home Language Didactics FP **8 Credits**	The aim of this module is to provide the student with the knowledge and skills necessary to teach English as a home language. This will include teaching methodologies and assessments of learners' listening, speaking, reading and writing skills, as well as their grasp of the structure of the language and the ability to think in the language. Students completing this module should be able to help learners develop their English language skills. This module will assist students in their roles as subject and phase specialists, learning mediators, assessors and interpreters and designers of learning programmes and materials.

English Home Language Didactics IP **10 Credits**	The aim of this module is to provide the student with the knowledge and skills necessary to teach English as a home language. This will include teaching methodologies and assessments of learners' listening, speaking, reading and writing skills, as well as their grasp of the structure of the language and the ability to think in the language. Students completing this module should be able to help learners develop their English language skills. This module will assist students in their roles as subject and phase specialists, learning mediators, assessors and interpreters and designers of learning programmes and materials.
English Home Language SP **15 Credits**	The aim of this module is to provide students with the knowledge and skills necessary to teach English as a home language at the Senior Phase. This module includes teaching methodologies and assessments of learners' listening, speaking, reading/analytic and writing skills, as well as their grasp of the structure of the language and the ability to think in the language. There is also a focus on teaching key literary genre. Students completing this module should be able to help learners develop their English home language skills.
English Language Studies **15 Credits**	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.
English Literary Studies: An introduction **15 Credits**	This module introduces students to key concepts, terminology and skills in literary studies. It explores the relationship between text and context using representative texts from different literary genres to develop critical reading and writing skills.
Entrepreneurship **12 Credits**	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.
Ethical Self Leadership **12 Credits**	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.
Ethics and Global Citizenship **15 Credits**	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.
Ethics and Professionalism **6 Credits**	This module is designed to help the student develop a practical understanding of ethical issues in community development work. The philosophical and historical bases of ethics are examined, and professional rules and policies are evaluated in light of ethical principles. Students are encouraged to examine their personal worldview, values, beliefs, and behaviour related to current moral, social and professional issues.
Facilitation and Assessment in Alternative Education **15 Credits**	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.
Family and Development **15 Credits**	This module surveys the themes of marriage development and family issues. The student will be introduced to the dynamics of change within marriage and the family as part of a developmental psychology framework.
Family Counselling **15 Credits**	This module provides a theoretical and practical overview of Family Systems Theory and Family Counselling. Dynamics and dimensions of healthy and unhealthy family functioning, with special emphasis on the South African context will be explored. We will also explore various dysfunctional family situations and see how to practically provide support and assistance through family systems theory and family counselling, utilising systemic integration of family dynamics.
Family Psychology **10 Credits**	This module provides a theoretical and practical overview of family systems theory and development. The purpose is to help students to explore and evaluate dysfunctional patterns of interactions and 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'.
Financial Accounting **12 Credits**	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.
Financial Accounting Moodlementals **12 Credits**	This module enables the students to gain a Moodlemental 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.
Financial Management **16 Credits**	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.
Financial Management 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.
FP Teaching Practice A **8 Credits**	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.
FP Teaching Practice B 9 Credits	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.
FP Teaching Practice C 12 Credits	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 them 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.
Moodlemental Numeracy 5 Credits	The Moodlemental Numeracy module provides students with the basic knowledge and understanding of mathematics at the Intermediate Phase. Students should be able to demonstrate a Moodlemental 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.
Fundraising and Community Resource	This module will introduce students to a basic understanding of fundraising and resource mobilisation. Students will gain

Mobilisation **12 Credits**	knowledge and techniques on how to get started with fundraising. Students will learn the Moodlemental 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.
Geography Teaching FET **15 Credits**	The aim of this module is to provide students with an in-depth grasp of curriculum, teaching methods and assessment of Geography at the Further Education and Training Phase. The module covers how best to teach and assess the topics covered in Grades 10–12. Students focus on how best to transfer the central concepts of Geography and its two branches, Physical Geography and Human Geography, as well as the use of maps as a graphic skill. Students completing this module should have an advanced knowledge of how to teach Geography to learners in the Further Education and Training Phase.
Global Perspectives in Alternative Education **15 Credits**	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.
Group Studies and Communication **15 Credits**	This module seeks to introduce the student to the Moodlementals 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.
Group Therapy **15 Credits**	This module aims to provide the student with a basic theoretical understanding of groups, group processes, group dynamics and the stages of in-group development. Theoretical application to group counselling will be examined and students will have a chance to reflect on this theoretical understanding.
Historical English Literature **15 Credits**	This module explores important social, political and cultural issues, both past and present, by reading in a range of influential historical English literature from different contexts.
History of Education **10 Credits**	This module is designed to help students understand present educational theory and practice by exploring the historical, social,

