



HELDERBERG COLLEGE  
OF HIGHER EDUCATION

PROSPECTUS 2025

## Postal Address

PO Box 22

Somerset West 7129

South Africa

## Physical Address

27 Annandale Drive

Somerset West 7130

South Africa

## Contact Details

Phone : +27 21 850 7500

Fax : +27 21 850 7547

E-mail : [enroll@hche.ac.za](mailto:enroll@hche.ac.za)

Web: [www.hche.ac.za](http://www.hche.ac.za)

## Office Hours

Monday – Thursday 08:00 - 17:00

Friday 08:00 - 13:00

[info@hche.ac.za](mailto:info@hche.ac.za)

[apply@hche.ac.za](mailto:apply@hche.ac.za)

[finadmin@hche.ac.za](mailto:finadmin@hche.ac.za)





**HELDERBERG COLLEGE**  
**OF HIGHER EDUCATION**

*A Seventh-Day Adventist Institution*

### **Mission**

We deliver quality, values-based higher education in various disciplines, based on the Seventh-day Adventist education philosophy, to produce competent graduates.

### **Vision**

Helderberg College of Higher Education to be the institution of choice in Higher Education in Southern Africa.

### **Focus**

Our educational focus is in the fields of Business, Education, Health, Social Sciences and Theology.

### **Commitment**

We are committed to professional teaching, innovative technology, and compassionate mentoring.

### **Goal**

We strive to empower students from all backgrounds with leadership and vocational skills, with a passion for service to meet the transformational needs of the church and society.

## **PROTECTION OF PERSONAL INFORMATION**

Helderberg College of Higher Education (HCHE) strongly believes in protecting the privacy and confidentiality of personal information.

All personal information regarding students and staff will be treated in accordance with the HCHE POPI Policy and POPI Manual which is available on the College website.

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## ACCREDITATION

Helderberg College of Higher Education is registered with the Department of Higher Education and Training, Government of South Africa, as a Private Higher Education Institution in terms of Section 54(1)(c) of the Higher Education Act, (Act No 101 of 1997), and Regulation 16(4) (a) of the Regulations for the Registration of Private Higher Education Institutions, 2002, Certificate No. 2001/HE08/001.

All qualifications are accredited with the Council on Higher Education (CHE) and are registered on the National Qualifications Framework (NQF) found on the website of the South African Qualifications Authority (SAQA).

The institution is also accredited by the Adventist Accrediting Association (AAA) of Seventh-day Adventist Schools, Colleges, and Universities.

Helderberg College of Higher Education has no partnerships.

## DIRECTORS

Chairperson	Shongwe, DP
Manager	Reinecke, CR
Secretary	Zygmont, CS
Member of the Board	Kabutu-Njekwa, C
Member of the Board	Lupondwana, M
Member of the Board	Neerings, T
Member of the Board	Tito de Harris, Y
Member of the Board	Blose, S

Helderberg College of Higher Education is registered as a Non-profit Organization (NPO) under Section 10 of the 2008 Companies Act as well as a Public Benefit Organization (PBO) under Section 18A of Income Tax Act of 1962

*This Prospectus describes the academic programmes and graduation requirements students must fulfil in order to graduate. Students are expected to familiarize themselves with the regulations governing academic matters as provided in the Prospectus. Please contact the respective Faculty Deans in the event of queries or clarification needed regarding any programme of study.*

This Prospectus is an official publication of Helderberg College of Higher Education.

The College reserves the right to amend or change the published information as needed, and students are expected to abide by any such changes.



## MESSAGE FROM THE COLLEGE PRESIDENT

Welcome to Helderberg College of Higher Education (HCHE). Founded on a principle-based philosophy of education, it is an institution that strives to offer more than mere academic knowledge. It is our ethos to intentionally focus on the integration of learning and faith, and to wholistically cultivate in our students the balanced development of the whole person, not only intellectually, but also spiritually, physically, and socially. It is an education that seeks to encourage a life of faith and respect for the dignity of all human beings; to build character; to nurture thinkers that do not merely reflect others' thoughts but employ critical thinking; to ensure the full development of each student's potential; and to embrace all that is true and good (Department of Education, General Conference, 2001, pp. 1,2).

HCHE is a nationally registered private higher education institution with the Department of Higher Education and Training and the South African Qualifications Authority. All study programmes offered are accredited by the Council of Higher Education. In addition, the College is accredited by the Adventist Accreditation Association.

It is the mission of the College to deliver 'quality, values-based higher education to produce competent graduates. Our well-qualified lecturers are dedicated to not only impart academic knowledge through expert teaching, but also provide personal mentoring to students by sharing their wisdom gained through professional and life experience. The College motto 'We learn to serve others' signifies that we are committed to instill an ethic and culture of service to society in our students and graduates.



In addition, HCHE offers an aesthetically beautiful, safe, and rich multi-cultural environment where opportunities to engage in a range of extracurricular and spiritual activities are afforded. Students, you are encouraged to make use of these, as we believe it will not only contribute to your personal and leadership skills, but also enhance your social and spiritual growth.

Thank you for choosing to embark on or continue your academic journey at HCHE. We pray that God will richly bless your studies this year.

*Charlene R. Reinecke*

**PhD, HE Dip (PG)**

## CALENDAR OF EVENTS 2025 FIRST SEMESTER: 03 JANUARY – 06 JUNE

January	02	Thu	Working days begin
	20	Mon	<b>Online Registration Begins</b>
	20 to 24	Mon - Fri	2nd Semester 2024 Supplementary Examinations
	27	Mon	Staff Meeting
	28 & 29	Tue - Wed	Lecturers Colloquium Part 1 & 2
	30	Thu	Registration closes
	30 & 31	Thu - Fri	Orientation for New Students
February	3	Mon	Opening Assembly at 09:30 / Classes begin at 11.00
	31 Jan to 12 Feb	Wed - Fri	<b>LATE REGISTRATION FEE IN EFFECT</b>
	10	Mon	<b>Student &amp; Staff Consecration Service</b>
	12	Wed	<b>FINAL LATE REGISTRATION CLOSSES AT 17:00. Last day to Drop/Add/Change modules. Students may not join classes after this date.</b>
March	3 to 8	Mon - Sat	<b>Week in Spiritual Emphasis (WISE)</b>
	17 to 20	Mon-Thu	<b>Mid-Semester Assessments</b>
	21	Fri	Public Holiday - Human Rights Day
	26	Wed	Sports Day
	31 to 4	Mon - Fri	<b>Mid-Semester Break</b>
April	7	Mon	Classes Resume at 08:00
	7 to 11	Mon - Fri	Library Week
	18	Fri	Public Holiday - Good Friday
	21	Mon	Public Holiday - Family Day
	28	Mon	Public Holiday - Freedom Day Observed
	30	Wed	<b>Last Day for 1st Semester Withdrawals</b>
May	1	Thu	Public Holiday - Workers' Day
	2	Fri	College Holiday
	14	Wed	Academic DP for 1st Semester Published - Examination Entrance Certificates
	15	Thu	Theology Liaison Committee
	18	Sun	HChE Council (Contact - Sub-Committees to Meet Saturday Evening 17 May)
	21	Wed	<b>Last Day of Classes for 1st Semester - Classes End at 18:00.</b>
	20 May to 6 Jun	Mon - Fri	Recognition of Prior Learning (RPL) Portfolio Course
	22 to 23	Thu - Fri	Block Study
	26 May to 6 June	Mon - Fri	First Semester Examinations
June	1 to 23	Sun - Mon	HCert Office Management Session 1
	9	Mon	<b>MID-YEAR BREAK COMMENCES</b>
	11	Wed	Grades Voted and Sent to Registrar's Office
	15	Sun	Public Holiday – Father's Day
	16	Mon	Public Holiday – Youth Day



## CALENDAR OF EVENTS 2025 SECOND SEMESTER: 07 JULY – 30 NOVEMBER 2025

<b>June</b>	23	Mon	Online registration opens
<b>June / July</b>	30 to 11	Mon - Fri	SAU teacher certification programme
	30 to 4	Mon - Fri	1st Semester Supplementary Examinations
<b>July</b>	3	Thu	Orientation for New Students
	3	Thu	Registration Closes
	7	Mon	Opening Assembly at 9:30 / Classes begin at 11:00
	4 to 16	Wed Wed	<b>LATE REGISTRATION FEE IN EFFECT</b>
	16	Wed	<b>FINAL LATE REGISTRATION CLOSURES AT 17:00. Last day to drop/add/change modules. Students may not join classes after this date</b>
18	Fri	Community Engagement	
<b>Jul / Aug</b>	28 to 2	Mon - Sat	Week in Spiritual Emphasis (WISE)
<b>Aug</b>	16	Sat	Education Day
	17 to 8	Sun - Mon	HCert Office Management Session 2
	18 to 22	Mon - Fri	<b>Mid-Semester Assessments / Classes End at 13:00</b>
	25 to 29	Mon - Fri	<b>Mid-Semester Break</b>
<b>September</b>	1	Mon	Classes resume at 08:00
	22 to 26	Mon - Fri	Wellness Week
	24	Wed	Public Holiday – Heritage Day
	25	Thu	SRC Banquet
<b>October</b>	1	Wed	<b>Last Day for 2nd Semester Withdrawals</b>
	5	Sun	Market Day
	15	Wed	Academic DP for 2nd Semester Published – Examination Entrance Certificates
	17	Fri	<b>Last Day of Classes for 2nd Semester / Classes End at 13:00</b>
	19	Sun	HCHC Council (Sub-Committees to meet week of 13 - 18th )
	20 to 22	Mon - Wed	Block Study
<b>Oct / Nov</b>	23 to 7	Thur - Fri	<b>2nd Semester Examinations</b>
<b>November</b>	12 to 14	Wed - Fri	Graduand Supplementary Examinations
	19	Wed	Graduands' Grades to the Registrar's Office
	27	Thu	Alumni Supper and AGM
	28	Fri	Graduation Weekend: Consecration Service at 19:00
	29	Sat	Graduation Weekend: Baccalaureate Service at 11:00
	30	Sun	Graduation Weekend: Commencement Service at 10:00
<b>December</b>	1	Mon	All Grades Voted and Sent to Registrar's Office
	2	Tue	Staff Year-end Function
	15	Mon	HCHC Closes at 13:00 Monday 15 December until Monday 5 January 2026
<b>Jan 2025</b>	19 to 23	Mon to Fri	2nd Semester 2025 Supplementary Examinations

**Lecture Days:**

1st Semester 66  
2nd Semester 68  
Total: 134

*Please Note:*

*Helderberg College of Higher Education reserves the right to adjust the Calendar of Events as deemed necessary.*

# ADMINISTRATION, FACULTY AND STAFF

## ADMINISTRATORS

Charlene Reinecke, PhD .....	President
Conrad Zygmunt, PhD .....	Vice-President: Academic Administration
Yenny Tito de Harris, CA (SA) .....	Vice-President: Financial Administration
Blose, S'duduzo .....	Vice-President: Student Services

## ADMINISTRATIVE ASSISTANTS

Amanda Petersen .....	Administrative Secretary to President
Jessie Pillay .....	Administrative Secretary to VPAA
Vacant .....	Administrative Secretary to VPFA
Nosipho Songwili .....	Administrative Secretary to VPSS

## PRESIDENT'S OFFICE

Kwanele Magwaca .....	Marketing Manager
Randi Netshifulani .....	Public Relations & Marketing Coordinator
Cwayita Ntsikeni .....	Promotion officer
Vacant .....	Human Resources Manager
Jessie Pillay .....	Human Resources Secretary

## ACADEMIC ADMINISTRATION OFFICE

Jilian Appollis .....	Quality Assurance Manager
Cwayita Ntsikeni .....	Admissions Officer
Adrian Platts .....	Registrar
Liezel Ficker .....	Assistant Registrar

## FACULTY DEANS

Luzuko Mrwebo .....	Dean, Faculty of Business
Olivia Bomester .....	Dean, Faculty of Social Sciences & Education
Simbarashe Musvosvi .....	Dean, Faculty of Theology
Thandiswa Thuswa .....	Faculty Secretary

## FACULTY OF BUSINESS LECTURERS

Madelyn Barnard-Smit .....	Contract Lecturer
Avril Brammie .....	Contract Lecturer
Regan Hamilton .....	Contract Lecturer
Ronelle Hamilton .....	Lecturer
Marië Heyns .....	Contract Lecturer
Jocelyn Lawrence .....	Contract Lecturer
Joy McKenzie .....	Contract Lecturer
Anelisa Mkohlakali .....	Junior Lecturer
Luzuko Mrwebo .....	Lecturer

Damon Mubinde.....	Senior Lecturer
Gelyn Musvosvi .....	Associate Professor
Tandazwa Myeki .....	Junior Lecturer
Mary Ndhlovu .....	Lecturer
Lebohang Pani .....	Contract Lecturer
Warren Schulz.....	Contract Lecturer
Erick Smit.....	Contract Lecturer
Carol Sutcliffe.....	Contract Lecturer
Yenny Tito de Harris .....	Senior Lecturer
Olivia Vlotman .....	Contract Lecturer

## **FACULTY OF SOCIAL SCIENCES & EDUCATION LECTURERS**

Jilian Appollis .....	Contract Lecturer
Olivia Bomester .....	Associate Professor
Heather Combrinck.....	Contract Lecturer
Eraine Croucamp.....	Contract Lecturer
Xan-Lee du Toit .....	Lecturer
Frans Everson.....	Contract Lecturer
Tomaso Fiscaletti.....	Contract Lecturer
Melissa Fowler.....	Contract Lecturer
Linda Griff-Griffiths .....	Lecturer
Mariè Heyns .....	Contract Lecturer
Colin Lawrence .....	Contract Lecturer
Philasande Mrwebo .....	Contract Lecturer
Deborah Naicker.....	Lecturer
Sherelle Naidu .....	Lecturer
Celeste Prinsloo .....	Junior Lecturer
Chrisna Richard.....	Contract Lecturer
Mieke Scarrott .....	Lecturer
Carol Sutcliffe .....	Contract Lecturer
Wayne van Tonder .....	Contract Lecturer
Conrad Zygmunt .....	Professor

## **FACULTY OF THEOLOGY LECTURERS**

Edward Appollis.....	Professor
S'duduzo Blose.....	Lecturer
Penny Brink .....	Contract Lecturer
Leander Chalice .....	Associate Professor
Passmore Hachalinga .....	Contract Lecturer
Benjamin McKenzie .....	Contract Lecturer
Colin Lawrence.....	Contract Lecturer

Tankiso Letseli ..... Senior Lecturer  
Simbarashe Musvosvi ..... Associate Professor  
Adrian Platts ..... Associate Professor

## **LIBRARY**

Thandokazi Biyana-Moyo.....Library Manager  
Gail Geduld .....Periodicals Librarian  
Babalwa Mpiko .....Circulation Librarian  
Barenise Peffer .....Classification Librarian

## **ELLEN G WHITE RESEARCH CENTRE**

Passmore Hachalinga .....Director  
Olivia Vlotman .....Secretary  
Sithembile Hachalinga.....ESDA Technical Assistant  
Nkosinathi Mdletshe .....Communication & Technical Assistant

## **FINANCE DEPARTMENT**

Mary Ndhlovu .....Financial Officer  
Joy McKenzie .....Senior Accountant  
Richard Ngcingwane .....College Driver  
Nomawabo Ndamane .....Receptionist

## **INFORMATION TECHNOLOGY SERVICES**

Lyndon Bender .....Manager  
Caylem Harris.....System Administrator & Web Master  
Belden Nair .....Technical Assistant

## **RESIDENCE DEANS**

Lebohlang Pani .....Dean of Women  
Colin Lawrence.....Dean of Men

## **CHAPLAIN'S OFFICE**

Benjamin McKenzie .....Chaplain

## **CAMPUS SERVICES**

Jacques Malan de Vos .....Catering Manager  
Marcel Bester .....Maintenance Manager  
Nosipho Songwiji.....Acting Custodial Supervisor  
Raymond Crow .....Security & Grounds Contractor



# ABOUT HELDERBERG COLLEGE OF HIGHER EDUCATION HISTORY, MISSION, PHILOSOPHY & VALUES

## WHO WE ARE

Helderberg College of Higher Education is one of the more than 100 institutions of higher education throughout the world founded and supported by the Seventh-day Adventist Church. In November 2017 the College name was amended from Helderberg College to Helderberg College of Higher Education. The institution aims to prepare students for service in Southern Africa and elsewhere. Established in 1893, Helderberg College of Higher Education seeks to provide quality Christian education in the Seventh-day Adventist tradition. This tradition aims to develop in students the whole of their human potential and to bring them into harmony with their Creator and fellow human beings. One of the special tasks of the College is to prepare students to participate in the church's unique mission to the world. In the context of Christian education in South Africa, students learn to think independently, analytically and creatively. They find personal identity while developing a worldview, and learn to appreciate other peoples and cultures. We welcome men and women who share our mission irrespective of church affiliation, race, gender, age, or nationality.

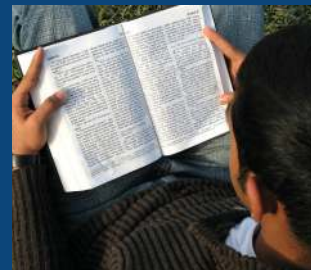
The College's education philosophy aims at the well-balanced development of the complete person and emphasizes spiritual values as the basis for all educational activities at the

institution. Students are encouraged to adopt a positive life-style, which will lead to the highest use of a student's physical, mental, social and spiritual abilities.

The programmes of learning have been developed to train students for successful and satisfying careers. The programmes serve as an incentive and preparation for students to make their individual contributions within their communities and society as a whole. All students who take full advantage of the opportunities on offer will find Helderberg College of Higher Education to be a gateway to service in the widest sense.

## WHERE WE ARE

Helderberg College of Higher Education is situated in Somerset West, South Africa, about forty minutes' drive from Cape Town. The College is within easy reach of Cape Town International Airport, shopping malls, beach and mountains, and provides a relaxing and refreshing environment in which to study and live. Helderberg College of Higher Education, although part of the City of Cape Town, preserves its rural atmosphere by deliberately maintaining a natural environment at the foot of Helderberg Mountain and the borders of Helderberg Nature Reserve.



## EDUCATION AT HELDERBERG COLLEGE OF HIGHER EDUCATION

Helderberg College of Higher Education is different from many other tertiary institutions because of its education philosophy. This philosophy recognizes that true education has to do with the well-balanced development of the whole person. The effectiveness of a College education depends to a large degree on the careful selection of curricular and extra curricular activities which best cultivate a student's capabilities. The College provides an environment in which a student is encouraged to participate in religious activities, to experience personal and social growth, to develop a pattern of healthful living, and to achieve academic excellence. Each student has the opportunity to develop a well balanced personality through participation in various campus activities.

The various curricula are founded on the philosophy that "true education means more than the persual of a certain course of study. It means more than a preparation for the life that now is. It has to do with the whole being and with the whole period of existence possible to man. It is the harmonious development of the physical, the mental, and the spiritual powers. It prepares the student for the joy of service in this world and for the higher joy of wider service in the world to come" (*White, Education*, p. 13).

### PHILOSOPHY

The education philosophy of Helderberg College of Higher Education includes the following:

- It is a Christian institution established on Biblical principles and ascribing to a high level of professionalism in staff and students.
- The goal of education is to prepare students for a life of service to society, not only through academic excellence, but also by spiritual advancement, practical usefulness and social awareness.
- The staff are committed Christians who believe in a philosophy of life that is in harmony with the teachings of the Seventh-day Adventist Church.
- The College upholds the lifestyle principles of the Seventh-day Adventist Church.
- The value and dignity of community service is respected and all students are required to participate in practical/community work experiences as a prerequisite to graduation.
- The importance of fellowship with others is recognized.
- The motivation may best be summed up in the words of Jesus: "Love the Lord your God with all your heart and with all your soul and with all your strength and with all your mind ... and ... love your neighbour as yourself" (Luke 10:27).