	political and cultural factors that have shaped the development of education, particularly in the South African school context. The module will briefly examine educational developments globally and then extensively in South Africa 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.
History Teaching FET **15 Credits**	The aim of this module is to provide students with an in-depth grasp of curriculum, teaching methods and assessment of History at the Further Education and Training Phase. The module covers how best to teach and assess the topics covered in Grades 10–12. Students focus on how to transfer the central concepts required by this subject: historical sources and evidence; multi-perspectivity; cause and effect; change and continuity; and time and chronology. Students completing this module should have an advanced knowledge of how to teach History to learners in the Further Education and Training Phase in a changing social context.
Homiletics **15 Credits**	Students are equipped with the necessary theory and skills for adequate 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, for diverse circumstances and audiences. Students are exposed to a variety of preaching models and biblical passages to increase their awareness of the importance of these homiletical methods in the preaching process. The roles of the pastor and the congregation are explored in the interplay between the Word of God and the preached word within a liturgical environment.
Human Capital Management **12 Credits**	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 & 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.
Human Capital 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.
Human Identity and Christology **15 Credits**	Building on our understanding of God's story and its trajectory in human history, this module looks at the question of human identity. It works on the premise that the meaning of life, of what it means to be human and to be created, comes into sharper focus when viewed biblically and theologically. Moving from the various biblical, theological, sociological, 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. The implications of this doctrine are considered in light of South African contextual realities.
Inclusivity in Teaching and Learning **15 Credits**	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.
Industry 4.0 in Manufacturing **6 Credits**	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
Instructional Methods FP **8 Credits**	The aim of this specialised pedagogical module is to introduce students to effective strategies and methodologies for instructional planning and delivery of learning content. This module will cover a broad range of methods and concepts which the student will be able to apply in the classroom viz.: from theory

	to practice; cooperative learning; whole class instruction; instructional strategies; long- and medium-term planning; overcoming barriers to learning; inclusive classrooms; and multi-level teaching. Attention will also be paid to the more informal teaching methodologies in the Grade R context. Students completing this module should better know how to teach their subjects and be able to identify learning or social problems among learners. This module will assist students in their roles as learning mediators, and interpreters and designers of learning programmes and materials.
Instructional Methods IP **8 Credits**	The aim of this specialised pedagogical module is to introduce students to effective strategies and methodologies for instructional planning and delivery of learning content. This module will cover a broad range of methods and concepts which the student will be able to apply in the classroom viz.: from theory to practice; cooperative learning; whole class instruction; instructional strategies; long- and medium-term planning; overcoming barriers to learning; inclusive classrooms; and multi-level teaching. Attention will also be paid to the more informal teaching methodologies in the Grade R context. Students completing this module should better know how to teach their subjects and be able to identify learning or social problems among learners. This module will assist students in their roles as learning mediators, and interpreters and designers of learning programmes and materials.
Instructional Methods SP/FET **10 credits**	This module covers a broad range of methods and concepts which the student will be able to apply in the classroom, that is: 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. Students completing this module should better know how to teach their subjects and be able to identify learning or social problems among learners.
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 Moodlementals 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.
IP Teaching Practice A **8 Credits**	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
IP Teaching Practice B **10 Credits**	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.
IP Teaching Practice C **12 Credits**	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.
IsiXhosa A **15 Credits**	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.
IsiXhosa B **15 Credits**	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.
IsiXhosa First Additional Language Didactics FP **8 Credits**	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.
IsiXhosa First Additional Language Didactics IP **10 Credits**	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.

IsiXhosa First Additional Language Teaching SP **15 Credits**	The aim of this module is to provide students with the knowledge and skills necessary to teach isiXhosa as a first additional language at the Senior Phase. This module includes teaching methodologies and assessments of learners' listening, speaking, reading and writing skills. The difference between home language and additional language teaching is addressed. Students completing this module should be able to help learners develop their isiXhosa first additional language skills.
IsiZulu A **15 Credits**	This module focuses on beginner-level isiZulu, introducing basic greetings, vocabulary, and grammar structures. Students will be expected to actively participate in class activities, practice pronunciation, and complete short assignments. Moreover, this module provides a comprehensive introduction to isiZulu grammar, focusing on key linguistic components such as phonetics, phonology, morphology, syntax, and semantics.
IsiZulu B **15 Credits**	This module introduces students to isiZulu literature across various genres, including novels, short stories, poetry (both traditional and modern), drama, and oral traditions such as folktales, songs, and praise poetry.
IsiZulu Home Language Didactics FP **8 Credits**	This module focuses on the principles, methods, and strategies for teaching IsiZulu as a Home Language in the Foundation Phase. It emphasizes the development of emergent literacy through listening and speaking, phonemic awareness, reading readiness, shared reading, and early writing in isiZulu. The module introduces student teachers to age-appropriate approaches that promote language development in a play-based, text-rich environment. It covers the use of stories, songs, rhymes, and visual resources to enhance vocabulary, comprehension, and communication skills. Attention is given to inclusive and culturally responsive teaching, the development of basic language structures, and the use of formative assessment to support learners' language acquisition. The module equips student teachers to create engaging lessons that build a strong foundation for lifelong learning in isiZulu.
IsiZulu Home Language Didactics IP **10 Credits**	This module provides student teachers with theoretical and practical knowledge for teaching IsiZulu as a Home Language in the Intermediate Phase. It covers the teaching of advanced language skills, including comprehension strategies, extended writing, language structures, and vocabulary development across various text types and genres. The module places emphasis on learner engagement with fiction, non-fiction, poetry, and visual media, as well as integrating language learning with other subjects. It also explores strategies for developing critical reading and writing skills, promoting bilingualism, and incorporating inclusive and differentiated teaching methods. Student teachers are guided in lesson planning, curriculum implementation, and

	assessment practices that support language progression and learner confidence in isiZulu as a Home Language.
Labour Relations **12 Credits**	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
Leadership and Christian Spirituality Formation **15 Credits**	This module explores how individuals and communities construct meaning from their life experiences. Consideration is given to questions related to general areas of developmental psychology and the theology of Christian formation and maturity. Additionally, students explore meaningful ways in which to integrate the theory and practice of Christian spiritual formation. This module includes leadership skills for spiritual formation.
Leadership and Empowerment **15 Credits**	In this module, students explore leadership theory, its application to their personal vision and mission statements, and methods and theories for leading to empowering others. 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, teamwork, and strategic planning.
Leadership and Human Flourishing **15 Credits**	This module is designed to introduce students to an understanding of being human in an integrated manner, fostering human flourishing. The module examines contemporary theological discussions on the meaning of human flourishing and its implications for both Christian faith and practice. The integration of various aspects of human life, including faith, work, and well-being, is explored in the pursuit of leading meaningful lives.
Leadership and Social Cohesion **15 Credits**	The module provides an overview of various descriptions of social cohesion in specific contexts and ways of evaluating social cohesion. It further describes how mediation and peace-building processes, as well as leaders, contribute to social cohesion. Particular attention is given to conflict mediation and peace processes in South Africa, as well as practical leadership skills to engage in these processes.
Leadership in Urban Context	The module describes the challenges in urban contexts amid urbanisation and shows how these challenges affect, especially, the youth, leading to an increase in homelessness and

15 Credits	unemployment. The module enables students to see how leaders, faith-based organisations, and churches respond proactively and reactively to these realities. Students are enabled to engage in activities that allow them to see, describe, and analyse the contextual realities as a critical function of faith leadership.
Lean, Sustainable Continuous Improvement 24 Credits	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.
Learning and Development 8 Credits	Learning and Development: This module introduces the student to Learning and Development (L&D), through the dual lenses of the modern work environment as well as diversity and inclusion considerations. The constantly evolving nature of L&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&D is also examined. By the end of the module, students will have a rich understanding of the importance of L&D and its impacts on the individual, will be able to execute key L&D processes, and have a clear vision of the current and future L&D landscape.
Learning and Development 8 Credits	Learning and Development: This module introduces the student to Learning and Development (L&D), through the dual lenses of the modern work environment as well as diversity and inclusion considerations. The constantly evolving nature of L&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&D is also examined. By the end of the module, students will have a rich understanding of the importance of L&D and its impacts on the individual, will be able to execute key L&D processes, and have a clear vision of the current and future L&D landscape.
Life Orientation Teaching FET	The aim of this module is to provide students with an in-depth grasp of curriculum, teaching methods and assessment of Life Orientation at the Further Education and Training Phase. The