### BASIC PRINCIPLES

The following principles are fundamental to the smooth functioning of the College programme. They help to maintain the quality of the academic atmosphere of the College and the commitment to academic, practical and spiritual excellence.



Those who form part of the Helderberg College of Higher Education family will:

- Honour God in all spheres of life and show respect for others.
- Show Christian refinement in speech and action.
- Respect the religious convictions of fellow students and refrain from spreading ungodly philosophies or beliefs.
- Support the religious programmes that form an integral part of life at a Christian College.
- Be strictly honest in all aspects of living.
- Show good citizenship by respecting the laws of the land and upholding the principles of the College.
- Pursue a healthy lifestyle and abstain from the use of illegal drugs and other harmful substances such as tobacco, alcohol and narcotics, and categorically reject any pornographic material.
- Choose recreation and amusements that refresh and strengthen all the faculties: physical, mental, social and spiritual.
- Exhibit a high sense of modesty, simplicity and cultural refinement in dress, choosing that which is appropriate to the occasion. Classroom dress should be neat and modest, while church dress should be more formal in keeping with the sacredness of the worship experience.
- In keeping with the emphasis in God's Word on the allure of inner beauty rather than outward adornment, the excessive use of jewellery and cosmetics should be avoided, and students

should be responsive to helpful suggestions from the Residence Deans or any staff/faculty members.

- Conduct relationships in a wholesome manner by abstaining from excessive expression of affection in public, from pre-marital sex, and from any other behaviour that could jeopardize future significant relationships and damage self-esteem.
- Use time effectively and meet all appointments punctually and faithfully.
- Respect and value the positive contribution that each culture brings to the whole College family.

### VALUES

Quality - Services

Integrity - In all aspects

Service - Culture

Respect - For all

Whole-life - Commitment

Christ-like - Attitude

### OBJECTIVES

In harmony with our philosophy of education, the faculty and staff at Helderberg College of Higher Education have defined objectives in the following areas:

*Spiritual:* Helderberg College of Higher Education places great emphasis upon the role of religion in the personal lives of its students. It seeks to develop a high concept of service to God and man and to emphasize the importance





of character development based upon the eternal values of the Word of God. Students are encouraged to develop a Christian philosophy of life as a basis for the solution of both personal and social problems.

*Intellectual:* The College seeks to encourage in its students the ability for independent and creative thinking. It further provides students with opportunities to acquire the knowledge, skills, and attitudes that are necessary for pursuing a career, and to instil in them an interest in life long learning.

*Physical:* The concern for the physical is essential to both spiritual and mental excellence. The College seeks to assist students in developing habits that will promote health and physical fitness. Thus, a balanced programme of study, worship, work, rest, and recreation is emphasised.

*Social:* The development of attractive personalities, enduring friendships, and unselfish attitudes is a priority.

## HISTORY

Seventh day Adventist education in South Africa began in 1893 with the establishment of Claremont Union College at Claremont, Cape Town. It was the first College operated by the Seventh day Adventist denomination outside North America. The College changed location in 1919 and again in 1928 in an attempt to follow more closely the philosophy that motivated

it from the beginning. After the first move, the College became known as the South African Training School, and later as Spioenkop College, located 32 km from Ladysmith in Natal. In 1928 the College was relocated to a 150 ha fruit farm on the slopes of Helderberg Mountain, 5 km from Somerset West, the institution is therefore the product of the seeds sown by the pioneers, both staff and students, of its two predecessors. On the 9th of November 2017 the name of the College was amended to *Helderberg College of Higher Education*.

Until 1974, the chief administrator of the College was known as the "Principal". From 1975 to 2001, this position was designated "Rector", then "President" from 2002.



Below is the list of chief administrators over the years:

### **Claremont Union College**

*E B Miller, 1893 - 1894*

*Mrs A Druillard, 1895*

*Miss S Peck, 1896*

*J L Shaw, 1897 - 1900*

*A Ruble, 1901 - 1902*

*C H Hayton, 1902 - 1907*

*W S Hyatt, 1907*

*J F Olmstead, 1908*

*C P Crager, 1909 - 1915*

*W E Straw, 1916 - 1917*

### **South African Training School**

*J I Robison, 1919*

*U Bender, 1920 - 1921*

*J D Stickle, 1922*

### **Spioenkop College**

*E D Dick, 1923 - 1927*

### **Helderberg College of Higher Education\***

*M P Robison, 1928 - 1933*

*G E Shankel, 1934 - 1941*

*W E McClure, 1942 - 1946*

*M P Robison, 1947 - 1948*

*W E McClure, 1949 - 1954*

*E L Tarr, 1955 - 1961*

*P J van Eck, 1961 - 1965*

*H E Marais, 1966 - 1972*

*A O Coetzee, 1973 - 1978*

*D Birkenstock, 1979 - 1995*

*D F Allen, 1996 - 2002*

*G M Ross, 2003 - 2005*

*GT du Preez, 2005 - 2010*

*T L Letseli, 01.01.2011 - 31.01.2011*

*D P Shongwe, 01.07.2011 - 31.12.2012*

*V R Injety, 08.05.2013 - 31.12.2020*

*T L Letseli, 01.01.2021 - 30.06.2023*

*C R Reinecke, 08.08.2023 -*

\*On 9 November 2017 the institution's name was legally changed to **Helderberg College of Higher Education**.



### HEALTH & WELLNESS POLICY

#### Educational Philosophy

The philosophy of education, which the institution has adopted, is based on the following: "True education means more than the perusal of a certain course of study. It means more than a preparation for the life that now is. It has to do with the whole being and with the whole period of existence possible to man. It is the harmonious development of the physical, the mental, and the spiritual powers. It prepares the student for the joy of service in this world and for the higher joy of wider service in the world to come" (White, *Education*, p. 13).

#### Education at Helderberg College of Higher Education

Helderberg College of Higher Education is different from many other tertiary institutions because of its education philosophy. This philosophy recognizes that true education has to do with the well-balanced development of the whole person. The effectiveness of a College education depends to a large degree on the careful selection of curricular and extra curricular activities, which best cultivate a student's capabilities. The College provides an environment in which a student is encouraged to participate in religious activities, to experience personal and social growth, to develop a pattern of healthful living, and to achieve academic excellence. Each student has the opportunity to develop a well balanced personality through participation in various campus activities.

Programmes of learning are therefore delivered within the philosophy of development of the whole being which includes the health and wellness of the student.

#### Health and Safety Audit

The institution has an undertaking to have a Health and Safety Audit every year in compliance with government regulations. The Audit is conducted by an Auditor who is registered with an Occupational Health and Safety Professional Body either, ISOM or SAIOSH. The institution has a further undertaking to comply with any recommendations made.

#### A Substance-Free Campus

The institution maintains a nicotine, alcohol, and an illegal substance free environment.

#### Curriculum Inclusion

The institutional philosophy is based on the premise that education is the development of the whole being, healthful living is promoted. A health related module is therefore included in each programme of study.

The following is an extract from the description of the module:

"... Principles of health will be examined in light of current health problems such as cardiovascular diseases, cancer, tuberculosis, diabetes, as well as Covid-19. One of the very relevant social issues, HIV/AIDS, will be discussed from a Christian viewpoint. The module will show how healthy practices may be integrated into individual lifestyles and applied within the greater environmental and social contexts."

The institution also addresses HIV/AIDS, in a separate Policy.

#### Cafeteria Meals

The Cafeteria is committed to preparing balanced and nutritious vegetarian meals.

## First Aid

In any cases requiring first aid, the following staff members have received training and can be contacted to provide first aid:

Babalwa Mpiko at extension 259

Colin Lawrence at extension 261

Marcel Bester at extension 274

Nosipho Songwiqi at extension 242

## Psychological Counselling

Should a student have psychological challenges, the institution has procedures in place whereby a student may be referred to a psychologist, contracted and financed by the institution, for a number of counselling sessions. For more information contact the Dean of the Faculty of Social Sciences and Education.

## Mentoring

Staff members volunteer to be mentors as part of a student mentoring programme at the institution. The following is an extract from the mentoring policy:

“Mentoring at Helderberg College of Higher Education is the process of using selected staff members to provide guidance and support that will help develop the spiritual, career, and academic life of students and assist in their social and cultural adjustment”.

## Disability Policy Statement

Helderberg College recognizes that all persons have the right to advance their education, including persons with disabilities. Admission will be granted to disabled persons if they meet the entry requirements and are able to cope with their chosen programmes of study, and the environment of the institution.

Whereas the institution is located on the base of a mountain, most of the buildings are located at various levels above or below ground level. To

date certain buildings have access ramps but this is not possible in all buildings. Persons with physical disabilities may find this challenging.

Should a disabled person be granted admission to the institution, staff will do whatever they can to assist the student to cope with the physical environment. The College strives to provide additional access to disabled students, but operates within the reality of financial constraints. This determines the extent to which assistance is offered. Should any new buildings be constructed the institution will address accessibility for disabled persons.

During the application process, prospective students are to be responsible for indicating that they are disabled, and to specify the nature of the disability. Once these students are granted admission, they are encouraged to speak with the Dean of the Faculty to discuss challenges they might encounter in their chosen programme of study. With the student’s permission, the Dean will inform the Academic Administration Committee of the student’s disability. The Faculty and Academic Administration Committee will suggest ways in which the student may be assisted to succeed in their programme of learning. Adaptations to certain modules may be implemented in order to accommodate the student’s learning, while retaining the content and NQF level of the module. Any adaptations will be noted in the Academic Administration Committee minutes.

## STUDENT LIFE

### General Academic Information

A holistic view of human life, which includes spiritual, mental and physical development, is fostered by all programmes at Helderberg College of Higher Education. Students are given the opportunity to gain knowledge about God their Creator, themselves and others, as well as the complex world in which they live. Besides

modules in their own disciplines, students also acquire basic literacy and numeracy skills, and are exposed to a study of life issues from a Christian perspective. A balanced lifestyle, as well as an appreciation of a meaningful work ethic is also the mark of an education at Helderberg College of Higher Education.

### **Code Of Conduct**

The College welcomes students who wish to live in harmony with the principles and standards of the Word of God. No religious tests are applied, but all students are expected to show proper regard for the rules that govern the Christian lifestyle and religious atmosphere that Helderberg College of Higher Education promotes. Resident students are required to attend worship services and to conduct themselves according to the rules laid down in the Student Handbook. By signing the application form a prospective student shows

his agreement to do so. The College campus is a non-smoking, alcohol-free, drug-free, and gun-free area. Smoking, consuming alcohol, using illegal drugs, or carrying arms in the dormitories or anywhere on campus will result in immediate disciplinary procedures. Individuals who cannot subscribe to these guidelines might wish to pursue their studies elsewhere.

### **Language Of Instruction**

The formal language of instruction at Helderberg College of Higher Education is English.

### **Official Channel Of Communication**

The College utilizes various channels of communication in order to convey information and announcements. Each student is given an email account and password to access their mail. The College uses email as its official channel of communication. The policies and procedures



that govern the student life and academic administration are given in the Student Handbook, Prospectus, calendar of events, announcements in assembly, faculty forums, etc. The student is expected to make all efforts to familiarize himself/herself with the policies.

### **Orientation Programme**

The orientation programme is designed to assist students in understanding the policies that govern the various activities of the College, and to familiarize them with the campus and the College programme. The programme forms part of the registration process for new students and is compulsory. During the orientation programme a placement test for English proficiency is conducted.

### **National Benchmark Test**

All first year and new students are required to sit for the compulsory National Benchmark Test if they have not done so before coming to College.

The NBT forms part of the orientation programme at the beginning of each year as stipulated in the letter of acceptance and College Calendar. The results of the NBT are used to place students in the appropriate English modules.

### **College Assembly**

An assembly is conducted on alternate Monday mornings. Attendance is obligatory for all students and faculty members. A variety of enriching programmes are presented by guest speakers and faculty from the business, political, cultural and religious arena. Since the assemblies are part of the College curriculum, repeated absences are subject to fines.



## CAMPUS FACILITIES & RESOURCES

### Residence Accommodation

Helderberg College of Higher Education is a residential institution and students are usually required to live on campus. The dormitory facilities include lounge, laundry, Internet access, satellite TV, and recreational facilities. The three-story Salisbury House provides accommodation for about 90 men. Anne Visser House accommodates 87 women. Regulations pertaining to residential life are indicated in the Student Handbook.

### Married Student Housing

Limited housing facilities are available for full time married students. Enquiries regarding student housing should be directed to the Vice-President of Student Services. Married student accommodation can only be reserved if the applicant meets all entrance requirements for a proposed programme, has applied, and been accepted.

### Cafeteria

On the ground floor of Glanz Hall, the College operates a well equipped cafeteria which caters for residential students, staff, day students, and visitors. The cafeteria serves balanced and nutritious vegetarian meals.

### Information Technology Facilities

The College maintains three computer laboratories on campus, two for instruction and one for practice and work. These are available to students and staff for various educational activities. The campus is widely net-worked with email and Internet services available to each student and staff member. Most buildings on campus have wireless access available.

### Pieter Wessels Library

The Library, housed in the renovated former ladies' residence (Meade House), was opened in 1980. The library currently has 66,335 items in its catalogue. Of those 44,416 are books, 607 are bound periodicals, 283 are DVDs, 249 are Videos and HMV, 27 CDs, 34 Tapes, and 1 Thesaurus. The electronic catalogue of the Library is available on Internet.

The Library provides student access to EBSCOhost Academic Search Elite, which includes 1,168 full-text scholarly journal articles, 1,359 full-text journals and magazines, 555 scholarly journals with no embargo, and 1,031 full-text journals indexed with Web of Science or Scopus.

The library also subscribes and receives hard copies of a number of journal publications. In the field of theology these include Adventist Review, Journal of the Adventist Theological Society, Preaching, Spectrum, and Christianity Today. In the field of business we subscribe to Fortune international, Harvard Business Review, Financial Mail, and Leadership SA. In the field of social sciences and education we subscribe to the Annual Review of Neuroscience, Journal of Psychology and Christianity, Journal of Psychology and Theology, and Psychology Review.

Further databases include the Seventh Day Adventist Periodical Index, which consists of more than 40 past and present journals and magazines, and Logos.

The Library's linkup to World Share through the SABINET inter-library loan service provides students with access to the holdings of all the major university and general libraries in South Africa.

Students therefore have access to the latest information in a wide variety of areas.

### **Ellen G. White Seventh-day Adventist Research & Heritage Centre**

The Ellen G. White Seventh-day Adventist Research Centre, opened in February 1983, contains a wealth of historical and church-related research material, the core of which is the writings of Ellen G. White. Photocopies of more than 80 percent of her letters, manuscripts and published works are housed in this Centre, one of more than fifteen such centres in the world. As ancillary material, there is a collection of documents on the history of Adventism. Operating under the oversight of the Ellen G. White Estate and the Southern Africa-Indian Ocean Division of the General Conference, the centre serves the entire Southern Africa region within the Division territory. The facilities for research offered by the Centre greatly enhance the service provided by the Pieter Wessels Library at Helderberg College of Higher Education.

Further, there are Ellen G. White Study Centres at various locations in the SID territory, that is, the Southern Africa Union Conference office in Bloemfontein, Solusi University, the Adventist University of Mozambique in Beira, Adventist University Zurcher in Madagascar, and one being established at Rusangu University in Zambia. There are also two mini centres in Angola.

### **Primary School**

Helderberg Adventist Primary School, with its own school buildings, playgrounds, and equipment operates on the campus of the College. The Primary School is operated by the Cape Conference of Seventh day Adventists. For further information regarding fees, dates of the terms, etc., contact the Principal, Helderberg Primary School, P.O. Box 22, Somerset West, 7129. Phone: 021 855 1482 / Fax: 021 855 1482.





## High School

The Cape Conference of Seventh day Adventists operates Helderberg High School which is located close to the entrance to the Helderberg College of Higher Education campus. The syllabi of the Western Cape Department of Education are followed in all grades, and National Senior Certificate examinations are written at the end of Grade 12. Depending on the choice of subjects, pupils can obtain a Matriculation Exemption Certificate which provides entrance to tertiary education. The co educational High School offers grades eight to twelve. For further information regarding fees, dates of terms, etc., contact the Principal, Helderberg High School, P.O. Box 22, Somerset West, 7129. Phone: 021 855 4949 / Fax: 021 855 4955.

International College students with children, who come from non-English educational systems, and who would like to send their children to the

Primary or High School, should take note that additional instruction might be required during a "phase-in" process until the child is proficient in English. This can be provided by the English Language Institute operated by Helderberg College of Higher Education.



## STUDENT SERVICES

### Student Support Services

Should students require professional psychological help, the Faculty of Arts of Social Sciences & Education facilitates referrals to a psychologist. Counselling services are offered to students by the Chaplaincy Department, and staff members provide student mentoring. Faculties arrange tutorials as needed, and provide support for students needing additional help. A Learner Support Programme is in place to provide assistance to students in the areas of academic writing, reading, study skills, time management etc.

### Personal Money

The College is not responsible for money or valuables kept in the College residences or elsewhere on campus. Students are encouraged to open an account with one of the banks in Somerset West.

### Recreational Facilities

The College has a gymnasium on the top floor of Glanz Hall where aerobics, weightlifting, basketball, volleyball, badminton, and other games can be played. Ample time is provided for recreation and students are encouraged to keep physically fit. Hiking trails lead through the pine forests on the mountain slopes at the edge of the campus. The Raymond Ackerman swimming pool is available for swimming and water sports. Two tennis courts, a basketball area, a netball court and a soccer field give further opportunities for recreation. The Student Centre inside the Cafeteria includes a communal lounge and snooker tables as well as table tennis, foosball, and air-hockey tables. A tuck shop is operated in the cafeteria.

### Social Activities

The SRC arranges a variety of cultural and social activities throughout the year. These add variety to the educational and recreational programmes for the student.

### Religious Activities

Residential students are expected to attend the daily worship services and Sabbath services that are planned to stimulate growth and maturity in Christian living.

There are three places of worship for Sabbath services on campus:

*Helderberg College Church* – Includes the Pastor's study and a number of rooms for children's Sabbath Schools. The sanctuary provides seating for approximately 900 worshippers.

*All Nations Campus Church* – Meets in the Anderson Hall. Children's Sabbath School classes are provided jointly at the Helderberg Church.

*Silverleaf* – Meets in the Chapel located at Helderberg High School.

Students are invited to participate in such religious activities as prayer bands, youth meetings, literature evangelism, Voice of Prophecy club, Master Guide training, off campus witnessing groups, discussion groups, and other Sabbath activities that foster Christian witnessing and development.

### Student Financial Aid: Work Bursary Programme

Training in practical skills and the development of habits of productiveness hold an important place in the educational philosophy of Helderberg College of Higher Education. The College provides opportunities for developing these through its work bursary programme.

The College endeavours to provide work bursary opportunities for students who wish to work to earn part of their tuition expenses. Remuneration for such work is credited to the student's account. Details of available work opportunities and rates of pay may be obtained from the Director: Financial Administration. Students on a full study programme are advised to limit their work to a maximum of about 20 hours per week.

For further information on student-life at Helderberg College of Higher Education, please request our Student Handbook, available from the office of the Vice-President: Student Services, or from our web-site ([www.hche.ac.za](http://www.hche.ac.za)). The Student Handbook is handed out to all new students at the beginning of their first semester.

### Travel Arrangements

Students who wish to be met at the airport, train, or bus station should notify the Admissions Office well in advance of the date, time, and place of arrival. Travel arrangements should be made well in advance to ensure that the student arrives on time for the start of the semester.

### Visits

Parents of students and friends of Helderberg College of Higher Education are welcome to visit the campus. The President's Office can arrange for a tour of the College facilities.