15 Credits	module covers how best to teach and assess the six content topics in Grades 10–12: development of the self in society; social and environmental responsibility; democracy and human rights; careers and career choices; study skills; and physical education. Students completing this module should have an advanced knowledge of how to teach Life Orientation to learners in the Further Education and Training Phase.
Life Orientation Teaching SP 15 Credits	The aim of this module is to provide students with an in-depth grasp of curriculum, teaching methods and assessment of Life Orientation at the Senior Phase. The module covers how best to teach and assess the five content topics in Grades 7–9: development of the self in society; health, social and environmental responsibility; constitutional rights and responsibilities; physical education; and the world of work. Students completing this module should have an advanced knowledge of how to teach Life Orientation to learners in the Senior Phase.
Life Skills Didactics FP 12 Credits	The aim of this module is to provide the student with an in-depth grasp of curriculum, teaching methods and assessment of Foundation Phase Life Skills. This includes emphasis on Beginning Knowledge, Creative Arts, Physical Education and Personal and Social Well-being. Students completing this module should have an advanced knowledge of how to teach Life Skills in the Foundation Phase. This module will also assist students in their roles as subject and phase specialists, learning mediators, assessors and interpreters and designers of learning programmes and materials.
Life Skills Didactics IP 10 Credits	The aim of this module is to provide the student with an in-depth grasp of curriculum, teaching methods and assessment of intermediate phase Life Skills. This includes emphasis on Personal and Social Well-being, Physical Education and Creative Arts. Students completing this module should have an advanced knowledge of how to teach Life Skills at the Intermediate Phase. This module will assist students in their roles as subject and phase specialists, learning mediators, assessors and interpreters and designers of learning programmes and materials.
Macro Economics 16 Credits	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.
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.
Mathematics Didactics FP **12 Credits**	The aim of the Mathematics Didactics module is to provide students with an in-depth understanding of the methods, activities and assessment of Mathematics competency. Specific attention is given to constructivism in problem-solving. The module informs the student regarding the different content areas of Mathematics knowledge at the Foundation Phase, viz.: Numbers, Operations and Relationships; Patterns, Functions and

	Algebra; Space and Shape (Geometry); Measurement; and Data Handling. Attention will also be paid to the teaching of Numeracy in Grade R. The module specifically equips the student with skills and resources for effective teaching and learning at the Foundation Phase as set out in the CAPS document. Students will learn how to draw up lesson plans to teach different content; adjusting curriculum to make provision for the diverse needs of learners; applying effective assessment tools; and using technology for Mathematics teaching. In addition, the student will be introduced to professional resources that are available for the Mathematics learning area. Students completing this module should have a sound knowledge of Mathematics, should have highly developed numeracy skills, should be able to assess learners reliably, and should know how to best approach the teaching of Mathematic concepts at the Intermediate Phase. This module will assist students in their roles as subject and phase specialists, learning mediators, assessors and interpreters and designers of learning programmes and materials.
Mathematics Didactics IP **10 Credits**	The aim of the Mathematics Didactics module is to provide students with an in-depth understanding of the methods, activities and assessment of Mathematics competency. Specific attention is given to constructivism in problem-solving. The module informs the student regarding the different content areas of Mathematics knowledge at the Intermediate Phase, viz: Numbers, Operations and Relationships; Pattern Functions and Algebra; Space and Shape; Measurement; and Data Handling. The module specifically equips the student with skills and resources for effective teaching and learning at the Intermediate Phase as set out in the CAPS document. Students will learn how to draw up lesson plans to teach different content; adjusting curriculum to make provision for the diverse needs of learners; applying effective assessment tools; and using technology for Mathematics teaching. In addition, the student will be introduced to professional resources that are available for the Mathematics learning area. Students completing this module should have a sound knowledge of Mathematics, should have highly developed numeracy skills, should be able to assess learners reliably, and should know how to best approach the teaching of Mathematic concepts at the Intermediate Phase. This module will assist students in their roles as subject and phase specialists, learning mediators, assessors and interpreters and designers of learning programmes and materials.
Mathematics Literacy FET **15 credits**	This module provides students with an in-depth understanding of the curriculum, teaching methods and assessment of

	Mathematical Literacy in the FET Phase. It covers how best to teach and assess the three Mathematical Literacy skills: interpreting and communicating answers; numbers and calculations; patterns, relationships and representation, together with the five areas in which these skills are applied: finance; measurement; maps, plans and other representations of the physical world; data and probability. The aim is to develop teachers who have both a solid conceptual grounding in Mathematics and the ability to teach Mathematical Literacy effectively across diverse cohorts of learners in the South African School system. Students collaborate to create a bank of practical peer-moderated resources, such as exercises, activities, assessment tasks and tools, to draw on when teaching at different developmental levels. Students particularly develop skills and resources for the areas of Mathematical Literacy that learners find most difficult to grasp. The module also prepares students to support learning through the use of online platforms on computers and other devices, both in classroom settings and for online/remote teaching.
Mathematics Teaching FET 15 credits	The aim of this module is to provide students with an in-depth understanding of the methods, activities and assessment involved in teaching Mathematics at the Further Education and Training Phase. Specific attention is given to constructivism in problem-solving. The module equips students with knowledge of the different content areas covered in Grades 10–12. It specifically equips students with skills and resources for effective teaching and learning at the Further Education and Training Phase, as set out in the CAPS document. Students learn how to draw up lesson plans to teach different content; adjust the curriculum to make provision for the diverse needs of learners; apply effective assessment tools; and use technology for Mathematics teaching. In addition, students are introduced to professional resources that are available for teaching Mathematics. Students completing this module should have a sound knowledge of Mathematics, have highly developed numeracy skills, be able to assess learners reliably, and should know how to best approach the teaching of Mathematical concepts to learners in the Further Education and Training Phase.
Mathematics Teaching SP 15 credits	The aim of this module is to provide students with an in-depth understanding of the methods, activities and assessment involved in teaching Mathematics at the Senior Phase. Specific attention is given to constructivism in problem-solving. The module equips students with knowledge of the different content areas covered in Grades 7–9. It specifically equips students with skills and

	resources needed for effective teaching and learning at the Senior Phase, as set out in the CAPS document. Students learn how to draw up lesson plans to teach different content; adjust the curriculum to make provision for the diverse needs of learners; apply effective assessment tools; and use technology for Mathematics teaching. In addition, students are introduced to professional resources that are available for teaching Mathematics. Students completing this module should have a sound knowledge of Mathematics, have highly developed numeracy skills, be able to assess learners reliably, and should know how to best approach the teaching of Mathematic concepts to learners in the Senior Phase.
Maths for Education **15 Credits**	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.
Microeconomics **16 Credits**	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
Missiology **15 Credits**	Laying a foundation for a hermeneutical lens 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 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.
Navigating Change and Conflict **15 Credits**	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.
Neuropsychology **18 Credits**	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.
New Testament: An Introduction **15 Credits**	The first half of this module is designed to introduce the student to the nature, purpose and interpretative process related to the Scriptures. Attention is given to the historical backdrop of the Old and New Testaments, and to the development of the biblical canon (Jewish, Protestant and Catholic). Tracing the narrative trajectory of the Bible, this module is designed to equip students with a basic skill set necessary for the artful and faithful interpretation of the biblical text both within the church and public space. In the second half of this module, students are introduced to the scope of the New Testament, as the testimony of the early Church, concerning the crucified and resurrected Jesus. The module follows the canonical order of the New Testament. Attention is given to historical background, interpretive issues related to literary genre, and to the theology and narrative integrity of the New Testament.
Old Testament: An Introduction **15 Credits**	In this module focus is given to tracing the scope of the Old Testament, as a shared testimony, concerning its central character, Yahweh. The module follows the ordering of the Hebrew Bible. The first part of the module gives particular attention to the Torah and Early Prophets. The second half of the module explores the meaning and theological significance of the remaining books of the Old Testament, with particular attention to Israel's counter-testimony as recounted in the Latter Prophets and Writings. Attention is given throughout to historical background, interpretive issues related to literary genre, and to the theological frame and narrative integrity of the Old Testament.
Operations 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.
Organisational Management **15 Credits**	This module will focus on expanding knowledge and skills needed on the project, programme and organisational environment in which community leaders mobilise and manage their people and other resources to achieve desired outcomes and impacts in their communities. Students will be guided to achieve personal, interpersonal, and organisational effectiveness through the "frames" of ethical and theoretical guidelines. The module will furthermore attend to the application of the impact value chain, log-frame planning, monitoring and evaluation as it applies to project, programme and organisational development.
Pastoral Care and Practice **15 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 the 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. Pastoral Care Theories are applied to specific crises, such as illness, dying, bereavement, and family counselling. The students are exposed to practical counselling sessions.
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.
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.
Policy and Legislative Framework **15 Credits**	This module introduces students to the policy and legislative ecology that governs the profession of community development and examines the need for and strategic importance of policies and regulations 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.
Population and Development **15 Credits**	This module focuses on social demography, examining such themes as socio-demographic indicators, population profile, health profile, urbanisation and migration profile, education profile, and human development profile. Students focus on local communities, South Africa and the African continent as they analyse the consequences of social demographic factors for research, policy, planning and development.
Portfolio of Experiential Learning **15 Credits**	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.
Professional Skills **15 Credits**	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
Project Management **12 Credits**	This module introduces the student to the Moodlemental 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.
Project Monitoring and Evaluation **6 Credits**	This module aims at equipping development workers in government, NGOs and other organisations with skills, knowledge and the necessary attitudes for effective results-based monitoring and evaluation of development programmes. This module highlights the concepts, roles, purposes and processes of monitoring and evaluation in development projects and seeks to equip learners to engage and plan more effectively with evaluations.
Psychological Assessment and Measurement **10 Credits**	This module aims to introduce students to basic concepts of psychological assessment and provide students with a general overview of psychometric assessment. Students will be exposed to the practical components of assessment and gain a clear understanding of scoring and interpreting various assessments. Emphasis will be placed on the assimilation of various assessment methods. The interpretation and integration of psychometric assessments will be presented in a report form. Attention will be given to scope of practice for registered counsellors and to the impact of psychological assessment within a multi-cultural society.
Psychological Interventions 3 **15 Credits**	The aim of this module is to equip students with a theoretical understanding of counselling and psychological interventions, directed towards an integrated, relevant and appropriate praxis within the South African context. Appropriate intervention strategies for issues such as HIV/AIDS, Crisis Pregnancy, Trauma and Substance Abuse are addressed.
Psychology and Community Intervention Fieldwork **15 Credits**	This module aims to assist students gain practical community and psycho-educational experience within various community settings. It further exposes students to a range of mental health needs and issues in the community. Students will have an opportunity to integrate theoretical knowledge with practical intervention skills. Subsequently, students will become adept in the referral process and broaden their knowledge of sources of help within communities.
Psychology Project Paper **15 Credits**	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.