## SOCIETIES & ASSOCIATIONS

### Alumni Association

Organised in 1952, the Helderberg College of Higher Education Alumni Association is open to all former students and staff members who have spent at least one year at the College. The Association seeks to serve its Alma Mater by providing bursaries for students and by sponsoring specific projects at the College. Further information concerning Alumni membership, dues, projects, etc., may be obtained from the President, Helderberg College of Higher Education Alumni Association, P.O. Box 22, Somerset West, 7129 (president@hche.ac.za).

### Student Associations

Special interest groups on campus may organize clubs and associations after obtaining permission from the Vice-President for Student Services.

### Business Exposure Club

The Business Exposure Club serves the educational and social needs of Business students at Helderberg College of Higher Education. Its primary aims are to provide members with practical business experiences that complement classroom training, and to facilitate interaction with the business community. The club is managed by an executive committee of senior Business students in cooperation with the Faculty of Business. Typical projects and activities include a student employment programme, involvement in community outreach programmes, and organising seminars.

### Faculty of Social Sciences & Education Forum

This Forum is operated by a student committee elected by the students of the Social Sciences and Education Faculty, with a faculty member serving as sponsor and mentor. It serves to

provide academic enrichment, as well as arrange social gatherings and cultural activities.

### Theology Students Association

The Theology Students Association (TSA) exists to provide extra-curricular development of Theology students into ethical, competent and effective ministers. Besides planning and organising the forum activities it also coordinates outreach activities done by the Theology students.

### Student Representative Council

The Student Representative Council (SRC) is constituted to give students experience in leadership and organisation in the student activities at the College. It also provides student representation in the different administrative levels of the College. The students elect the officers annually. The Vice-President: Student Services acts as the sponsor of the SRC.



### Cum Laude Society

The *Helderberg College of Higher Education Cum Laude Society* is an undergraduate programme designed to academically enhance, enrich, and challenge those students who have a strong academic record, are highly motivated, and who might wish to do postgraduate studies at some point in the future. The Cum Laude Programme's (CLP) mission is to provide a stimulating and rigorous learning environment for gifted undergraduate students who desire to achieve a level of specialization within their undergraduate degree.

The Society's motto is "Cultivating Excellence" and is identified by the three Greek letters AKE, i.e. Alpha, Kappa, and Epsilon.

The Greek letters signify the following:

Arête - Moral virtue and excellence

Koinonia - Community fellowship

Epistémé - Knowledge and science

A student is recommended for graduation from the Cum Laude Programme if s/he:

- Has shown outstanding scholarship and has met the minimum average grade requirement of 75%;
- Has taken a minimum of 36 CLP credits (including 12 credits of HONS 497 and 4 credits of HONS 498);
- Has demonstrated the ability to propose, carry out, and successfully present the results of significant research or project work in their area of specialization; and
- Has submitted the final project paper to the Director of the Cum Laude Society.



## ADMISSION INFORMATION

*Helderberg College of Higher Education welcomes all men and women irrespective of church affiliation, race, gender, age or nationality who are willing to live in harmony with the goals, principles, standards, ethos and traditions of the institution.*

### General Admissions Requirements

Admission to Helderberg College of Higher Education is granted to applicants:

- Who are committed to respect and abide by the rules and standards of the College and whose principles and interests are in harmony with the aims of the College;
- Whose physical and emotional health are equal to the demands of College life;
- Who have made satisfactory financial arrangements; and
- Who are able to present character references, preferably from a secondary school principal, guidance teacher or a minister of religion, or other person of standing in the community, to whom the applicant is known.

### Academic Admission Requirements

As of January 2009 students entering higher education must meet the requirements of the policy for the Minimum Admissions Requirements for Higher Certificate, Diploma and Bachelor's Degree Programmes requiring a National Senior Certificate (NCS) as set out in the schedule in terms of Section 3 of the Higher Education Act, 1997 (Act No. 101 of 1997).

Admission to Helderberg College of Higher Education is granted to applicants whose academic preparation meets either the National Senior Certificate or equivalent standard as prescribed by the chosen study programme.

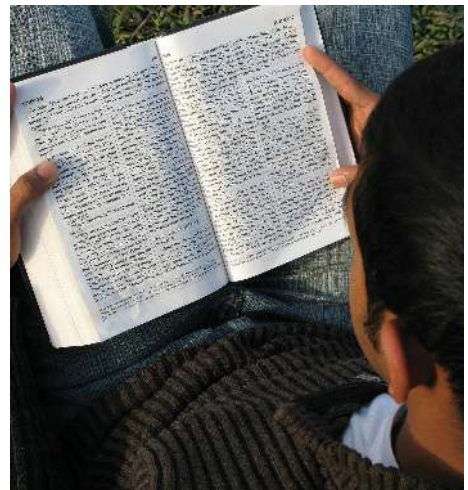
Students who completed high school prior to 2008 need to meet either the matriculation exemption, Senior Certificate, or equivalent standard as prescribed by the chosen study programme.

For international students, admission requirements follow the country-specific guidelines as set out on the webpage of Universities South Africa (USAF), under the Matriculation Board section (<https://mb.usaf.ac.za/>), in addition to programme-specific requirements.

All documents pertaining to high school qualifications must be submitted to the College during the admission process. Students may be requested to submit an evaluation of their high school grades by the South African Qualifications Authority (SAQA). The forms and information to do this are available from the SAQA website ([www.saqa.org.za](http://www.saqa.org.za)).

### Admission to English Language Institute

Please note that the minimum age for acceptance into the ELI is 16.



## ALTERNATIVE ADMISSION ROUTES

### Foundation - Year Programme

Students who wish to enter degree programmes at Helderberg College of Higher Education, but do not have matriculation exemption (before 2009), or do not meet the national minimum requirements for entering into a degree programme in terms of the National Senior Certificate (from 2009 onwards), may apply to enter the Foundation-Year Programme. In the programme students will do modules which prepares them for the academic standards and rigour of degree studies. For Faculty-specific module contents and rules regarding the foundation-year consult the relevant section in this Prospectus. The Registrar's Office will apply to Universities South Africa for a Certificate of Exemption on behalf of Foundation-Year students who have completed the programme, but it is the responsibility of the **student** to pay the cost thereof. Please note that this is a year-programme and that there is no second semester intake.

### Mature Age Exemption

- Prospective students who are at least 23 years of age, and who have passed at least four Senior or school-leaving subjects with 40%, qualify for Mature Age Exemption. At least three of the four subjects must have been passed at the same examination sitting with at least one Higher Grade (HG) subject. This does not apply to applicants who qualified with the NSC from 2009 onwards.
- Prospective students who are 45 years of age and above qualify for a certificate of conditional exemption from the matriculation examination, without any particular school qualifications. It is the responsibility of the **student** to apply

to *Universities South Africa* for a Certificate of Exemption and to pay the cost thereof.

- For international students, admission requirements follow the country-specific guidelines as set out on the webpage of Universities South Africa, under the Matriculation Board section ([www.usaf.ac.za](http://www.usaf.ac.za)) in addition to programme-specific requirements.

### Recognition of Prior Learning

Recognition of Prior Learning (RPL) refers to the formal identification, assessment and acknowledgment of the full range of an individual's skills, knowledge and capabilities, irrespective of how and where they have been acquired. RPL for access is aimed primarily at those who are over the age of 23 and do not meet the conventional matriculation requirements for admission to undergraduate programmes. The provisions of the Higher Education Act allow for Senate's Discretion for the admission of candidates who do not meet the conventional requirements for undergraduate programmes offered by the College. Such admissions are regulated by the additional requirements of the Matriculation Board. It is the responsibility of the **student** to apply to *Universities South Africa*, under which the Matriculation Board resides, for a Certificate of Exemption Certificate and to pay the cost thereof. Please note that only 10% of any programme cohort may be granted access through this route.

### Admission of Transfer Students

Students from registered institutions of higher education may have credits transferred from these institutions without validating examinations (except in certain professional programmes where examinations may be required), provided

the following conditions are met:

Transfer credits have to be requested and are not processed automatically. This should be done during the registration process. Original official transcripts should be requested from the Registrar of the former university and sent directly to Helderberg College of Higher Education during the application procedure. The transcript will be evaluated by the Vice-President: Academic Administration and the Faculty Dean.

A minimum average of 50-54% (letter grade C) should have been earned in all previous College or university modules for which transfer credit is being requested. In order to evaluate equivalence, outlines for all modules must be provided.

Transfer students must take a minimum of 50% of the prescribed credits for a programme at Helderberg College of Higher Education to qualify for graduation, as well as spend the graduation year at the College.

External diploma-level modules will not be accepted as credit for degree studies.

### Transfer Credits

- Credit Accumulation Transfer (CAT) for Completed Programmes: Up to 50% of credits for a completed qualification may be transferred when enrolling for a study programme at Helderberg College of Higher Education.
- Credit Accumulation Transfer (CAT) for Incomplete Programmes: Credits that form part of an incomplete qualification from another institution which is accredited by the CHE or an equivalent accrediting body, may be transferred up to a maximum of 50%. At the discretion of the Academic Administration Committee exceptions may be made.

Students must complete their final year at the College. The module outlines from the respective institutions from which transfer credits are applied for are to be provided in order to ascertain content equivalence.

No transfer credits will be accepted with a grade of less than 50% or a C. Transfer credits form part of the cumulative percentage average (%) required in order to graduate.

Helderberg College of Higher Education reserves the right to accept or reject transfer credits. The acceptance of transfer credits is the responsibility of the Academic Administration Committee.

Please note that diploma level modules are not “necessarily directly exchangeable” as credit for degree level modules (The HEQSF, 2014, CHE, p. 15).

### Returning Students

Students who have been absent from the College for more than one academic year must pay the current application fee, re-apply and provide all required documentation with their application to re-enter the College. Such students will be subject to the regulations and academic programme as set out in the current Prospectus. Please note that there is no guarantee for re-admittance for students who re-apply.

### Application Procedure

An application form must be completed and submitted together with all required documentation. Applications that are submitted without the required documentation cannot be processed. The Admissions Committee will evaluate the submitted application form and supporting documents, after which an official response will be sent to the prospective student.



***APPLICANTS SHOULD NOT PROCEED TO THE COLLEGE UNTIL THEY HAVE RECEIVED A FORMAL NOTICE OF ACCEPTANCE FROM THE ADMISSIONS OFFICE.***

## **International Students**

On acceptance to Helderberg College of Higher Education, an official acceptance letter will be issued, indicating the fees due to the College. Upon receipt of payment, a letter of authorization from Helderberg College of Higher Education will be issued that will enable the applicant to apply for a study visa.

Study visa applications must be submitted to the nearest South African Embassy or Office of the Representative of the Republic of South Africa in the prospective student's home country. Be sure to allow sufficient time for the visa application process, as it may take about six to eight weeks for a student visa to be issued.

***DO NOT PROCEED TO THE COLLEGE WITHOUT A VALID STUDY-VISA.***

The government of South Africa requires that international students be in possession of a valid Helderberg College of Higher Education Study Visa before they are able to register at the College. The College is unable to apply for student visas on behalf of international students. The College can only register international students if they are in possession of a valid study visa.

International Students are required to study on a full-time basis, the equivalent of 60 notional credit hours per semester. A study visa may be cancelled in the case of the following:

- If class absences exceed 15% without valid reasons; and
- If the student withdraws from the College.

In this case the student will be required to leave South Africa within 7 days. Students who come late for registration will need to return to their country as no admission is granted after official registration is closed.

## **Language of Instruction**

International students who have not received their High School education in English must show evidence of having satisfactorily completed the Test of English as Foreign Language (TOEFL) with a score of at least 550 (paper-based test), or 213 (computer-based test), before proceeding to Helderberg College of Higher Education. Details of examination times and locations may be obtained from the TOEFL website ([www.ets.org](http://www.ets.org)).

A prospective student who does not present the necessary TOEFL score will be required to take classes at the English Language Institute at Helderberg College of Higher Education, and will be allowed to commence their studies after passing a language test at the end of the term / semester / year, and receiving a recommendation from the ELI.

## **Travel Arrangements**

Please ensure that travel arrangements are made well in advance in order to ensure the timely arrival for classes at the beginning of the semester. A late registration fee comes into effect as soon as registration is closed and classes have started. Once details of travel arrangements are known, kindly submit them to the College in order to facilitate transport arrangements from the airport or bus/train-station to the College. Transport fees will be debited to the account of returning international students.

## Finance

International students are required, as per Helderberg College of Higher Education regulation, to pay the semester's full fees at registration. Students who are applying for shorter study periods, such as for the ELI programme, are required to pay the full fees for that period at registration.

## Selection Criteria for Admission

In order to obtain a National Senior Certificate (NSC), a high-school learner must pass seven subjects, four of which are compulsory (two Languages, Life Orientation, and either Mathematics or Mathematical Literacy). Please note that Helderberg College of Higher Education

requires English to be one of the two compulsory languages since the medium of instruction at Helderberg College of Higher Education is English.

The following table shows the minimum requirements to qualify for entrance into higher education as set out in the *Minimum Admission Requirements for Higher Certificate, Diploma and Bachelor's Degree Programmes*, Department of Education & Training, Higher Education Act, 1997 (Act 101 of 1997), issued August 2005, revised May 2008. In addition to these minimum requirements, each higher education institution has the right to set programme-specific admission requirements in terms of section 37 of the Higher Education Act. These requirements can be found in the relevant Faculty sections.

NQF Level	Qualification	Minimum Requirements
5	Higher Certificate	National Senior Certificate with an achievement rating of 3 (40-49%) obtained in Life Orientation and two other subjects, and a rating of 2 (30-39%) obtained in the other four subjects, together with Faculty-specific programme requirements.
7	Bachelor's Degree	National Senior Certificate with four subjects from a designated list* that have been passed with an achievement rating of 4 (50-59%) or better, together with Faculty-specific programme requirements; OR Completed three-year diploma.

NCS Rating	%	Helderberg APS
7	90-100	8
7	80-89	7
6	70-79	6
5	60-69	5
4	50-59	4
3	40-49	3
2	30-39	2
1	0-29	1

Helderberg College of Higher Education uses an Admissions Point Score (APS) to determine admission into its various programmes. The Helderberg College of Higher Education APS in relationship to the NSC rating is as follows:

The calculation of the APS takes into consideration the seven subjects that have been passed to obtain the NSC, including Life Orientation. Provisional admission is based on the results obtained in the final Grade 11 examination. Final admission is based on Grade 12 results.

Faculty-specific admission requirements for each programme offered at Helderberg College of Higher Education can be found in the tables contained in the respective Faculty sections, i.e. Business, Social Science & Education, and Theology.

Applicants who do not meet the minimum APS for their chosen programme, but have met the national minimum requirements as outlined above, may be admitted on Faculty and Senate's discretion.

Applicants who have applied for a degree but do not meet the national minimum requirements for degree studies, may be admitted into the Foundation-Year.

## O - Level Passes

Foreign applicants who have:

- Five Ordinary level passes with grades A-C or 1-3, may qualify for admissions into a Diploma or Higher Certificate qualification. Alternatively, they qualify to do the Foundation Year, and upon successful completion of this bridging year they may qualify for admission to a degree programme, on condition that all other requirements of the appropriate degree are met as specified in the Prospectus.
- Foreign applicants who are 23 years and older may qualify for admission to degree programmes if they have four Ordinary level subject passes with grades A-C or 1-3, of which the examinations have been completed in one sitting and of which English must be one of the subjects that have been passed. In addition, these applicants need to meet all other requirements of the appropriate degree as specified in the Prospectus. They will also need to apply to Universities South Africa for an exemption certificate.

### **PLEASE NOTE:**

- All students are welcome to commence their studies at the beginning of the second semester. However, for the Foundation-Year

programme and the BEd Foundation Phase Teaching degree admission is limited to only the first semester. Students are not admitted in the second semester for these two programmes.

- When studies are commenced in the second semester, the duration of study programmes may be extended, as first year students can only register for those modules that do not require prerequisites. Students will be required to attend the orientation programme at the beginning of the semester.

## ACADEMIC REQUESTS

Students should submit their requests to the relevant committees or offices as indicated below:

### Faculty Committees

Requests within policy are submitted to the Faculty Dean for the following items:

- Transfer credits (Credit Accumulation Transfer)
- Study load / Study overload
- Intensives (Only prospective graduates)
- Credit by exam (CBE)
- Examination remark requests
- Appeals pertaining to examinations

### Academic Administration Committee

Students are to submit their requests to the Assistant Registrar for the following:

- Requests pertaining to final examinations other than Aegrotats.
- Advanced Recognition of Prior learning (RPL)
- Academic Grievance appeals
- Module exemptions
- Missed examinations
- All requests for exception to policy, for

example, the progression rule policy, requests for two intensives, and higher credit overloads.

### Registrar

Requests for aegrotat examinations with a medical certificate provided.

### Vice-President of Financial Administration

Waiver of late registration fee.

## ACADEMIC POLICIES

### Academic Year

An academic year consists of two semesters. Each semester ideally consists of 70 lecture days, with a minimum of 65 lecture days, at least two block-study days, and an average of 12 – 14 examination days, depending on the number of modules offered that semester. The Calendar of Events for each year is published in the Prospectus and on the Helderberg College of Higher Education website.

### Language Policy

In recognition of the fact that the College serves a multi-national constituency, the following language policy currently applies:

Classes will be conducted in English, but where possible, other languages will be accommodated in the following instances:

- Should a student ask a question in class in a language other than English, the question and answer given should be translated into English. Should the explanation be time consuming, the matter ought to be dealt with after class in the preferred language.
- Students will be permitted to write assignments, tests and examinations in the language of their

choice, provided the lecturer is sufficiently fluent in that language and permission is obtained beforehand.

- Students will be permitted to use textbooks in the language of their choice, provided these comply with the syllabus.

### Mode of Instruction

All programmes are offered as on-campus, full-time contact sessions. The Faculty of Social Sciences & Education is offering dual mode teaching and learning. Dual mode teaching and learning means that classes are offered in such a way to allow some students to attend in-person, while the rest of the class attends online.

### Registration

Online Registration takes place at the beginning of each semester as set out in the Calendar of Events. When registering at Helderberg College of Higher Education for the first time, new students must ensure that they produce copies of their identity document and High School certificate (the original certificate as well as a certified copy). International students should produce their passports with a valid study visa.

**Registration is not official until all of the registration procedures have been completed.**

A student that attends class without having completed the registration process will not receive credit for that module. Students that register after the specified registration days, will be charged a late registration fee. Final late registration will end on the drop/add date, usually one week after the beginning of lectures. All new students are required to attend the orientation programme conducted during the first week of each semester.

### Late Registration

a. Late registration goes into effect the day lectures begin, for a period as set out in the Calendar of Events, usually no more than five lecturing days. Registration closes a week after lectures start.

b. No registrations are accepted after the closing date for final late registration as listed in the Calendar of Events, unless such registration is approved by the by the lecturers concerned and the Vice-President: Academic Administration, and only in exceptional cases. Late bookings of bus/air tickets etc. are not exceptional cases. Students should book well in advance to ensure their timely arrival at College.

c. All applications for late registration must be accompanied by the prescribed fee payable in CASH, as set out in the Calendar of Events.

### Changes in Registration

Students may change their module line-up during the period between registration and the drop/add date without affecting their permanent academic record. Students who wish to drop or add a module should first consult with their Academic Advisor, i.e. the Dean of their Faculty. Only then can they collect the drop/add form from the Registrar's Office and follow the outlined procedure. Students should not simply stop attending lectures or start attending a new class without making proper arrangements first.

If a module is dropped before the drop/add date, the fees for that module will be refunded. After

the drop/add date, fees will not be refunded for modules dropped and the module will appear on the student's transcript as a withdrawal.

A module may be dropped or added **only** by means of a DROP/ADD form obtainable from the Registrar's Office, and after consultation as specified above.

a. The Academic Administration Committee, in consultation with the lecturer(s) concerned may, only in certain cases, allow exceptions to this policy. The fifth lecturing day after lectures commence is therefore the last day to enter any module, and the last day to drop a module without entry on a student's permanent academic record.

b. Students wishing to withdraw from any or all modules must obtain a withdrawal form from the office of the Registrar's Office and obtain all the required signatures.

c. Students are allowed to withdraw from a module up to two weeks before DP, failing which they will receive an F grade for the module should they not meet the DP requirements.

d. If a student leaves the College without completing the withdrawal procedures, "F" grades will be awarded to all modules registered for in that semester.