Psychology Research Project A **15 Credits**	This module is designed to facilitate the independent planning, execution and reporting/writing up of a research project in a community setting. A community setting is any placement which addresses the psychosocial issues present within the South African context (i.e., substance abuse, teenage pregnancy, HIV/AIDS and community violence among others). Students will conceptualize the research project as a group although they write on an individual basis. The 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.
Psychology Research Project B **15 Credits**	This module is designed to facilitate the independent planning, execution and reporting/writing up of a research project in a community setting. A community setting is any placement which addresses the psychosocial issues present within the South African context (i.e., substance abuse, teenage pregnancy, HIV/AIDS and community violence among others). Students will conceptualize the research project as a group although they write on an individual basis. The 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.
Psychology: An Introduction **15 Credits**	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.
Psychopathology **18 Credits**	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.
Psychotherapy **15 Credits**	This module provides students with an introduction to the theories and principles of various current approaches to psychotherapy and brief therapy.
Research Methodology **15 Credits**	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.
Research Methods and Statistics **15 Credits**	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.
Research Methods and Statistics (Advanced) **18 Credits**	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.
Research Methods and Statistics: An Introduction **15 Credits**	This foundational module is designed to introduce students to basic concepts in research methodology and quantitative statistics. Students will be able to select appropriate statistical techniques for various research situations, execute these techniques and interpret these results making appropriate inferences.
Research Project **15 Credits**	Building on the corresponding research methodology module/s, this module equips students with the Moodlemental 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.
Science and Technology Didactics **10 Credits**	The aim of Science and Technology Didactics is to provide students with an overview of methods and activities that support effective teaching and learning in IP Science and Technology. Students will be acquainted with CAPS 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.
Short Portfolio of Experiential Learning **6 Credits**	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.
Social Change and Transformation **15 Credits**	This module reviews several perspectives on community development and social transformation processes. The overall objective is to acquire an understanding of social transformation as it relates to community development and the ability to apply this understanding in working with diverse communities.
Social Media **15 Credits**	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.
Social Science Teaching SP **15 credits**	The aim of this module is to provide students with an in-depth grasp of curriculum, teaching methods and assessment of Social Sciences at the Senior Phase. The module covers how best to teach and assess the content of both the History and Geography topics covered in Grades 7–9. Students completing this module should have an advanced knowledge of how to teach Social Sciences to learners in the Senior Phase.
Social Research Methods **15 Credits**	This module focuses on the methodology of social science research and is designed to build research capacity amongst future community development practitioners. During the course students will be taught the logic inherent to social research methodology, covering the design stage, data collection, data capturing, data analysis, data interpretation and research ethics. A research proposal, which may form the basis of the Independent Research Project (IRP), forms a major part of this module.
Social Science Didactics **10 Credits**	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.
Social Theory for Community Development 15 Credits	This module introduces students critically to the epistemological and theoretical foundations of community development in order to build advanced analytical capacity among community development practitioners. It does this by interrogating philosophical and conceptual assumptions as well as analytical approaches in community development practice.
Social Transformation 6 Credits	This module reviews several perspectives on social transformation processes. The module covers different ways of thinking about development as transformation including people-centred development, development as freedom and development as a response to powerlessness.
Sociology Fieldwork 15 Credits	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.
Sociology of Development 15 Credits	Sociology of Development aims to introduce the debate on the development question in Africa. It lays the conceptual foundation for further in-depth discussions on two fields of development research and practice: industrial development, and community development in Africa. The module will, therefore, introduce both macro theories pertaining to development, and the basics of what we understand by industrial development, and community development. The underlying meaning of popular development concepts and strategies will be critically revisited and debated to set the scene for further modules in development. The module explores poverty and exclusion as a developmental concern for Africa, and South Africa in particular.
Sociology of Development: An Introduction 6 Credits	The aim of this module is to broaden the perspective of the student by introducing the student to how societies develop. This module also sensitises the student for the global perspective and the impact of globalisation on local contexts. Case studies will reveal that development is equated to change, a phenomenon

	that often has both positive and negative effects on local communities.
Sociology of Institutions **15 Credits**	Sociological theory is applied to important institutions in society such as the family, media institutions, religion, education and political institutions
Sociology Project **15 Credits**	The senior project paper is a literature report and reflection paper based on the advanced level student's practical fieldwork experience in a community setting. Students are encouraged to write an empirical research paper using community based participatory research methodologies. Students may alternatively choose to write a theoretical paper. The senior project paper will need to demonstrate the student's mastery of compiling a literature review informed by her/his empirical research, coherently describe the research problem and successfully apply appropriate sociological theories.
Sociology Research Project A **15 Credits**	This module is designed to facilitate the independent planning, execution and reporting/ writing up of a research project in partial fulfilment of the programme. The 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.
Sociology Research Project B **15 Credits**	This module is designed to facilitate the independent planning, execution and reporting/ writing up of a research project in partial fulfilment of the programme. The 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.
Sociology: An Introduction **15 Credits**	The module introduces students to the principles, concepts, history, and major approaches to the study of society. It provides an overview of what sociologists' study, the methods they use, the different ways of thinking (paradigms) within sociology as well as the key terminology (concepts) that serve as analytical tools to understand social systems and the social construction of human life.
Solution-focused and Crisis Counselling **15 Credits**	This module is an introduction to the theories and principles of various current approaches to psychotherapy and brief therapy.

South African Media Law **15 Credits**	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.
Statistics for Education **15 Credits**	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.
Strategic Branding and Integrated Communications **8 Credits**	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
Strategic Human Capital Management **24 Credits**	In this module students will revisit the Moodlemental 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 Moodlemental impact on the bottom line and can contribute in a major way to competitive differentiation and organisational sustainability.
Strategic Management and Innovation in the New World of Work **16 Credits**	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.
Strategic Value Chain Management **24 Credits**	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.
Study Praxis and Classroom Management FP **8 Credits**	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.
Study Praxis and Classroom Management IP **8 Credits**	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.
Study Praxis and Classroom Management SP/FET **10 credits**	This module aims to provide students with an overview of classroom logistics, and through various activities, equip them with numerous tools and methods for successful self and classroom management. Students learn by learning from practice (e.g. observing and reflecting on lessons taught by others) and by learning in practice (e.g. preparing, teaching and reflecting on lessons presented by oneself). By the end of this module students should be able to use various tools and methods for successful self and classroom management across diverse contexts in order to ensure a conducive learning environment; apply what was learnt in educational theory, including using reliable and varied learner performance assessment methods and techniques; involve parents appropriately in students' learning; explain legal issues related to classroom management in South Africa, including the use of disciplinary measures; and develop tacit knowledge – an essential component of learning to teach.
Sustainable Community Development **15 Credits**	In this module developing a human community is viewed as the outcome of ecological processes. Through communities, people come together and collectively not only survive but may also increase their standard of living. The four principal ecological dimensions are population, organization, environment and technology, acronym POET. The module thus expounds the importance of population as groups of humans that occupy an area, how they are organized into a community to gain sustenance, and their common environment (including other communities). The module also addresses the application of knowledge and the tools used to adapt to their environment in order to enhance their sustenance i.e., a population's technology. Particular attention is given to the principle and challenge of sustainable community development in diverse community locations and settings.
Synoptic Gospels **15 Credits**	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.
Taxation for Business Entities **12 Credits**	This module introduces students to the principles and practice of business taxation across common entity forms. Students will learn the structure of tax law, corporate income tax calculation, value-added/sales tax, and capital gains tax, together with filing, documentation, and compliance processes. Students will understand the tax effects of financing, investment, and distribution decisions, and the Moodlementals of international