Please find an example of a *Student Enrolment Agreement* on the next page:





PAYMENT AGREEMENT

between  
HELDERBERG COLLEGE OF HIGHER EDUCATION  
and

\_\_\_\_\_  
PERSON RESPONSIBLE FOR PAYMENT (Full name & surname)

PARENT/GUARDIAN/SPONSOR/SELF  
for

\_\_\_\_\_  
STUDENT FULL NAME AND STUDENT NUMBER

PERSON RESPONSIBLE FOR PAYMENT INFORMATION

PARENT/GUARDIAN/SPONSOR/SELF

ID Number (please attach a copy of ID):	
Physical Address:	Postal Address (if different from physical address):
Email (to be sent statement of account):	Contact Number:
Occupation:	Employer:
Work Telephone Number:	

STUDENT INFORMATION

Study Programme:	Semester & Academic Year:
<input type="checkbox"/> South African Student <input type="checkbox"/> International Student	<input type="checkbox"/> Boarding <input type="checkbox"/> Day Student <input type="checkbox"/> Married Student Accommodation <input type="checkbox"/> Distance Student

NEXT OF KIN

Full Name: \_\_\_\_\_ Contact Number: \_\_\_\_\_

## PAYMENT OF FEES

### SOUTH AFRICAN STUDENTS

- **Full Payment in Advance**

A 5% **discount** will be given to South African students if the full semester tuition fees are paid within the first week of the academic year.

- **Payment Options:**

Returning students must settle their accounts before they register.

For students who cannot pay the full amount in advance the following payment options are available:

#### Monthly payment plan:

1. **Tuition:** For the January 2025 intake, an initial payment of R5000 (for degrees) or R3000 (for Foundation and Higher Certificate) is payable before or at registration. The balance of the fees will be divided into a 10-month payment plan, from February to November and will be accomplished via a debit order. The debit order amount may need to be slightly adjusted in July 2025 according to the student's second semester credit load.
2. **Accommodation (includes one meal):** For the January 2025 intake, an initial payment of 10% of the annual boarding fee is payable before or at registration (please see point 6 Accommodation Fees above). The balance of the fees will be divided into a monthly installment for each semester, from February to November and will be accomplished via a debit order.

Note that tuition and accommodation monthly payments will be calculated as a single monthly debit order.

The debit order will attract a once-off surcharge of 2.5% on tuition fee per semester. A penalty fee of R200 will be charged for failed debit order collections caused by the client (for example, cancellation of the mandate, insufficient funds etc.), along with a 0.5% interest rate on the outstanding amount.

#### Minimum Payment plan:

For those who do not wish to use the monthly payment plan, the following options apply.

3. Students with **5 or more modules must pay R15 000 to register for tuition (includes registration fee), or R24 350 (if also residing in the dormitories) upon registration.**

4. Students with **less than 4 modules** must pay **the registration fee (R1500), 50%** of the tuition fee and (if residing in the dormitories) **50%** of boarding fees upon registration each semester.
5. Interest at a rate of 0.5% per month will be levied on any accounts older than 30 days
- 6. Payments are not dependent on receipt of a statement of account.**
7. All credit balances are to remain on students' accounts until a student graduates or withdraws from the College. The credit balance will then be returned to the original depositor.

Should the College de-register the student due to non-financial clearance, the tuition and boarding fee where applicable will be calculated on a prorated basis to the day the student leaves campus.

### **INTERNATIONAL STUDENTS**

First-year international students and students from other African countries are required to pay the full registration, tuition and boarding fees before registration.

From their second year, international students are required to pay 50% of the full registration, tuition and boarding fees during registration. The remaining 50% must be paid by 31 March 2025 in the 1st Semester & 31 August 2025 in the 2nd Semester. If a student fails to pay the 50% he/she will be deregistered.

English Language Institute students are required to pay the full registration, tuition, and boarding fees in advance before their admissions are processed.

Monies received from outside South Africa cannot be immediately refunded. All credit balances are to remain on the students' accounts until they graduate or withdraw from the College. The credit balance will then be returned to the original depositor.

Interest at a rate of 0.5% per month will be levied on any accounts older than 30 days.

Should the College deregister the student due to non-financial clearance, the tuition and boarding fee where applicable will be calculated on a prorated basis to the day the student leaves campus.

### **NOTICE**

Academic grades will only be released once the student account has been cleared.

Before a degree, diploma, certificate, grades, or transcript can be awarded to a student, all accounts have to be settled in full.

Proof of payment to be emailed to [finadmin@hche.ac.za](mailto:finadmin@hche.ac.za)



**COMMITMENT**

I, the undersigned, understand and agree to the terms and conditions of this agreement and accept full responsibility for the financial liability of the above student, and I am fully aware that failure to meet the financial obligations may result inter alia in the immediate cancellation of the above mentioned student's registration inclusive of the right to withhold the student's entry into any examination and without prejudice to any other rights which the College may have. I acknowledge that I will be held responsible for any legal/collection costs pertaining to this agreement, should it become necessary. I choose any of the provided addresses as my domicilium citandi et executandi for all purposes of collection of debt and for the purpose of the service of any notice in terms hereof

SIGNED THIS \_\_\_\_\_ DAY OF \_\_\_\_\_ 2025

AT \_\_\_\_\_.

\_\_\_\_\_  
SIGNATURE OF PERSON RESPONSIBLE

\_\_\_\_\_  
WITNESS SIGNATURE

FULL NAME: \_\_\_\_\_  
\_\_\_\_\_

**FOR FINANCE OFFICE USE ONLY:**

ISSUING OFFICER SIGNATURE: \_\_\_\_\_

ISSUING OFFICER NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

## TERMS AND CONDITIONS:

Please read these terms and condition carefully and ensure that you meet all the requirements.

1. In order to qualify for this agreement, the student's account must have no outstanding balance from the previous semester.
2. An initial payment of 10% of the annual boarding fees must be made into the College bank account before or at registration. Proof of payment to be emailed to the Finance Office.
3. An interest rate of **0.5% per month** will be levied on any accounts older than 30 days.
4. Payments are not dependent on receipt of a statement of account.
5. Tuition fees are calculated on a set amount, but should the student add more subjects, the additional amount must be settled by the **FINAL LATE REGISTRATION DATE** as per the calendar of events.
6. This agreement excludes deposits (application fees of a new student) registration fee, late registration fees, graduation fees, etc. These are to be paid in advance.
7. Books cost approximately R4 500 per semester – and is not included in the agreement. The student is to purchase books directly from the suppliers. **Money for books must not be paid into the College account.**
8. The College reserves the right to cancel an agreement without notice should payments not have been made as agreed. Payments must be made irrespective of statements being received or not.
9. Monies received from outside South Africa cannot be immediately refunded. All credit balances are to remain in students' accounts until they graduate or withdraw from the College. The credit balance will then be returned to the original depositor.
10. Should an agreement be cancelled for any reason, the outstanding balance will be due with immediate effect, the student's registration will be cancelled and the account handed over to a creditor collector for further action. Any legal/collection costs will be the responsibility of the debtor.

Kindly supply us with **the original duly filled in and signed agreement, a copy of the ID of the person responsible for the account, and a deposit slip for the payment.** Without these documents the student will not be allowed to register.

### BANKING DETAILS

Account name: Helderberg College of Higher Education

Bank Name: ABSA Bank

Type of account: Current Account

Account No.: 406 039 4706

Branch Code: 632 005

Swift Code: ABSAZAJCCT

Reference No: STUDENT NAME OR STUDENT NUMBER

Kindly email all proof of payment to [finadmin@hche.ac.za](mailto:finadmin@hche.ac.za)

## Class Continuation

A student's right to continue in class depends on the following:

- Fulfilling all academic requirements as set out in the module outlines;
- A proven ability to manage their studies successfully taking their credit load into consideration;
- Meeting all financial obligations; and
- Maintaining a minimum of 85% class attendance.

## Free Modules

A College staff member, the spouse of a College staff member, the spouse of a married student, or an AVS worker may take ONE module, totalling a maximum of 16 credits, per semester free of charge. Two modules of 8 credits each may not be enrolled for in the same semester.

Before any free module is taken, and in order for free modules to be credit-bearing, all admission criteria and pre-requisites for the particular module should be met. Should the staff member not fulfil the admission criteria and pre-requisites for the module they want to enrol for, the module can be audited.

Please note the following:

- Free modules not taken cannot be accumulated. It is the student's responsibility to be aware of this provision and enrol timeously.
- All free modules must be registered by the Registrar's Office. Modules that include laboratory fees are to be paid for by the student.
- Registration fees are payable by spouses of staff and married students. AVS workers and staff members are exempt from the fee. If more than one module a semester is taken, only one module is free while the full fee must be paid for the remainder.

- The free class policy does not apply to a short course.
- Staff members who take a free class need to obtain permission from their immediate supervisor and the Administration Committee. Classes are taken in the employee's own time, and if taken during regular working hours, the employee must make up the time.
- If a free module is failed, repeating the module is for the staff members own account.
- To be eligible to take a free module, a staff member's College account must be clear.

### • Please Note:

**In order for staff to register for a free module, applications must be submitted by the last day of class of the preceding semester.**



## Class Attendance Requirements

Regular, punctual class and laboratory attendance is required of all students. Students, who, due to illness or other unforeseen circumstances, miss more than 15% of their total class appointments, will not be able to sit for the final examinations unless authorized by the Academic Administration Committee.

Absences exceeding 15% may be approved only by the Academic Administration Committee, and then only in exceptional circumstances. Absences are counted from the date lectures commence, and not from the date when the student starts attending classes. Students who register late will therefore already have accumulated absences.

It is the responsibility of the student to see the lecturer before a class is missed, and to make up the work. An absence will still be counted even though the make-up work is completed. Three tardies are equal to one absence. Tardies are determined at the discretion of the lecturer.

## College Assembly Attendance

College assembly attendance is required of ALL students, except for part-time students. Two assembly absences per semester are allowed. Thereafter a fine of R50 will be charged per absence.

## Progression Rules

Please note that that **it is students' responsibility to select and enrol for appropriate modules every semester, in consultation with their Faculty Dean,** as per the schedule given in the Prospectus of their chosen programme of study. It is important that the correct modules are selected, as incorrect selections may impact the completion of the programme and graduation. The progression rules for all programmes of

learning are as follows:

1. Before students can progress to the next semester or year of study, the student should have:
  - Passed all prerequisite modules.
  - Maintain a cumulative grade of 50% or more.
2. Students may take modules from any study year, provided that they have completed the prerequisites and there are no time table clashes.
3. Pending first year modules have to be completed before students in their penultimate year are permitted to enrol for final year modules. However, if prerequisites are met, the time table does not clash, and students have class load available, such students will be allowed to enrol for a maximum of 24 credits from the final year in conjunction with enrolling for the pending first year modules, and upon approval from and signature of the Faculty Dean.
4. All the above rules should be read in conjunction with the Study Load Policy:

Cumulative Grade	Class Load
0% to 49%	4 modules - To a maximum of 56 credits
50% to 64%	72 Credits
Over 65%	80 Credits

## Academic Withdrawal From a Study Programme

1. Students who fail the same module three times have to either change their study programme or withdraw from the College. Such students will not be eligible to return and continue with the same study programme. This policy does not apply to Providers Discretion modules.
2. Students who have an average semester grade of less than 50% for three consecutive

semesters have to either withdraw from the College or change their study programme. Such students will not be eligible to return and continue with the same programme.

3. Exceptions may be made for final year students in three- and four-year degree programmes.

### Sequential and Prerequisite Modules

A student who fails a prerequisite module will not be admitted to the sequential module(s). A student may proceed only when a passing grade has been obtained in the failed prerequisite module. E.g. PSY 211 Developmental Psychology I must be completed before proceeding to PSY 212 Developmental Psychology II.

All modules, together with their prerequisites, are listed per Faculty in the Module Description sections in the Prospectus. Students must complete prerequisite modules, where applicable, when they register for any module. Faculty Deans and the Registrar will ensure that students have completed the prerequisites when they register for any module.

Students who fail prerequisite modules should be aware that failing these modules will extend their study period.

#### Please Note:

The Academic Administration Committee will consider requests to overrule the progression rule pertaining to sequential modules ONLY in the following instances:

- Proof of a passing formative assessment grade (50%) for the first part of the sequential module; and
- A failing grade of either 40 – 49%, or, in the case of Accounting students, a failing grade of 45 – 54% for the module.

Progression rules for Foundation-year students are stipulated in the Foundation-year policy.

### Auditing Classes

The term “audit” refers to registration for attendance only. NO CREDIT is earned towards the completion of a programme of study.

Students who wish to attend the lectures for a module without completing the assignments or writing the final examination may do so by auditing the module, i.e., sitting in during lectures. No practical modules may be taken on an audit basis. Audited classes count as part of a student’s academic load. The following provisions apply:

- a. Students will be charged the full fee for auditing a class.
- b. It is possible to audit any module provided:
  - There is room in the class;
  - The student has appropriate background knowledge;
  - Permission is obtained from the lecturer;
  - The student accepts the responsibility to attend all classes; and
  - Completes the registration process.
- c. A student may change from audit to credit at the latest three weeks before writing the semester examination. However, the change in status will only be considered if the student has fulfilled all requirements as per the module outline. The student must apply to the Academic Administration Committee for permission to do so.

### Credit Hours

A four-credit module represents one 50 minute lecture per week for the duration of the semester, and takes into account student preparation and examination time. In addition to the contact time, notional learning, which constitutes the credit

hours, consists of time spent in laboratories, on assignments, and home study.

A laboratory period of two periods per week, per semester, equals one lecture period.

## Study Load

An average study load is between 60 – 76 credits per semester, or 120 – 144 credits for an academic year, depending on the programme of learning a student is pursuing. All new students will be given the specified load as per the programme registered for in the first semester of their study. Depending on their academic performance, a lighter load, normal load, or overload will be given based on the following:

- When a student's grade average in the previous semester is between 0 and 49% they will be allocated a lighter load of 48 to 56 credits, and be put on Academic Probation. (The 56 credits refers to four modules only, where one or more modules may have more than 12 credits each, and NOT five modules at 12 credits).
- When the cumulative grade average in the previous semester is 50% to 64% a student receives the normal load of 64 to 72 credits as given in the module schedule of the programme. (The 72 credits referred to above is to accommodate the differing module loads of various programmes and NOT six modules at 12 credits).
- A student may apply for a study load of a maximum of 80 credits, or an additional module above the normal study load, to a maximum of 84, if s/he has achieved a grade average of 65% and above in the previous semester, or achieved a cumulative grade average of 65% in previous semesters. The permission of the Faculty Committee must be obtained.
- A prospective graduating student may apply for an overload of a maximum of 80 credits, or an additional module above the normal study

load, if s/he has achieved a cumulative grade average of 60% and above in the previous semester, or achieved a cumulative grade average of 60% in previous semesters. The permission of the Faculty Committee must be obtained.

- Transfer students who need to complete outstanding modules which range from the first year through to the final year need to enrol for the first and second year modules first, and thereafter complete the remaining outstanding modules.

**Please Note:** Students may not apply for overloads in order to finish their study programmes earlier.

A student may not be registered at another university or College while also being registered at Helderberg College of Higher Education without the permission of the Academic Administration Committee. If permission is granted for a module to be taken at another institution the equivalent credits will form part of the student's semester load, unless arrangements are made to take the module during vacation times. Furthermore, students repeating modules with an external examining body may be allowed to register for such modules in addition to their load, provided their load does not exceed a normal study load, upon the recommendation of the Faculty Dean and the Registrar. The study load taken in a particular semester should be completed in the same semester, except where the lecturer has made a provision for modules such as, for example, Research Project.

## Academic Probation

1. When a student's average grade in the previous semester is between 0 and 49% they

will be allocated a load of up to 56 credits, not more than four modules, and will be placed on academic probation. This does not apply to Higher Certificate students.

2. Students on Academic Probation will be asked to change their programme or withdraw from the College if they have an average semester grade of less than 50% for three consecutive semesters.
3. The Registrar will submit the list of those students on academic probation to the Dean of the Faculty, inform the students, and copy the parent or sponsor.

### Dean's List of Excellence

Every semester the College recognizes students who have excelled in their studies by publishing their names on the Deans' List of Excellence. This is applicable to higher certificate and degree programmes only.

The criteria for identifying and placing students on Dean's List of Excellence are as follows:

- A student must have enrolled for at least 56 or 60 credits, or the minimum number of required credits as per their programme of study as indicated in the Prospectus for the semester and year under consideration.
- The cumulative grade average for the semester should be no less than 75%.
- There should be no letter grade below "B" for the semester.
- In the case of a deferred grade (DG) a minimum credit load of 56 should be maintained.
- The student should have received academic DP for all modules registered for in the semester.
- A student who receives a DG grade for the first part of a year module will not be disadvantaged when their semester average is calculated. The recorded average of the first semester module will be used in calculating their cumulative

average.

### Low Enrolment Modules

Please note that modules with low enrolment may not necessarily be offered every year. In certain cases, these modules may be offered on an intensive basis.

### Intensives

Due to institutional academic standards and national accreditation requirements **all modules must be completed in their entirety during the semester.**

Besides the following exception, intensives are not granted at Helderberg College of Higher Education:

**Graduating students** that have **ONE** module outstanding in each of their final two semesters respectively **due to having failed an examination**, may request the Academic Administration Committee to complete the module as an intensive.

The intensive will only be granted based on the recommendation of the Faculty Dean and as voted by the Academic Administration Committee.

### The intensive will be offered on the following conditions:

- The applicant is a graduating student.
- Only one repeat module - due to having failed an examination after having receiving DP for the module - in addition to the regular semester study load remains in order to complete graduation requirements.
- First semester module intensives may be offered, subject to lecturer availability, in the second semester of the final year.
- Second semester module intensives may be offered, subject to lecturer availability, in the first semester of the following year.

- The intensive will be offered concurrently with graduands' regular semester load.
- Granting the intensive will not result in a study overload (Study Load Policy will apply).

### Procedure for Offering Intensives

- The student submits a request to the Faculty Committee for the intensive.
- On receiving approval from the Faculty Committee, the student registers for the module using the Intensive Module registration form.
- The student pays the intensive fee and submits the counterfoil of the registration form as evidence of registration.
- The lecturer will start the intensive after the student has paid, registered for, and presented evidence of registration.

### Procedure for Conducting Intensives

Lecturers will prepare a complete work outline for the intensive, including the following aspects:

The notional hours required for the module must be adhered to.

- A copy of the module outline similar to the regular semester module.
- The module outline must be submitted to the Faculty Dean and the Vice-President: Academic Administration at the commencement of each semester as with regular modules.
- The module outline will include weekly targets of work to be covered.
- The module outline will list the dates for tests as well as the scope of the tests.
- Assignment topics, together with the due dates, will be listed in the module outline.
- Lectures that will comprehensively cover, explain, and clarify the module content.
- Prepare a full examination that will be written at the conclusion of the intensive.
- The final grade for the intensive, consisting of both formative and summative assessments will be prepared, and is to be moderated at a

Faculty meeting.

- The grade will be submitted to the Registrar using the prescribed form.
- The intensive will be completed during the academic semester when it is granted.

### Intensive Fee

The student will pay the full module fee as per the number of credits.

### Correspondence Modules

Students enrolled at the College shall not take additional modules by correspondence without prior permission of the Academic Administration Committee.

A student may not be registered at another university or College while also being registered at Helderberg College of Higher Education without the permission of the Academic Administration Committee. If permission is granted for a module to be taken at another institution the equivalent credits will form part of the student's semester load, unless arrangements are made to take the module during vacation times. Furthermore, students repeating modules with an external examining body may be allowed to register for such modules in addition to their load, provided their load does not exceed a normal study load, upon the recommendation of the Faculty Dean and the Registrar. The study load taken in a particular semester should be completed in the same semester, except where the lecturer has made a provision for modules such as, for example, Research Project.

### Out-of-Class Activities

All out of class activities which require compulsory student participation should be limited to the first ten weeks of each semester, and should end at least one week before the last day of class in the semester.



When students are required to go on field trips which will necessitate absence from lectures, they must complete a form obtainable from the Faculty Dean offering the module. The lecturer arranging the field trip must first clear all the arrangements with their respective Faculty Dean, and inform the Deans of the other Faculties affected as well as the Vice-President: Academic Administration. Field trips must be planned well in advance.

## Grading System

The Grade Point Average calculations have been discontinued since January 2006, and are referred to for historical purposes only. The G.P.A. (Grade Point Average) was calculated by dividing the total credit points earned by the sum of the credit hours taken for the semester. Transfer credits are included in the cumulative G.P.A. calculation for graduation. A G.P.A. below 2.00 was considered unsatisfactory for all programmes.

Lecturers determine the grades for a module, and the grades are moderated and ratified by the Faculty Committees. The College grading system

Percentage	Meaning	Letter Grade	Letter Grade Average
80-100%	Distinction	A	90
75-79%	Superior	A-	77
70-74%	Above average	B+	72
65-69%	Above average	B	67
60-64%	Average	B-	62
55-59%	Average	C+	57
50-54%	Below average*	C	52
45-49%	Fail**	C-	47
40-44%	Fail	D	42
0-39%	Fail	F	20

is as follows:

*\*Fail, but the student is eligible for supplementary examinations in Accounting.*

*\*\*Fail, but the student is eligible for supplementary examinations.*

## Additional Grading Symbols

**AU** = Audit: Assigned to modules that are audited. No credit is earned.

**DG** = Deferred Grade: May be given in certain designated modules which may not be completed within one semester, e.g. year modules or modules involving research. A "DG" should normally be changed to a grade by the end of the following semester. Deferred Grades should be changed in order to qualify for graduation. A "DG" that is not completed within the approved period of time is changed to an "F".

**S** or **U** = Satisfactory or Unsatisfactory: May be awarded in certain modules, e.g. Practicum or Work Integrated Learning (WIL). An "S" means that a "C" or higher has been earned, and a "U" signifies unsatisfactory performance. Credit is earned only if an "S" is received. An "S" or "U" grade does not affect the cumulative average.

**W** = Withdrawal from a module: No credit is earned. Students wishing to withdraw from all classes must adhere to the Complete Withdrawal procedure by completing the withdrawal form. Not doing so will result in recording Failure (F) grades for all modules.

## Academic Due Performance (DP) Requirements

Prior to the commencement of semester examinations, a student will be cleared for admission to examinations based on the following criteria:

- Class absences do not exceed 15% of the

required class appointments;

- An average formative assessment grade of at least 50%. For Provider's Discretion modules however, an average grade ranging from 40% - 50% for formative assessment is needed.
- All class assignments have been completed as outlined by the lecturer and handed in on time on the due dates as stipulated in the module outlines.

A student who fails to obtain admission to examinations for a module may not write the final examination for that module. **An "F" grade will be awarded unless the required withdrawal form is completed before DP.** The lecturer will advise the student and the Registrar's Office before the Due Performance date.

A student is not permitted to complete the requirements of the module after the final examinations are over in order to qualify for final exams. By not qualifying the student forfeits the opportunity to write the final exams.

### Withdrawal From All Modules

Students wishing to withdraw from all modules must first consult their Academic Advisor (Faculty Dean) and the Vice-President for Academic Administration. A Complete Withdrawal Form must be completed, obtainable from the Records Office, and signed by those listed on the form. International students' visas will be cancelled with the Department of Home Affairs on withdrawal.

Please check for details on the refunding of tuition and boarding fees applicable to complete withdrawal in the Financial Information section.

No refund will be given for any module withdrawn from for regular students after the drop/add date.

### Final Examinations

Examinations are written at the end of each semester. The length of the examination and the number of papers (or sittings) required are stipulated in the module outlines. All examinations will be written examinations, except in special cases in which case permission must be obtained from the Academic Administration Committee.

### Final Examinations & Sub-Minimum Grades

In addition to passing the formative assessment for a module with a grade of at least 50%, a sub-minimum grade of 35% is required in final examinations in order for formative and summative assessment to be considered in computing the final grade.

In the case of a sub-minimum grade not being obtained in a final examination, the formative assessment mark will not be included in computing the final grade. The sub-minimum grade obtained in the final examination will be entered in the grade report as the final grade.

### Duration of Examinations

Every module will have a final examination, unless approved otherwise by the Academic Administration Committee and stipulated in the module outline. The number of examinations for each module will depend on the rules that govern a particular Programme / Faculty.

The duration of the final examination is guided by the number of credit hours for the module, or as voted by the Faculty Deans' Council i.e. a 12 credit module will have a three-hour examination; an 8 credit module will have a two-hour examination; and a 4 credit module will have a one-hour final examination.

## Examinations and Procedures

All examinations are under the supervision of the Registrar's Office. The Registrar and Assistant Registrar instructs and oversees a team of external invigilators in controlling and administering all examinations in the examination venue.

### Examination Procedures

a. Examinations are written at the end of each semester and cover the semester's work. No examinations are to be scheduled outside of the official examination period.

b. Students are expected to write all the examinations at the scheduled time and complete all the requirements as prescribed. Students who are absent from an examination will receive an F grade, unless an authentic Medical Certificate confirming their illness is supplied. The Certificate must be submitted before the exam is written.

c. Requests by students for changes to the Provisional Exam Timetable must be motivated by the Faculty Dean to the Registrar. Students who have a clash must see the Registrar immediately after receiving the Provisional Timetable. No changes will be made after the Final Exam Timetable has been published.

d. All examinations are to be written examinations, except for examinations in practical modules, unless otherwise approved by the Academic Administration Committee.

e. Only students who have satisfied the DP requirements will be admitted to the examinations.

### Submission of Examination Question Papers

The following procedure is followed by lecturers for the submission of examination question papers:

- To the Internal Moderator for perusal and completion of the moderation form;

- To the Faculty Dean for perusal and signature;
- To the External Moderator for moderation and completion of the moderation report;
- Submission of the External Moderators report to the Faculty Dean.
- Examination question papers are copied by lecturers and submitted to the Registrar's Office three days before examinations commence.
- Lecturers submit a copy of all examination papers and attached memoranda, together with all the signed forms, to the Academic Administration Office ONE WEEK AFTER EXAMINATIONS END.

### Examination Rules

- Helderberg College of Higher Education Examination Rules are permanently displayed on the Registrar's notice board. It is the student's responsibility to read and familiarize themselves with the rules. Failure to do so will not be a valid reason for any concessions to be granted with regards to examinations, examination rules, and examination procedures.
- A copy of the Examination Rules may be found on the Helderberg College of Higher Education website at [www.hbc.ac.za](http://www.hbc.ac.za).

### Use of Computers in Examinations

The use of computers during an examination will be permitted only in the following cases:

- For a student with a physical disability who is prevented from writing by hand.
- Where a lecturer has devised an examination that requires the use of a computer. Lecturers should make arrangements with the ITS Department to use the equipment in the computer laboratory.

Students will not be permitted to bring their own computers into the examination room in order to type their examinations for the following reasons:

- It will be distracting to other students in the

- examination room.
- The integrity of the examination cannot be guaranteed, as the invigilator does not know what the student has on his computer.
  - A student who can afford his own computer has an unfair advantage over those students who cannot afford computers.

### Condoned Passes

Continuous evaluation grades and final examination grades are discussed and voted on by the Faculty Committee. During this meeting a lecturer may suggest that a student be granted a condoned pass under the following conditions:

- The student obtained a failing final grade that is no less than 49% or 54% for certain Accounting modules.
- A condoned pass is only granted by consensus of the Faculty Committee on the basis of the student's overall performance throughout the semester. The lecturer should motivate if they believe that the student's performance in the final examination is not an accurate reflection of their knowledge and ability.
- A condoned pass must be reflected as 50%, or 55% for certain Accounting modules, on the student's academic record.
- The Records Office should be notified of all condoned passes granted by the Faculty Committee.

### Remarking of Tests or Examinations

The procedure for the remarking of tests or examinations are as follows:

- The student approaches the lecturer concerned and together they discuss the test or examination script.
- If the student wishes to continue with their request for a remark, the Faculty Dean will secure an independent lecturer and subject specialist to remark the paper.
- The final remark grade, whether higher or lower than the original grade, will be recorded.

- A fee of R577 will be charged for the remark.
- If the student is not satisfied with the grade, s/he can appeal to the Faculty Dean.
- Should the problem not be solved, the Faculty Dean refers the student to the Vice-President: Academic Administration, who makes the final decision.

### External Moderation of Examinations

All exit-level / final year modules are subject to external moderation. Final grades are only confirmed once the external moderation process is completed and grades have been ratified and voted at the Faculty grade meeting.

### Aegrotat Examinations

A special examination may be granted to a student who has been prevented from taking an examination for the following reasons:

- Illness on the day, or immediately before an examination, provided a medical certificate, signed by a registered medical practitioner, is submitted specifying the nature and duration of the illness. The medical certificate should indicate the health reasons why it was impossible or detrimental for the student to write the examination; and
- Family circumstances such as serious illness or death in the immediate family, that is, parents, spouses, grandparents, siblings, or guardians. In case of death, a copy of the death certificate will be required.

In the case of a student qualifying to write an Aegrotat examination, their request to write that Aegrotat must be made immediately after missing the examination.

An Aegrotat examination will not be granted for a module in which the student has not obtained a Due Performance (DP) Certificate, or where the applicant fails to submit the necessary supporting documents to the Registrar's Office. The

submission of the documents represents a formal application to write the Aegrotat examination. An Aegrotat examination is administered at the same time as supplementary examinations.

The following applies:

- a. The supplementary examination fee is charged for each Aegrotat examination.
- b. The examination shall be written during the stipulated supplementary examination dates, or as specified by the Academic Administration Committee.
- c. If the applicant is absent from the examination an 'F' grade will automatically be assigned and the student will be required to repeat the module.
- d. All modules to be repeated will be charged the regular module fees.
- e. The final grade is calculated with the weighting for the continuous assessment grades and aegrotat examinations as per the programme standard weighting.

## Supplementary Examinations

### Provision is made for supplementary examinations for all modules.

A student's formative and summative assessment grade for a module is taken into account in order to assess whether they qualify for a supplementary examination. If a final grade of between 40% - 49% is achieved, or between 45-54% for certain Accounting modules, the student qualifies for the supplementary examination.

The lecturer and/or the Records Office will inform those students who qualify for supplementary examinations. However, it remains the responsibility of the student to confirm with the Registrar's Office for which supplementary examination(s) they qualify. A supplementary examination is a written examination.

Should a student not qualify for the supplementary examination due to a final grade of lower than

40%, or 45% for certain Accounting modules, the final grade recorded for the module will be the grade obtained in the final examination.

A candidate may be admitted to a supplementary examination on the following conditions:

1. The failing grade being between 40% - 49%, or between 45-54% for certain Accounting modules.
2. No supplementary examinations will be allowed to be written after the supplementary examination dates except in an exceptional case where the student is not fit to write at the specified time.
3. A fee, as set out in the financial brochure, is charged for each supplementary examination. If a student fails a supplementary examination the module must be repeated.
4. It is the responsibility of the **student, before** leaving for the holidays, to confirm whether they have failed any examination and whether they qualify to write a supplementary examination.
5. Supplementary examinations **must** be written on the date(s) as indicated on the Calendar of Events and as timetabled by the Registrar's Office.

6. Supplementary examinations are written **before the next semester commences.** Should a student miss this examination for whatever reason, they will have to repeat the module by paying the regular fee.

Students who pass their supplementary exam will obtain a 50% passing grade on their transcript.

## Supplementary Examinations for Graduating Students

Supplementary examinations for prospective graduating students are not granted when students did not write the final examination due to a lack of academic DP or for any other reason. Prospective graduates who fail modules **with a grade of 40 - 49% (45 - 54% for**

**certain Accounting modules)** in the first semester of their final year will be allowed to write supplementary examinations during the supplementary examination period scheduled **before the second semester commences.**

Prospective graduates who fail modules **with a grade between 40 and 49% (or 45 and 54% for certain Accounting modules)** in the second semester of their final year will be allowed to write a supplementary examination **the week before graduation.**

In addition, prospective graduating students will be allowed a supplementary examination for ONE failed final year module, per semester, regardless of the grade obtained in the final examination.

This provision is applicable only to those modules that the graduating student has enrolled for in the final year of study, and for which a final examination has been written and failed.

Prospective graduating students who did not obtain DP for modules have to repeat those modules the following year.

Modules for which supplementary examinations have been failed have to be repeated.

### Repeat Modules

- Students must repeat the module work and write the regular examinations for a module in which a failing grade was received. The regular module fee will be paid.
- Failed modules must be repeated in residence, unless permission is given to the contrary by the Academic Administration Committee.
- Students who fail a module can repeat the module up to three times, after which they will be required to either change their programme of study or discontinue their studies due to academic reasons.

### Credit by Examination / Examination

### Challenge Policy

The credit by examination (CBE) or challenge examination policy, whereby students may write the regular examination without attending classes, gives students an opportunity to receive academic credit if they have taken similar modules at other institutions for which transfer credit is not acceptable. All candidates intending to challenge an examination must do so in the first semester of joining the College during the orientation/registration period.

Candidates with proven experience and expertise in the area under consideration may also qualify under this policy and can apply. Such candidates may apply to the Academic Administration Committee to write a challenge examination for credit upon the recommendation of the lecturer and the Faculty Dean. This application must be made before mid-semester.

A request for a Credit by Examination/Challenge Examination form must be signed by the student, lecturer and Faculty Dean, and filed in the Registrar's office.

Only modules with code numbers below 300 will be considered for credit by examination. The minimum passing grade for a challenge exam is 60%.

A candidate who attends classes at the College up to the mid-semester break or does not obtain academic DP, does not qualify for a challenge exam. No type of credit by examination may be used to replace failures, other low grades, or no DP. Credit by examination of any type may not be taken during a senior's final year. The charge for a credit by examination is half the normal tuition credit charge. The examination will be written as soon as possible if that module is being taught during that semester, or at the next regular

examination sitting. The length and number of examinations will be equal to those for the regular module concerned.

If approved, 50% of the tuition for the module is payable. Further conditions for Credit by Examination are stipulated in the Academic Policy and Recognition of Prior Learning Policy.

### **Recognition of Prior Learning for Advanced Standing**

RPL for advanced standing recognizes that a learner has sufficiently mastered the content of parts of a course of study through prior formal or informal means and grants formal recognition (credits) for that knowledge.

An applicant may apply for RPL for Advanced standing at the time of admission or during their course of study. Such application must be directed to the Dean of the relevant Faculty and must be accompanied by a letter of recommendation from the lecturer of the particular module.

In order to gain RPL for Advanced Standing an applicant will be required to present evidence of knowledge equivalent to any of the specified outcomes of a qualification. The decision as to what evidence will be required must be discussed and agreed to by the appointed assessor and the candidate.

Substantiation may be presented in one or more of the following forms:

- A portfolio of evidence of relevant formal and/ or informal learning experience as well as evidence of an appropriate level of knowledge and skill in the field.
- The nature and contents of the portfolio might differ depending on the outcomes against which evidence is being presented, but will generally contain: a motivation statement, a

CV outlining experience in the particular field, autobiographical learning history, evidence of work done, as well as references.

- Alternately, or in addition to a portfolio of evidence, the applicant may be required to write a challenge examination which tests the knowledge and skills expected of somebody who has completed the module for which credit is being sought.

RPL for advanced standing may not be taken during a senior student's final semester immediately preceding graduation. The residency clause, which is applicable to publicly funded universities, is also applied at the College. This states that a student may gain credit for a maximum of 50% of the requirements for a degree by means of credit transfer from another institution. Likewise, a student may gain a maximum of 50% of the credits towards a qualification offered at the College by means of RPL.

The cost applicable will be 50% of the tuition fee for each approved module.

### **Academic Dishonesty**

Helderberg College of Higher Education expects students to display academic integrity in all assessment tasks. Academic dishonesty is an extremely serious offence and will result in disciplinary action. Furthermore, a record of the academic dishonesty will be kept in the student's file.

#### **Definition**

Academic dishonesty is an "intentional act of fraud, in which a student seeks to claim credit for the work or efforts of another without authorization, or uses unauthorized materials or fabricated information in any academic exercise... includ[ing] forgery of academic documents, intentionally impeding or damaging

the academic work of others, or assisting other students in acts of dishonesty (Pincus & Schmelkin, 2003, p. 197).

### Forms of Academic Dishonesty

**Plagiarism** is “passing off someone else’s work, whether intentionally or unintentionally, as your own for your own benefit” (Carroll, 2002, p. 9). Or the “reproduction or paraphrasing, without acknowledgement, from public or private (ie: unpublished) material (including material downloaded from the internet) attributable to, or which is the intellectual property of, another including the work of students” (Pecorari, 2013, p. 9). Plagiarism, or academic theft, is therefore committed with or without the consent of the person who is being stolen from, and by including it into any academic work without full acknowledgement. “All published and unpublished material, whether in manuscript, printed or electronic form, is covered under this definition” (Oxford University Website). According to the APA (2010), whether you are “paraphrasing, quoting an author directly, or describing an idea that influenced your work, you must credit the source” (p. 170).

**Cheating** means “to act dishonestly or unfairly in order to gain an advantage” (Oxford Dictionary). Cheating therefore refers to the intentional use of, or attempted use of unauthorized materials, information, or study aids utilized in any academic exercise.

### Examples of Plagiarism and Cheating

The following listed examples are representative but are understood to not be exhaustive.

- Including and submitting verbatim as the student’s own work, through purchase or otherwise, part of or an entire extract from another person’s work without the use of quotation marks and crediting the source.
- The use of the ideas, data, or writing of another person without acknowledgement of the source.
- Paraphrasing or summarising another person’s work without proper acknowledgement.
- Cutting and pasting from electronic sources without explicit acknowledgement of the source of the URL or author and/or without explicitly marking the pasted text as a quotation.
- Collusion is submitting a piece of work entirely as the student’s own work when it was produced in collaboration with others, and not declaring this collaboration has taken place (Pecorari, 2013). Unauthorised collaboration between students, failure to attribute assistance received, or failure to follow precisely regulations on group work projects also constitutes collusion. It is a student’s responsibility to ensure that they are entirely clear about the extent of collaboration permitted, and which parts of the work must be their own (APA, 2010).
- Submitting appropriated imagery or creative products without indicating the source of the work.
- Unauthorized transfer and use of another person’s computer file as their own.
- Unauthorized use of another person’s data in completing a computer exercise (Pecorari, 2013).
- Submitting work for assessment that has already been submitted (partially or in full) to fulfil the requirements of another degree course or examination, unless this is specifically provided for in the special regulations for the course. This constitutes self- or auto-plagiarism (APA, 2010).
- Taking unauthorized material into an exam.
- Lying about medical and/or other circumstances to get special consideration.
- Taking an examination for someone else or vice versa.



- Illicitly gaining information about the contents of an examination.
- Ensuring the unavailability of books/journals in the library by deliberately miss-shelving them or cutting out chapters/articles.
- Copying from a neighbour during an examination.
- Altering data (for example, making the results of a survey seem more favourable).
- Duplication, i.e. submitting work for one module which had been prepared for another (Carroll, 2002).
- Sharing answers or collaborating with another student on any academic exercise unless specifically authorized by the lecturer.
- Tampering with an examination or other academic requirement after it has been corrected, then returning it for more credit.
- Stealing or attempting to steal an assignment, answer key, or memorandum.
- Submitting substantial portions of the same work for credit in more than one module without the knowledge and approval of all instructors involved
- Allowing their own work to be copied by another student.
- Copying another student's work with their knowledge.
- Not contributing a fair share to group work that is assessed for a group mark.
- Doing another student's work for them.
- Submitting jointly written work as if it was an individual piece of work (Griggs University Bulletin, 2009-2011).
- Allowing another student to look at your work on a USB.