	taxation including double-taxation relief and transfer-pricing awareness. Students will also become aware of ethical considerations and governance controls that support tax transparency and risk management. At the conclusion of the module, students will be able to compute core tax liabilities, evaluate tax implications of business transactions, and recommend compliant, responsible tax positions.
Teaching Practice SP/FET A 10 Credits	This practical learning experience aims to prepare students to be a Senior Phase/Further Education and Training teacher, through participating in a school-based Teaching Practice for 2 weeks/10 continuous days in an accredited school, i.e. registered and recognised by the Department of Basic Education. The module lecturer and mentor-teacher guide, oversee, monitor and assess students during the practical. The first school visit focuses on observing and analysing classroom teaching. Students are required to observe a minimum of 8 lessons at the SP as well as FET phases, and to complete assignments set for this Teaching Practice. After completing this Teaching Practice, students should have a better understanding of their role as Senior Phase/Further Education and Training teachers, their subjects, classroom management, lesson planning and learner assessment.
Teaching Practice SP/FET B:15 Credits	This practical learning experience aims to prepare students to be a Senior Phase/Further Education and Training teacher, through participating in school-based teaching practice for 3 weeks/10 continuous days in an accredited school, i.e. registered and recognised by the Department of Basic Education. The module lecturer and mentor-teachers guide, oversee, monitor and assess students during the practical. This second school visit focuses on students taking responsibility for basic teaching assignments. Students are required to complete assignments and to teach a minimum of 10 lessons that are observed by a mentor-teacher, and on occasion assessed by Cornerstone academic staff. After completing this Teaching Practice, students should better know how to teach their subjects, manage classrooms effectively, design lessons and materials, and assess learners reliably.
Teaching Practice SP/FET C 20 credits	This learning experience aims to prepare students to be a Senior Phase/Further Education and Training teacher, through participating in school-based Teaching Practice for 4 weeks (20 continuous days) in an accredited school, i.e. registered and recognised by the Department of Basic Education. The module lecturer and mentor-teachers guide, oversee, monitor and assess students during the Teaching Practice. The focus is on Senior Phase and Further Education and Training Phase classroom procedures and multiple learning areas practice. Students are required to complete assignments and to teach a minimum of 20 lessons that are observed by a mentor-teacher and on occasion assessed by Cornerstone academic staff. By the end of the

	Teaching Practice, students should be able to teach their subjects, manage classrooms effectively, design lessons and materials, and assess learners reliably.
Texts and Contexts **15 Credits**	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.
Theology Research Project **15 Credits**	The senior project paper is a supervised advanced level literature report and reflection paper based on the student's practical fieldwork experience. The senior project paper provides students with the opportunity to demonstrate the integration of skills acquired in biblical studies (exegesis), systematic theology and practical theology. Students will do this by exploring the relationship between the biblical text and a ministry related topic, integrating exegetical analysis (typical of biblical studies) with either a social science analysis (typical of the practical theology discipline), or a doctrinal and/or historical analysis (typical of the systematic theology discipline).
Theology: An Introduction **15 Credits**	Christian theology is concerned with the story of God in relation to the world. With God as the subject of theology, students are introduced to the various ways in which the church has sought to speak meaningfully about the God who reveals himself in history and through the biblical witness. The module thus focuses on the historical development of 'speech about God' and proposes that such speech be rooted within an eschatological framework. The implications of this doctrine are considered in the light of South African contextual realities.
Theories of Personality **15 Credits**	This module aims to provide an overview of theories concerning the shaping of personality. It will examine the influences – both personal and environmental – that impact on personality development. The module will examine personality traits, and theories behind personality traits.
Therapeutic Psychology **18 Credits**	This course is designed to introduce students to mainstream theories of personality and behavioural change that inform the planning and management of psychotherapeutic interventions. Students will be sensitised to the cultural applicability for mental health professionals, as well as be introduced to case formulations and the ability to select effective treatment modalities.
Transformative Community Praxis **15 Credits**	This module provides students with an introduction to the discipline of 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 require sound discourse and rigorous practical engagement within the range of contemporary societal well-being and issues for responsible stewardship. Particular

	attention is given to the role of the Holy Spirit and the notion of resilience.
Transformative Education **15 Credits**	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.
Understanding Urban and Rural Development **12 Credits**	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.
Urban and Rural Development **15 Credits**	This module seeks to explore in depth the dynamics that are involved in both cities and rural areas as unique spaces of social interaction. The module accords special attention to the impact of 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.
World Literature in English **15 Credits**	This module considers world literature as texts that move beyond the boundaries and classification of their moment and place of origin to have lasting and 'international' impact. As such, it explores enduring and influential English literature and its social, political and cultural influence
Worldviews of the South **15 Credits**	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.
Writing and Editing **15 Credits**	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.
Youth Development **15 Credits**	This module explores the concept of Youth Development on an International and local (South African) level from the perspective of the Community Development Practitioner. Youth development theories and youth development practices will be critically evaluated. Dimensions of youth development and its application within a community will be discussed as it relates to community transformation.