### Use of Artificial Intelligence

Unauthorized use of generative artificial intelligence (AI), for example ChatGPT or Google Bard, by students to complete assessment tasks

without acknowledgement constitutes academic dishonesty and undermines authentic learning. The unethical use of AI is when it is used to mask a lack of learning, create evidence of learning that did not really occur, or create an unfair advantage over other students (Currie, 2023).

#### Please Note.

The generation of assignments using AI is not allowed as it is the same as using another person's work. This is academic misconduct, which is equivalent to plagiarism, defined as "the act of appropriating the words, thoughts, and ideas of others and presenting them as one's own, which is regarded with great gravity within the academic sphere". It is totally unacceptable to present the intellectual output from another source, in this case AI, as one's own under any circumstances.

AI may be used as an enabler or assistant rather than as an authoring tool. Effectively utilizing AI tools for aid can assist students to improve and develop their writing skills, process their work, and advance learning. The following AI tools may be used to aid with the language, vocabulary, and grammatical structuring of assessment tasks, particularly for students who are not English first language speakers: QuillBot, Grammarly and WordTune.

If, however, these above tools are used, they must be acknowledged in reference lists. Should AI be utilized, it is required that it be included in all reference lists. A student will be found guilty of plagiarism should AI sources not be referenced correctly. It is imperative to check that any AI generated sources are authentic and academically sound.

All referenced sources must align with the content of assessment tasks. If AI is used to generate information for an assessment and the content does not fall within the scope of the module, or is not aligned with the topic, task, or question, it is

also regarded as academic dishonesty.

**Note.** Should a lecturer have provided specific instructions with regards to the use of AI in an assessment task in a module outline and these are ignored, it would be regarded as academic dishonesty.

## References

- American Psychological Association (2010). Publication manual of the American Psychological Association (6th ed.). Washington, DC: Author.
- Carroll, J. (2002). A handbook for deterring plagiarism in higher education. Oxford: The Oxford Centre for Staff and Learning Development.
- Currie, G. M. (September 2023). Academic integrity and artificial intelligence: Is ChatGPT hype, hero or heresy? *Seminars in Nuclear Medicine*, 53(5), 719 – 730. <https://www.sciencedirect.com/science/article/abs/pii/S0001299823000363>
- Griggs University Bulletin, 2009 – 2011.
- Oxford Dictionary.
- Oxford University Website.
- Pecorari, D. (2013). Teaching to avoid plagiarism: How to promote good source use. New York: McGraw Hill Education / Open University Press.
- Pincus, H. S., & Schmelkin, L. P. (2003). *The Journal of Higher Education*, 74, 2 196-209.

## Procedure for Reporting and Processing Academic Dishonesty Cases

- It is lecturers' responsibility to assess and establish whether cases of academic dishonesty are warranted.
- Lecturers should inform students of plagiarism or cheating offences, and

provide students with detailed evidence of the dishonesty.

- Students should be afforded the opportunity to respond to the lecturer regarding the alleged offence.
- During the Faculty Committee hearing process, students are invited to present their case to the Faculty Committee.
- After students have been provided an opportunity to state their cases, and those lecturers who have presented the case have recused themselves, Faculty Committees will deliberate on and apply the relevant sanctions according to the offence as per the Academic Dishonesty Policy.
- The Faculty Dean will present the case at the Academic Administration Committee for recording and/or further action depending on the offence.
- The Assistant Registrar will inform students of the AA DC action within three days.

## Sanctions for Academic Dishonesty

All cases of academic dishonesty shall be reported. The Faculty Committees will utilize the sanction guidelines below:

Forms of Academic Dishonesty	1 <sup>st</sup> Offence	2 <sup>nd</sup> Offence	3 <sup>rd</sup> Offence
<b><u>Plagiarism</u></b>	<ul style="list-style-type: none"> <li>Write a paper on plagiarism*</li> <li>Re-submit the specific assessment task</li> <li>A maximum passing grade of 50% awarded</li> </ul>	<ul style="list-style-type: none"> <li>No Examination Entrance (DP)</li> </ul>	<ul style="list-style-type: none"> <li>No Examination Entrance (DP)</li> <li>Fail module</li> <li>AA Disciplinary Committee ruling, with action of Suspension <b>OR</b> Expulsion</li> </ul>
<b><u>Cheating in a Formative Assessment</u></b>	<b>Assessment Task:</b> <ul style="list-style-type: none"> <li>Re-submit the specific assessment task</li> <li>A maximum passing grade of 50% awarded</li> </ul> <b>Test / Mid Term examination:</b> <ul style="list-style-type: none"> <li>Fail test / examination, 0% awarded</li> </ul>	Fail Module	Fail Module: <ul style="list-style-type: none"> <li>AA Disciplinary Committee ruling, with action of Suspension <b>OR</b> Expulsion</li> </ul>
<b><u>Cheating in Final Exam or Summative Assessment</u></b>	<ul style="list-style-type: none"> <li>Fail Module</li> </ul>	<ul style="list-style-type: none"> <li>Fail Module</li> <li>AA Disciplinary Committee with action of Suspension</li> </ul>	<ul style="list-style-type: none"> <li>AA Disciplinary Committee ruling, with action of Expulsion</li> </ul>
<b>Ruling</b>	Ruling by Faculty	Ruling by Faculty or AA Committee	Ruling by AA Committee
	AA Committee registers the offence	AA Committee registers the offence	
<b>Appeal Procedure</b>	<ul style="list-style-type: none"> <li>E-mail to student from Faculty within three business days of ruling</li> <li>Appeal by student to AA Committee within three business days on receipt of ruling</li> <li>Final ruling on appeal by AA Committee</li> </ul>	<ul style="list-style-type: none"> <li>E-mail to student from Faculty within three business days of ruling</li> <li>Appeal by student to AA Committee within three business days on receipt of ruling</li> <li>Final ruling on appeal by AA Committee</li> </ul>	<ul style="list-style-type: none"> <li>E-mail to student from Assistant Registrar within three business days after ruling</li> <li>Appeal by student to the President within three business days on receipt of ruling</li> <li>Final ruling on appeal by President</li> </ul>

\* Note: The paper should meet the following guidelines: (a) It should be at least 3 pages long and cite at least 5 Academic sources; (b) the paper should include an acknowledgement of why the student was guilty of academic dishonesty and what has been learned through the academic sanctions imposed; (c) the paper should demonstrate an understanding of how to correctly cite, paraphrase, and reference academic sources.

## Academic Grievance Procedure

Students who feel they have been treated unjustly concerning their academic programmes are entitled to appeal for an impartial review and reconsideration of their cases. Procedures to be followed in such circumstances are given below:

- Firstly, students should present their case to the lecturer concerned.
- If the matter is not satisfactorily resolved, the next line of appeal is to the Faculty Dean.
- If the matter is not satisfactorily resolved, the case may then be appealed to the Vice-President for Academic Administration.
- As a final line of appeal, students may then approach the Academic Administration Committee in writing. They have the choice of appearing before the committee to present their case. The decision of the Academic Administration Committee is final.
- Should the student be unable to present the case to the lecturer, the student can approach the Faculty Dean directly.

The student is referred to the Helderberg College of Higher Education Student Handbook for the appeals procedures for non-academic matters.

## Grievance Procedure For General Academic Matters: More than One Student

Appeals for academic matters concerning more than one student must first be presented to and discussed with the relevant lecturer. If students are unable to approach the lecturer, they should report the matter to the Faculty Dean.

Should the matter not be resolved at the Faculty Dean's level, the following line of appeal will be applicable:

- The class representative / class delegation brings the grievance to the attention of the VPAA.

- A written appeal to the Academic Administration Committee.
- A class delegation of the aggrieved students presents the matter to the President. The President refers the matter to the Senate for a final decision.

## Appeal Procedure: Academic Administration Committee Actions Grounds for Appeal

An appeal will be considered valid only if it meets one of the following criteria:

- Information is available which was not available at the time of the decision, but which may have affected the decision.
- The student request was initiated or conducted according to improper procedure and the decision was materially influenced as a result of the improper procedure.
- The decision is inconsistent with academic policy or precedence.

## Procedure

- Appeals should be submitted within three days after receiving notification from the Assistant Registrar regarding the action voted by the Academic Administration Committee.
- The President may make no amendment to the decision of the Academic Administration Committee. An Academic Administration Appellate Body will assist the President in handling academic appeals.
- The AA Appellate Body can uphold or make a new or amended decision.
- The composition of the AA Appellate Body is as follows:  
Chair: President  
Members: Two members of the AA Committee, the VPAA and the relevant Dean.  
Two non-AA Committee members from Senate - as appointed by the Administration Committee.

## Transcripts

- Upon graduation, one transcript will be issued free of charge.
- Upon application an official transcript can be issued, for a charge. Application for transcripts must be made to the office of the Registrar.
- Transcripts will only be issued once clearance has been obtained from the Finance Office.
- Results are available on SMP and can be viewed by students at all times.



## GRADUATION REQUIREMENTS & PROCEDURES

### Graduation and Senior Class

Membership to the Senior Class is granted by the Academic Administration Committee to all students completing a study programme. Students must apply at the beginning of their final year for membership.

Students seeking membership in the Senior Class will be admitted to membership of the graduation class if:

- All modules and minimum number of credits for their programme of learning have been completed before graduation on the Helderberg College of Higher Education campus as stipulated by the Prospectus;
- They have maintained a satisfactory cumulative average;
- All Practicum/Work Integrated Learning requirements have been met and submitted by the due date in the 2nd Semester as set in the Prospectus;
- If, in the case of transfer credits, 50% of the transfer credits of the study programme has not been exceeded. The student must spend final year at the College; and
- All character standards are met.

The Senior Class is organized before the middle of the first semester by the Vice-President: Academic Administration and the Registrar. Limited activities are permitted during this semester.

Resident students wishing to graduate at the year-end graduation on campus will be required to join the Senior Class. However, all graduation fees must be paid regardless of whether a student graduates in absentia or not.

### Graduation in Absentia

A prospective graduate who wishes to graduate in absentia must obtain written consent from the Registrar at least a month before graduation. Students who fail to give prior notification of absence will be charged an additional fee of R525. Such permission will be granted only in exceptional circumstances. The Senior Class fees will still apply.

### Senior Class Sponsors

Staff sponsors are chosen by the Senior Class in consultation with the Vice-President: Academic Administration. The staff sponsors are responsible to the administration for the planning of the activities of the Senior Class. The staff sponsors guide the Senior Class Executive and the Senior Class according to the guidelines as set up by the staff and College administration. These guidelines are obtainable from the VPAA.

### Senior Class Fee

The senior class fee is listed in the Financial Brochure and has to be paid to the Finance Office before the end of the first semester of the final year. These funds are used by the class for expenses in connection with the graduation exercises.

### Residence Requirement

No student will be awarded a certificate or degree without having completed at least a year of their studies on campus.

### Supplementary Qualifications (2nd Degree)

An additional registration fee is charged for any student registering for a Supplementary Qualification (e.g. second degree) other than the one the student applied and was registered for. This applies per qualification, i.e. two supplementary

qualifications will incur two additional registration fees. It is possible to graduate with two degrees, subject to the following provisions:

- The period of study must be at least five years;
- The student must fulfil all the requirements of both degrees;
- All modules of the first degree have to be completed before modules of the second degree can be taken; and
- At least 128 credits over and above the first degree must be completed.

### Academic Achievement

Academic achievement is calculated on the basis of the cumulative average of all semesters:

#### Higher Certificates:

With Distinction (75 - 100%)

#### Degrees:

Cum Laude (75 - 82%)

(Honour cord: Royal Blue)

Magna Cum Laude (83 - 90%)

(Honour cord: Silver)

Summa Cum Laude (91 - 100%)

(Honour cord: Yellow Gold)

**Note.** Students completing the requirements of the Cum Laude Programme will receive a Royal Blue/Light Gold honour cord.

### Academic Colours

#### Degrees

Bachelor of Arts in Communication - Red

Bachelor of Arts in Psychology - Green

Bachelor of Arts in Theology - Purple & White

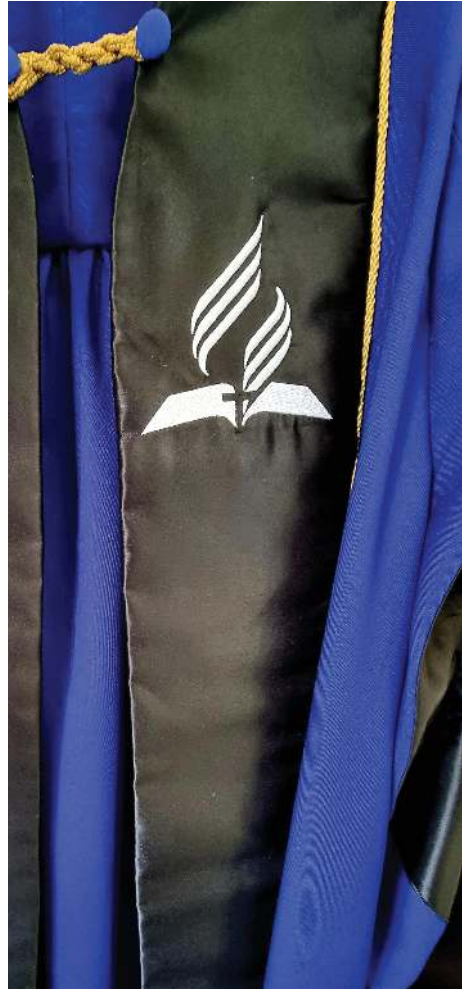
Bachelor of Business Administration - Gold

Bachelor of Commerce - Gold & Blue

Bachelor of Education - Teal & Orange

#### Higher Certificate

Blue & Grey



## FINANCIAL INFORMATION

### A. Schedule of Fees

#### 1. No Application Fee

Effective from 1 October 2023.

#### 2. Deposit for Visa Letter

All foreign students should pay R15 000 as a deposit to receive an admission letter to apply for a study visa to South Africa, which will be offset against his/her fees upon registration.

#### 3. Registration Fee (Also see Payment of Fees)

- i. A non-refundable registration fee of **R1500** is payable upon registration per semester. Registration commences on **20 January 2025** (1st Semester) and **23 June 2025** (2nd Semester).

- ii. An additional fee for late and final registration will be charged:

**First Semester:**

**31 January - February 2025\*** = R 1620

**Second Semester:**

**4 - 18 July 2025\*** = R 1620

*\* Final late registration closes at 15:30. Last day to drop/add/change modules. Students may not join classes after this date*

	1st Year Tuition Fees		2nd / 3rd / 4th Year
PROGRAMME OF STUDY	1st Semester	2nd Semester	* Projected Tuition Fees Per Annum
<b>FACULTY OF SOCIAL SCIENCES &amp; EDUCATION</b>			
<b>Bachelor of Arts in Communication (3 yrs.)</b>	(R517 per credit)	(R517 per credit)	(R517 per credit)
Corporate Communication Concentration	<b>R31 020</b> (60 crs)	<b>R31 020</b> (60 crs)	<b>*R66 176</b> (128 crs per year)
Media Studies Concentration	<b>R28 952</b> (56 crs)	<b>R31 020</b> (60 crs)	<b>*R66 176</b> (128 crs per year)
<b>Bachelor of Arts in Psychology (3 yrs.)</b>			
Counselling Concentration	<b>R33 088</b> (64 crs)	<b>R33 088</b> (64 crs)	<b>*R68 761</b> (133 crs per year)
Industrial Psychology Concentration	<b>R35 156</b> (68 crs)	<b>R35 156</b> (68 crs)	<b>*R68 761</b> (133 crs per year)
<b>Bachelor of Education in Foundation Phase Teaching (4 yrs.)</b>	<b>R34 136</b> (68 crs)	<b>R30 120</b> (60 crs)	<b>R66 264</b> (132 crs per year)
<b>Foundation Year (1 yr.)</b>	(R355 per credit)	(R355 per credit)	(R355 per credit)
• Communication	<b>R19 880</b> (56 crs)	<b>R17 040</b> (48 crs)	<b>R36 920</b> (104 crs p/y)
<b>Foundation Year (1 yr.)</b>			
• Psychology	<b>R17 040</b> (48 crs)	<b>R21 300</b> (60 crs)	<b>*R38 340</b> (108 crs p/y)
<b>Foundation Year (1 yr.)</b>			
• Foundation Phase Teaching	<b>R15 620</b> (48 crs)	<b>R21 300</b> (60 crs)	<b>R45 440</b> (108 crs p/y)



	1st Year Tuition Fees		2nd / 3rd / 4th Year
PROGRAMME OF STUDY	1 <sup>st</sup> Semester	2 <sup>nd</sup> Semester	** Projected Tuition Fees Per Annum
<b>FACULTY OF BUSINESS</b>			
Bachelor of Commerce in Accounting (4 yrs.)	(R517 per credit) <b>R31 020</b> (60 crs)	(R517 per credit) <b>R28 952</b> (56 crs)	(R517 per credit) <b>*R63 074</b> (122 crs per year)
Bachelor of Commerce in Human Resource Management (3 Years)	<b>R35 156</b> (68 crs)	<b>R35 156</b> (68 crs)	<b>*R66 693</b> (129 crs per year)
Bachelor of Business Administration in Management (3 yrs.)	<b>R31 020</b> (60 crs)	<b>R35 156</b> (68 crs)	<b>*R67 210</b> (130 crs per year)
Foundation Year (1 yr.) • Accounting • Human Resource Management • Management	(R355 per credit) <b>R21 300</b> (60 crs) <b>R21 300</b> (60 crs) <b>R21 300</b> (60 crs)	(R345 per credit) <b>R21 300</b> (60 crs) <b>R21 300</b> (60 crs) <b>R21 300</b> (60 crs)	(R345 per credit) <b>R42 600</b> (120 crs p/y) <b>R42 600</b> (120 crs p/y) <b>R42 600</b> (120 crs p/y)
Higher Certificate in Office Management (1 yr.) (2025 Reduced Price)	(R155 per credit) <b>R11 160</b> (72 crs)	(R155 per credit) <b>R10 540</b> (68 crs)	(R155 per credit) <b>R21 700</b> (140 crs per year)

<b>FACULTY OF THEOLOGY</b>			
Bachelor of Arts in Theology (4 yrs.)	(R517 per credit) <b>R35 156</b> (68 crs)	(R517 per credit) <b>R31 020</b> (60 crs)	(R517 per credit) <b>R64 108</b> (124 crs per year)
Foundation Year (1 yr.)	(R355 per credit) <b>R15 620</b> (44 crs)	(R355 per credit) <b>R21 300</b> (60 crs)	(R355 per credit) <b>R36 920</b> (104 crs per year)

\* Work Integrated Learning/Practicum included, charges vary according to programmes.

\*\* \* Worked on an average credit calculation for 2nd, 3rd and 4th year.

- Internet service fee R325 per semester - Unlimited data (with certain restrictions) is allocated to each student.
- Free access to the sport facilities.

## 6. Banking Details

Account name: Helderberg College of Higher Education  
 Bank Name: ABSA Bank  
 Type of account: Current Account  
 Account No.: 406 039 4706  
 Branch Code: 632 005  
 Swift Code: ABSAZAJCCT

Kindly email proof of payment to [finadmin@hche.ac.za](mailto:finadmin@hche.ac.za)

## 7. Payment Policy

No student will be allowed to re-register with the College until all outstanding debt has been settled in full. Students with long overdue balances on their accounts may be handed over to a third

party for collection. Any collection/legal costs that may arise from the account being handed over will be for the account of the student. Payment should be made with the collection company concerned.

## 8. Accommodation Fees

Financial arrangements must be made before a student can be admitted into the residence. Ten percent (10%) of the semester's dormitory fee should be paid before students are granted access to their rooms. A room can only be booked if the student account is settled in full. Boarding fees are the same for both the men's and women's residence. **International students must pay for the full semester in advance.**

Student Accommodation (includes one meal)			
Men's and ladies' Residence	Per Semester Per Person	Per Annum Per Person	10% (note 8.1)
One Person per room: (Note 6.6)	R21 340	R42 680	R4 268
Two people in a room:	R13 373	R26 746	R2 675
Cafeteria Lunch (Note 8.2) (Monday – Friday)	(1st Semester) R5 200 (2nd Semester) R5 460	R10 660	
Refundable Room Deposit *(Note 6.7)	R1070		
Curtain Rental (Men's and Ladies' Residence)	R350		
Use of Washing Machine	R275	R550	
*Cleaning Fee	R1 000		

\* Should students leave the residence without removing their personal belongings, a cleaning fee will be charged.

## Notes:

8.1 All students who would like to stay in the College residences are required to make a down payment of 10% per annum or 20% per semester of the fee to secure a room in advance (R2675 for a shared room, or R4268 for a single room).

Please note that this is separate from the refundable room deposit, 8.8 below, and that this amount is only effective if the student account is cleared from the previous semester.

8.2 Please note that money for food purchases in addition to the daily lunch that forms part of the mandatory meal is to be paid directly into the student's personal bank account. Students are encouraged to load money onto their student cards. The mandatory meal price may be subject to changes in line with inflation.

8.3 Students who may have credit balances on their cafeteria accounts may carry their balances forward to the next semester, transfer their credit to the tuition account, or be refunded.

8.4 Students who have refrigerators in their rooms will be charged an additional fee of R350 per semester.

8.5 Please note that students will not be allowed to change their boarding options during the semester.

8.6 The single room option is based on availability and preference will be given to senior students.

8.7 The residence room deposit will be refunded to the student's account after withdrawing or graduating from the College, provided the room is left in good order. Reasonable wear and tear excepted.

**8.8 All credit balances are to remain on students' accounts until they graduate or withdraw from the College. The credit balance will then be returned to the original depositor (a bank confirmation letter not older than three months will be required for this process).**

8.9 Interest at a rate of 0.5% per month will be levied on any accounts older than 30 days.

8.10 Please see the refund admin fee policy in point 15 below.

## 9. Payment of Fees

### 9.1 South African Students

#### a. Full Payment in Advance

A student who paid for the semester in full before classes commence in February 2025 will receive a 5% discount on the total tuition fee for the semester. Similarly, a student who pays in advance before classes commence for the second semester in July 2025 will also receive a 5% discount on the total semester tuition fee.

#### b. Full Payment Before 15 December 2024 (New Students Only)

A student who paid for the 2025 first semester in full before 15 December 2024 will be charged at 2024 rates (a 5% reduction on the 2025 tuition fees) and will also receive a 5% discount for paying before classes commence in 2025 (see point 1 above). In addition, since the student will therefore have registered in 2024, the registration fee (R1430 per semester) will be waived. This payment option is equivalent in total to a discount of approximately 15%. A student may pay for just the first semester or the full year (1st and 2nd semesters) utilising this discount option.

c. A **5% discount** will be given to South African students if the semester tuition fees are paid within the first week of the academic year. Payments are not dependent on receipt of a statement of account.

#### d. Payment Options:

##### Monthly Payment Plan:

i) **Tuition:** For the January 2025 intake, an initial payment of R5000 (for degrees)

or R3000 (for the Foundation-Year and Higher Certificate) is payable before or at registration. The balance of the fees will be divided into a 10-month payment plan, from February to November, and will be accomplished via a debit order. The debit order amount may need to be slightly adjusted in July 2025 according to the student's second semester credit load.

ii) **Accommodation (Includes One Meal):**

For the January 2025 intake, an initial payment of 10% of the annual boarding fee is payable before or at registration (please see #8 Accommodation Fees above). The balance of the fees will be divided into a 10-month payment plan, from February to November and will be accomplished via a debit order.

Note that monthly tuition and accommodation payments will be calculated as a single monthly debit order.

The debit order will attract a once-off surcharge of 2.5% on tuition fee per semester. A penalty fee of R200 will be charged for failed debit order collections caused by the client (for example, cancellation of the mandate, insufficient funds etc.), along with a 0.5% interest rate on the outstanding amount.

**Minimum Payment plan:**

For those who do not wish to use the monthly payment plan, the following options apply.

iii) Students with **5 or more modules** must pay **R15 000 to register for tuition (includes registration fee)**, or **R24 350 (if also residing in the dormitories) upon registration.**

Students with **less than 4 modules** must pay the **registration fee (R1500)**, **50%** of the tuition fee, and, if residing in the dormitories, **50%** of boarding fees upon registration each semester.

- e. Interest at a rate of 0.5% per month will be levied on any accounts older than 30 days.
- f. **Payments are not dependent on receipt of a statement of account.**
- g. All credit balances are to remain on students' accounts until a student graduates or withdraws from the College. The credit balance will then be returned to the original depositor.
- h. Should the College de-register the student due to non-financial clearance, the tuition and boarding fee, where applicable, will be calculated on a prorated basis to the day the student leaves campus.

**9.2 International Students**

- a. First-year international students and students from other African countries are required to **pay the full registration, tuition, and boarding fees before registration.**
- b. From their second year, international students are required to pay 50% of the full registration, tuition, and boarding fees during registration. The remaining 50% must be paid by 31 March 2025 (1st Semester) and 31 August 2025 (2nd Semester). **If a student fails to pay the 50% he/she will be deregistered.**
- c. English Language Institute students are required to pay full registration, tuition, and boarding fees in advance before their admissions are processed.
- d. Monies received from outside South Africa cannot be immediately refunded. All credit balances are to remain on the students' accounts until they graduate or withdraw

- from the College. The credit balance will then be returned to the original depositor.
- e. Interest at a rate of 0.5% per month will be levied on any accounts older than 30 days.
  - f. Should the College de-register the student due to non-financial clearance, the tuition and boarding fee where applicable will be calculated on a prorated basis to the day the student leaves campus.

### 9.3 Sponsored Students

Upon registration, students who are sponsored must present the original letter indicating the following:

- i. The organization (name, address, and contact person) that is sponsoring the student;
- ii. The duration of the sponsorship;
- iii. The amount of the sponsorship; and
- iv. Any limitations or restrictions on the sponsorship.

### 9.4 New Students

- a. Early registration guarantees the student's place in their chosen programme.
- b. Students are formally registered once this fee is paid and will be provided with a confirmation of registration document. They may hence apply for financial assistance to financial institutions and sponsors for the forthcoming year on the strength of this confirmation of registration.
- c. Registered students are given priority when applying for accommodation at the College. Note however, that accommodation fees and payment plans are not part of the tuition fee schedule.

### 10. Books

Students must purchase their own prescribed textbooks. It is advised that students budget for approximately R4 500 per semester. **Money for books must not be paid into the College account.**



## 11. Incidental Fees

Academic Transcript	R165 per copy
Auditing a Class	Regular class tuition fee
BEd Practical Teaching – Police Clearance Fee	R170
BEd Art Supplies for EDA 202	R525
Statement of Completion (in lieu of lost Certificate)	R300
Change of Programme	R125
Credit by Examination	50% of normal credit Fee
Graduation Fee *Students that have been charged a graduation fee and eventually do not graduate will be charged 50% of the fee.	R2 110
Graduation in Absentia	R2 110
Intensives modules (per credit)	R517
Internet Service Fee (per semester)	R325
Prospectus (Hard copy-black and white available on request)	On Request
Dishonored Debit Order	R203
Remark Fee	R595
RPL Course	R1 970
Supplementary / Aegrotat Examination	R485 per module
Theology Health Expo	R125
Administration Fee	Please see point 15

## 12. Intensives

The student will pay the full module fee as per the number of credits.

### 13. Rental of Married Student Accommodation (Unfurnished Accommodation)

Rental per month excluding utilities and services (depending on accommodation), payable in advance not later the 7th of the month.

Rent	R4 065 – R6 648 / month
Electricity	R1 715 – R2 065 / month
Rent for New Student Housing	R7 000
Electricity for New Student Housing	R2 065
Garbage	R242 / month
Gardening Services	R350 – R400 per visit depending on size
Water	R135 / month

Accommodation will be provided with the understanding that it will be for the duration of an academic year upon the signing of a rental agreement which is renewable annually for registered students only.

Students requiring family accommodation from the College are required to pay a housing deposit equal to the monthly rental upon application. The housing deposit will be credited to their student account if a student does not take occupation. This deposit will be refunded to the student after his/her leaving or graduating from the College provided that the house or flat is left in good condition, reasonable wear and tear excepted. Notice to vacate the premises is required at least one month prior to the end of the contract. Should the notice requirement be breached, a full month's rental will be charged.

***Should the student leave the house without removing all their personal belongings and the house cleaned, a cleaning fee of R 2500 will be charged.***

### 14. Outstanding Accounts

- Academic grades will only be released once the student account has been cleared.
- Before a degree, certificate, grades, or transcript can be awarded to a student, all accounts have to be settled in full.

### 15. Refunds

It is the student's responsibility to make satisfactory financial arrangements with the College administration before withdrawing.

#### a. Tuition & Boarding Fees

Where applicable tuition and boarding fees are refundable as follows:

- Week 1 from the commencement of classes: 100%.
- Week 2 from the commencement of classes: 75%.
- Weeks 3 & 4 from the commencement of classes: 50%.
- After four weeks there will be no reimbursement. The registration fee of R1 500 is not refundable upon withdrawal.
- However, should a student withdraw before the mid-semester break and return in the following semester, 50% of the tuition fees charged in the previous semester will be credited to the student's account.
- Should a student withdraw after the mid-semester break the full fees will be charged.

Boarding fees will be refundable as follows:

- In proportion to the duration of occupancy in the dormitory.
- After four weeks there will be no reimbursement.
- However, should a student withdraw before the mid-semester break and then return in the following semester, 50% of the boarding fees charged in the previous semester will be credited to the student's account.

- Should a student withdraw after the mid-semester break the full fees will be charged.

### **b. Deposits**

Room deposits are refundable after leaving the College if the room is left in a satisfactory condition. The deposit will be credited to the student's account if his/her account is not settled.

### **c. Administration Fee on Withdrawal**

In the event of a student withdrawing from the College as per the withdrawal policy, an administration fee will be charged as follows; a fee of R500 for amounts above R5000 OR 10% for amounts below R 5000.

Refunds will be processed only upon the receipt of a bank confirmation letter of the original depositor.

Credit balances will be refunded to the original depositor.

## **16. Boarding during the Holidays**

- Students remaining on campus for the winter or summer vacations will be charged R180 per day excluding meals.
- Should a student arrive more than two days prior to the beginning of a semester or stay more than two days after the end of a semester, the vacation charges apply. Registration for vacation boarding is to be done two days prior to the commencement of vacation.

## **17. Adjustments In Fees**

The Council of Helderberg College of Higher Education reserves the right to revise all fees without prior notice.

## **B. General**

### **1. Breakages**

Students are held responsible for the repair of any breakages or damage which they may cause.

### **2. Medical, Dental, Psychological, and Optical Expenses**

Students are expected to make their own appointments for such services. It is mandatory for all College students boarding in the residence to take out and provide proof of medical aid/insurance at registration. The College accepts no responsibility for any medical, dental, psychological, or related expenses.

### **3. Personal Effects / Insurance Cover**

The personal effects of Helderberg College of Higher Education students on campus must be covered by their own or their parents' insurance. The College accepts no liability for loss or damage.

## **C. Financial Assistance**

A number of work bursaries are available to assist students with tuition and boarding expenses. Students who receive a work bursary have to work a maximum of 80 hours per semester.

Application forms for work bursaries may be obtained from the office of the Vice-President for Financial Administration at registration and returned by the last day of registration.

***Please note: A work bursary cannot be presented as payment for registration.***

## **D. Guest Room Accommodation**

Contact the Ladies Dean, Mrs Lebohng Pani at (021) 8507 500, extension 267, or e-mail [guestrooms@hche.ac.za](mailto:guestrooms@hche.ac.za) in order to make reservations.



Charges are as follows:

En-suite Room Adjoining bathroom)	R380	Per person per day - sharing
	R620	Per person per day - single
Ordinary Room (Communal bathroom)	R320	Per person per day - sharing
	R495	Per person per day - single
	Children aged 12 or under - half price	

All payments for room rentals must be made in advance and paid for in full. Proof of payment must be received before confirmation of booking given.

Please note that **accommodation does not include meals**. Guests are required to make prior arrangements for meals through the cafeteria, kindly contact the Finance Office for a quote at [finadmin@hche.ac.za](mailto:finadmin@hche.ac.za)



# FACULTY OF BUSINESS

The Faculty of Business prepares well-rounded business graduates and equips them with analytical, quantitative, managerial and human skills. The professional and academically balanced programmes are designed to meet the needs of the various sectors in the community.

**Faculty Dean:** Luzuko Mrwebo – BCom Hons (Business Management & Economics), MCom, PhD Candidate

## Lecturing Faculty

<b>Madelyn Barnard-Smit</b>	LLB, LLM
<b>Avril Brammie</b>	Dip Mech. Eng., DIP Ass. Teaching
<b>Regan Hamilton</b>	Advanced Diploma (Bus Project Mgt), PGD (Bus Administration)
<b>Ronelle Hamilton</b>	BCom, BCom Hons (Accounting), AGA(SA)
<b>Marië Heyns</b>	BCom (Economics & Informatics); BA Hons (Socio Informatics)
<b>Jocelyn Lawrence</b>	BCom Hons, MCom (Business Management)
<b>Joy McKenzie</b>	BCom (Accounting), MBA
<b>Damon Mubinde</b>	BCom, BCom Hons (Business Informatics)
<b>Gelyn Musvosvi</b>	MBA, PGD(HE)
<b>Tandazwa Myeki</b>	BAdmin (HRM), BCom Hons (Industrial Psychology)
<b>Mary Ndhlovu</b>	BCom Hons, MSc (Finance & Investment)
<b>Warren Schulz</b>	BBA, PGDA, CA (SA)
<b>Yenny Tito de Harris</b>	BBA, PGD (Accounting);CA(SA)
<b>Olivia Vlotman</b>	HCert. Office Management; BBA

## Faculty Mission Statement

The Faculty of Business endeavours to mould innovative business leaders, who are professionally competent and ethically responsible for service in the business sector and the community.



## Programmes Offered

- Bachelor of Commerce in Accounting - 4 Year Degree NQF Level 7
- Bachelor of Business Administration in Management - 3 Year Degree NQF Level 7
- Bachelor of Commerce in Human Resource Management - 3 Year Degree NQF Level 7
- Higher Certificate in Office Management - 1 Year NQF Level 5

## Admission Requirements

Apart from the general requirements mentioned in the Admissions section, and apart from the specific requirements mentioned for each programme below, the following apply specifically to the Degrees offered in the Faculty of Business.

### Applicants with National Senior Certificate (from 2009)

In addition to the national minimum requirements for a Bachelor's degree as set out above, the following institutional requirements apply.

1. Programme-specific APS scores

Qualification	Minimum APS (Pre-2009)	English	Other Language	Mathematics Literacy / Mathematics	Life Orientation
Bachelor of Commerce in Accounting	27	4 (50-59%) or better	2 (30-39%) or better	4 (50-59%) or better for Mathematics 5 (60-69%) or better for Math Lit.	2 (30-39%) or better
Bachelor of Business Administration in Management	25	4 (50-59%) or better	2 (30-39%) or better	3 (40 - 49%) or better in Mathematics 4 (50-59%) or better in Maths Lit	2 (30-39%) or better
Bachelor of Commerce in Human Resource Management	25	4 (50-59%) or better	2 (30-39%) or better	3 (40 - 49%) or better in Mathematics 4 (50-59%) or better in Maths Lit	2 (30-39%) or better

2. Students who have completed a Diploma in a cognate field at Helderberg College of Higher Education or at another recognized higher education institution can be admitted into the Bachelor of Business Administration and may present their accumulated credits for admission.
3. Students who have completed a Higher Certificate in Office Management or a Higher Certificate in a cognate field can be admitted to the Bachelor of Business Administration
4. All applicants are required to pass the compulsory National Benchmark Test (NBT) during orientation. Students who fail or do not take the test are required to register for ENG 111 and ENG 112 in lieu of ENG 142.
5. Applicants, who do not meet the Mathematics/Mathematical Literacy requirements are required to take MTH 052 and MTH 061.

*Note: Bonus points will be awarded for English and Mathematics/Mathematical Literacy with an achievement rating of 6 (70-79%) or better. The points earned will be multiplied by 1.5.*

## Applicants with National Senior Certificate (before 2009) or Foreign High School Qualification

A minimum of D in Matric standard-grade or E on higher-grade mathematics is required. All new students will be required to write a mathematics placement examination. Where necessary students will be required to take a bridging module in mathematics. International students must refer to the module outline for MTH 122 Business Mathematics in order to obtain overseas prerequisites for admission to this module.

The following stipulations apply:

- Matriculation exemption or its equivalent (South African education system). At least a D symbol in English on the Higher Grade.
- OR two A-Level and three O-Level passes including English Language.
- OR an evaluation of high school grades must be obtained from the South African Qualifications Authority (SAQA)
- Points Rating of 25 or above.
- TOEFL (Test of English as a Foreign Language) score of 550 if English is not your first language and/or you have completed High School in a language other than English.

This rating is calculated from the symbols awarded to the student in the matriculation examination.

### Points Rating Table & Points Rating Calculations for Degrees

Admission is by selection based on academic merit. Academic merit is determined according to an admission rating system known as the M-score (see following table) that is in use at most South African universities. This points rating is calculated from the symbols awarded to the student in the matriculation, O-Level or A-Level examinations.

Symbol	Higher Grade	Standard Grade	A Level	O Level	Subsidiary Level
A	8	6	10	5	Pass 5
B	7	5	9	4	
C	6	4	8	3	
D	5	3	7		
E	4	2	6		
F	3	1	0		

If applying for a Business Degree, double the points for Mathematics. Add 2 points for seven Senior Certificate or O-Level subjects.

**Above 35** - Unconditional acceptance. A full study-load may be taken.

**29 to 34** - Conditional acceptances. The student may be required to take a lighter study load if their academic performance is not satisfactory, i.e. fails a subject, is placed on academic probation, or obtains a low Cumulative Average.

**25 - 28** - Provisional acceptance. The student will have to take a lighter study-load if their academic performance is not satisfactory, and may be required to take a lighter study-load for the duration of the module. This means it would take longer than four years to complete the full programme.

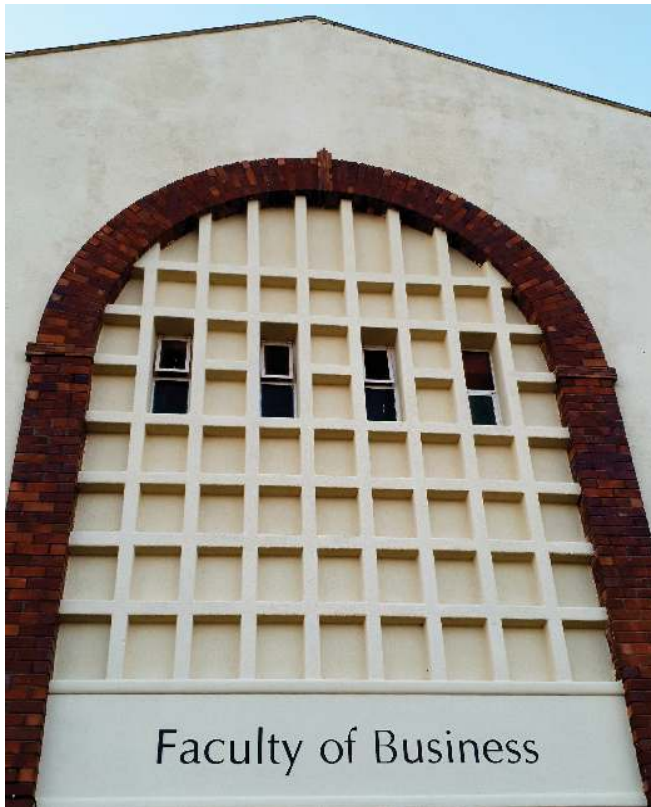
**Below 25** - Admission will not be granted to the degree programme, but a student may apply to register for a business higher certificate.

### **Guide to Module Information as Listed for Each Programme**

The module number is given first in a letter and number format, followed by the module name. The number of credit hours assigned to the module is then given. Four semester credit hours represent one 50 minute lecture per week for the duration

of the semester, which takes into consideration student preparation and examination time.

Please see the end of the Faculty of Business section for an alphabetical list of Module Descriptions.



## DEPARTMENT OF ACCOUNTING

### BACHELOR OF COMMERCE IN ACCOUNTING – 4 YEARS NQF LEVEL 7

SAQA Qualification ID Number: 99666

#### Programme Mission Statement

The mission of the BCom in Accounting programme is to produce professionally competent accounting graduates who are equipped with the appropriate academic knowledge, professional standards, and ethical values. The programme prepares students for the practice of accounting with the knowledge and skills needed to remain effective in a global world that is characterized by rapid change and technological advancement.

#### Programme Purpose

The purpose of the BCom in Accounting programme is:

- To qualify students in the field of Accounting and to prepare them to be competent accountants with subject knowledge in the areas of: Financial Accounting, Cost and Management Accounting, Taxation, and Auditing.
- To equip students to obtain specialized skills needed in preparation of financial statements, financial management, tax planning and auditing.
- To provide the students a combination of carefully selected modules to develop the competencies and skills in all facets of business operations.
- To equip students with an opportunity to apply theoretical knowledge to real work situations to provide exposure to practical business through work-integrated learning component.
- To offer students a well-rounded, comprehensive, holistic and values-based

education. To instil in students a strong focus on ethics that is intended to build character and attitudes fitting for the business environment.

- To provide students with a qualification which will provide them with the knowledge necessary to pursue a range of professional accounting qualifications and postgraduate studies.

#### Qualification Outcomes

- Demonstrate the ability to process accounting transactions and produce, analyse and interpret financial statements within the context of international financial reporting standards.
- Possess the ability to calculate tax returns in compliance with relevant tax laws.
- Gain the knowledge required to identify and evaluate sources of finance for a business and recommend investment opportunities.
- Understand the role and process of audit in strengthening corporate governance and credibility of financial statements.
- Understand the procedure of costing and pricing products, services and operations through the use of cost accounting techniques.
- Understand good principles of management and the impact of organizational culture on a business.
- Inculcate the values of integrity, objectivity, confidentiality, professional competence, and courtesy.
- Demonstrate the ability to function responsibly within the working environment.

#### Graduate Attributes

- The acquisition of subject knowledge at NQF Level 7 in the areas of Financial Accounting, International Financial Reporting Standards (IFRS), Cost and Management Accounting, Finance, Auditing, Commercial and Corporate law, Taxation, Organisational functioning, Information systems design and development,

Economics, and Quantitative methods.

- Possessing cognitive skills particularly in report writing, computer literacy, and the ability to identify, find, evaluate, organize, and manage information and evidence; analyse, reason logically and conceptualise issues; solve problems and construct arguments; interpret data and report, engage in ethical reasoning; think and act critically; adapt and respond positively to challenges; receive, evaluate and react to new ideas; appreciate the ethical dimensions of situations and appreciate processes of professional adaptation and behaviour.
- The ability to be flexible in new/different situations, act strategically; think and act independently; tolerate ambiguity; think creatively; present, discuss and defend views; transfer and receive knowledge; negotiate with people from different backgrounds and different value systems; understand group dynamics.
- An ability to collaborate with colleagues, enhance the lifelong learning opportunities for responsible citizenship and personal satisfaction where accounting and business dimensions are critical ingredients.
- Empowered to develop a spirit of service and commitment with integrity in their profession, and enriched to contribute to society with good citizenship.

### Further Studies

The BCom in Accounting programme may articulate into the pursuit of further studies in Accounting and Finance. Depending on the admission requirements of institutions applied to, graduates who in due course wish to qualify as Chartered Accountants may have to complete an additional programme at post graduate level, i.e. in some cases graduates may have to complete a Postgraduate Diploma in Accounting, while others

may be required to complete certain additional pre-requisite modules. *Admission to any post-graduate degree programme is the prerogative of the institution applied to.*

The Association of Chartered Certified Accountants (ACCA) is an international body for professional accountants. The Helderberg College of Higher Education's BCom in Accounting programme holds ACCA Fundamentals Level exemption accreditation. Should HCHE Accounting graduates wish to pursue further studies for ACCA Accountancy qualifications, they will be awarded the appropriate level of exemption upon registering with ACCA. The following nine papers at the Applied Knowledge and Applied Skills levels may be applied for: Business and Technology (BT); Management Accounting (MA); Financial Accounting (FA); Corporate and Business Law (LW); Performance Management (PM); Taxation (TX); Financial Reporting (FR); Audit & Assurance (AA); and Financial Management (FM).

### Employment Opportunities

With this qualification, a successful graduate may be employed as an accountant, finance officer, finance manager, internal auditor, tax advisor, treasurer, or general manager.

### Graduation Requirements

- Complete and pass all the required modules of the programme as outlined in the Prospectus with a minimum grade of 50%, except for all Accounting modules which require a minimum grade of 55%.
- Submission of Work Integrated Learning (WIL) portfolio of evidence by the end of the Midterm Break of the final semester.
- Comply with the requirements as contained in the Helderberg College of Higher Education Student Code of Conduct.

## Curriculum: Bachelor of Commerce in Accounting – 4 years

Year 1, Semester 1			
Module Number	Module Name	Credits	NQF Level
ACC 151	Financial Accounting IA	16	6
CPT 118	End User Computing I	8	5
ENG 142	Academic Writing*	16	6
MGT 141	Principles of Management	12	6
REB 117	Values, Character, & Personal Enrichment I	8	5
		<b>60</b>	

Year 1, Semester 2			
Module Number	Module Name	Credits	NQF Level
ACC 152	Financial Accounting IB	16	6
BHS 151	Philosophy of Education & Service	8	5
CPT 125	End User Computing II	12	5
HLD 126	Principles of Health	8	5
MTH 122	Business Mathematics	12	5
		<b>56</b>	

Year 2, Semester 1			
Module Number	Module Name	Credits	NQF Level
ACC 222	Taxation Fundamentals	12	6
ACC 241	Financial Accounting IIA	16	7
CPT 244	Intermediate Excel	12	6
ECN 221	Microeconomics	12	6
REB 217	Values, Character, & Personal Enrichment II	8	5
		<b>60</b>	

Year 2, Semester 2			
Module Number	Module Name	Credits	NQF Level
ACC 242	Financial Accounting IIB	16	7
ACC 251	Introduction to Cost & Management Accounting	8	6
ECN 222	Macroeconomics	12	6
LAW 215	Business Law I	12	6
MTH 225	Business Statistics	12	6
		<b>60</b>	

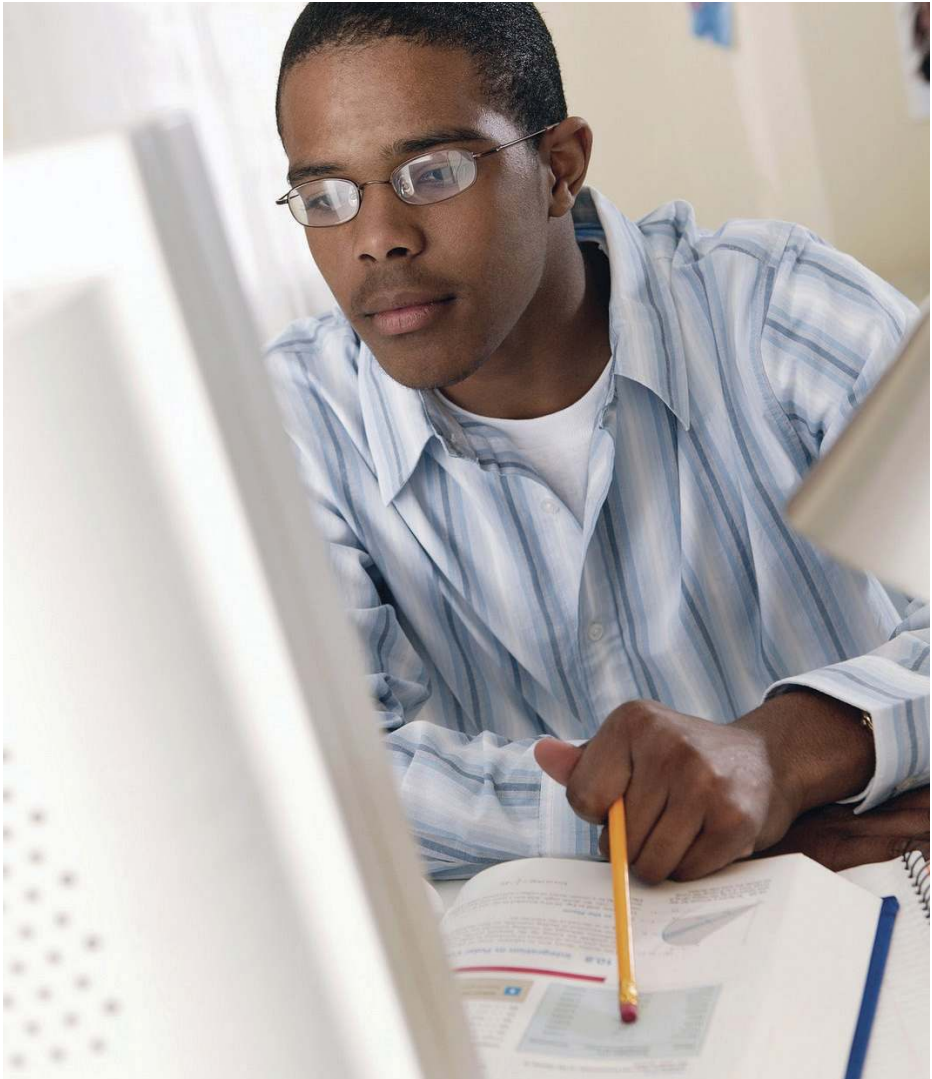


Year 3, Semester 1			
Module Number	Module Name	Credits	NQF Level
ACC 329	Information Technology for Business	12	7
ACC 351	Cost & Management Accounting I	12	7
FNC 387	Business Finance	12	6
LAW 315	Business Law II	8	7
LAW 325	Company Law	12	7
		<b>56</b>	
Year 3, Semester 2			
Module Number	Module Name	Credits	NQF Level
ACC 313	Pastel	12	7
ACC 352	Cost & Management Accounting II	12	7
ACC 380	International Financial Reporting Standards	8	6
ACC 384	Fundamentals of Auditing	12	6
ACC 391	Work Integrated Learning	12	7
FNC 399	Corporate Finance	12	7
REB 317	Values, Character, & Personal Enrichment III	8	5
		<b>76</b>	
Year 4, Semester 1			
Module Number	Module Name	Credits	NQF Level
ACC 401	Auditing Theory	12	7
ACC 436	Taxation I	16	7
ACC 461	Financial Accounting IIIA	16	7
MGT 405	Production & Operations Management	12	7
		<b>56</b>	
Year 4, Semester 2			
Module Number	Module Name	Credits	NQF Level
ACC 404	Auditing Applications	12	7
ACC 438	Taxation II	12	7
ACC 462	Financial Accounting IIIB	16	7
MGT 445	Business Strategy	12	7
MGT 452	Business Ethics	12	7
		<b>64</b>	
	<b>TOTAL</b>	<b>488</b>	

*\*Students who do not meet the minimum English Literacy score, or do not take the compulsory National Benchmark Test (NBT) during registration are required to register for ENG111 Principles of English I (16 credits; year 1; semester 1) and ENG 112 Principles of English II (16 credits; year 1; semester 2) in lieu of ENG 142 Academic Writing.*

## **PROGRAMME COMPONENTS**

Provider's discretion modules:	40 credits
Fundamental modules:	72 credits
Core modules:	212 credits
Cognate modules:	164 credits
<b>TOTAL:</b>	<b>488 credits</b>



### **BACHELOR OF BUSINESS ADMINISTRATION IN MANAGEMENT – 3 YEARS NQF LEVEL 7**

**SAQA Qualification ID Number: 84806**

#### **Programme Mission Statement**

The mission of the BBA in Management programme is to develop highly effective, competent and capable graduates who are equipped with business management knowledge, skills and values and who will contribute to the free enterprise system within a framework of moral and ethical guidelines.

#### **Programme Purpose**

The purpose of the BBA in Management programme is:

- To develop students with management skills required for initial job placement in supervisory and administrative functions in various departments of the manufacturing, retail or service industry.
  - To equip graduates with the knowledge, business skills and competencies necessary to function as first-line and middle-level managers.
  - To equip graduates to obtain specialized knowledge and skills in various business functions such as Marketing, HR, Finance, Administration, legal etc.
  - To obtain information internally from the organization and external environment and convert these into the formulation of a strategic management programme for the organization.
  - To provide knowledge and skills to become successful entrepreneurs and contribute to the economy by job creation.
- To equip students with basic research methodology skills and the tools needed to conduct research for the business.
  - To provide students with an opportunity to apply theoretical knowledge to practical business situations and affording them 'hands-on' experience.
  - To equip students to adequate management theory and research skills that will prepare them for postgraduate studies.

#### **Qualification Outcomes**

- Manage performance through an organisational culture.
- Know how to coach workers to increase their performance.
- Develop a structural thinking ability to translate management problems into tangible research questions.
- Create a research project plan that include (i) problem identification (ii) research design (iii) data collection design (iv) sampling design (v) data analysis and solution generation.
- Identify and evaluate an organization's environment, its resources and competitive capabilities and opportunities for gaining sustainable competitive advantage.
- Evaluate the implication of various strategies on functional action alternatives, make sound strategic decisions and function effectively as part of an organization's strategy-implementing team.
- Identify business opportunities and start new ventures.
- Investigate the causes of new business failure and identify ways to reduce business failure.
- Develop analytic and problem solving skills through participation in individual and group work projects.
- Analyse and organize information.
- Examine the monetary, trade and regulatory

frameworks within which international business transactions take place.

- Diagnose the multicultural and socio-economic aspects of the environments in which international firms operate.
- Understand various elements of the business environment and responding to the ever-changing business environment.
- Train students for leadership challenges and responsibilities.
- Develop necessary skills for preparation of viable business plans, marketing plans, strategic plans.
- Know how to prepare and interpret of financial statements.
- Know how to apply basic financial management tools in the decision-making process.

### Graduate Attributes

- Acquire subject knowledge at NQF Level 7 in the area of Industrial Relations; Project Management, Supply and Purchases Management, Insurance and Risk Management, Performance Management, Diversity Management, Leadership, International Management, Organizational Behaviour, Production and Operations Management; Business Ethics; Business Research Methods & Research Project, and Business Strategies.
- The ability to locate, analyse, evaluate and synthesise information from a wide variety of sources in a planned and timely manner.
- An ability to apply effective, creative and innovative solutions, both independently and cooperatively, to current and future problems.
- Skills of a high order in interpersonal understanding, teamwork and communication.
- A proficiency in the appropriate application of computer technologies.
- A commitment to continuous learning and the capacity to maintain intellectual curiosity throughout life.

- A commitment to the highest standards of professional endeavour and the ability to take a leadership role in the community.
- An awareness of ethical, social and cultural issues within a global context and their importance in the exercise of professional skills and responsibilities.

### Further Studies

The BBA in Management degree enables graduates to pursue an Honours and/or Master's Degree in Business Administration, Honours and / or Masters in Business Leadership, Honours and/ or Masters in Human Resource Management, Honours and/or Masters in Production Management, Honours and/or Masters in Public Administration and other related fields.

### Employment Opportunities

With this qualification, successful graduates may be employed as Junior Managers in public, private and non-governmental organizations with the potential to rise through middle to top management according to their individual capability. Other career options include Junior Human Resource Manager, Junior Operations and Production Manager, or becoming an entrepreneur.

### Graduation Requirements

- Complete and pass all the required modules of the programme as outlined in the Prospectus with a minimum grade of 50%.
- Submission of Work Integrated Learning (WIL) portfolio of evidence by the end of the Midterm Break of the final semester.
- Comply with the requirements as contained in the Helderberg College of Higher Education Student Code of Conduct.

## Curriculum: Bachelor of Business Administration in Management – 3 years

Year 1, Semester 1			
Module Number	Module Name	Credits	NQF Level
ACC 155	Business Accounting IA	16	6
CPT 118	End User Computing I	8	5
ENG 142	Academic Writing*	16	6
MGT 141	Principles of Management	12	6
REB 117	Values, Character, & Personal Enrichment I	8	5
		<b>60</b>	
Year 1, Semester 2			
Module Number	Module Name	Credits	NQF Level
ACC 156	Business Accounting IB	16	6
BHS 151	Philosophy of Education & Service	8	5
CPT 125	End User Computing II	12	5
HLD 126	Principles of Health	8	5
LAW 116	Business Law	12	6
MTH 122	Business Mathematics	12	5
		<b>68</b>	
Year 2, Semester 1			
Module Number	Module Name	Credits	NQF Level
ECN 221	Microeconomics	12	6
MGT 207	Business Communication	12	6
MGT 245	Human Resources Management	12	6
MGT 266	Diversity Management	12	7
MKT 220	Principles of Marketing	12	6
REB 217	Values, Character, & Personal Enrichment II	8	5
		<b>68</b>	

Year 2, Semester 2			
Module Number	Module Name	Credits	NQF Level
ECN 222	Macroeconomics	12	6
LAW 219	Employee Relations Management	12	7
MGT 230	Project Management	12	7
MGT 238	Supply & Purchase Management	12	7
MGT 292	Work Integrated Learning	12	7
MTH 225	Business Statistics	12	6
		<b>72</b>	
Year 3, Semester 1			
Module Number	Module Name	Credits	NQF Level
FNC 387	Business Finance	12	6
MGT 315	Production & Operations Management	12	7
MGT 325	Entrepreneurship	12	6
MGT 345	Business Research Methods	12	7
MGT 376	International Management	12	7
		<b>60</b>	
Year 3, Semester 2			
Module Number	Module Name	Credits	NQF Level
MGT 305	Insurance & Risk Management	12	7
MGT 320	Organizational Behaviour	12	7
MGT 359	Business Ethics	12	7
MGT 380	Business Research Project	8	7
MGT 390	Business Strategy	12	7
REB 317	Values, Character & Personal Enrichment III	8	5
		<b>64</b>	
	<b>TOTAL</b>	<b>392</b>	

\*Students who do not meet the minimum English Language score, or do not take the compulsory National Benchmark Test (NBT) during orientation are required to register for ENG 111 Principles of English I (16 credits; year 1; semester 1) and ENG 112 Principles of English II (16 credits; year 1; semester 2) in lieu of ENG 142 Academic Writing.

## PROGRAMME COMPONENTS

Provider's discretion modules: 40 credits  
 Fundamental modules: 48 credits  
 Core modules: 188 credits  
 Cognate modules: 84 credits  
**TOTAL: 392 CREDITS**

# **BACHELOR OF COMMERCE IN HUMAN RESOURCE MANAGEMENT–3 YEARS NQF LEVEL 7**

**SAQA Qualification ID Number: 99628**

## **Programme Mission Statement**

The mission of the Human Resource Management programme is to develop highly effective, competent and capable graduates who are equipped to contribute to organizations with human resource expertise, industrial psychology skills, and legal knowledge within a framework of moral and ethical guidelines.

## **Programme Purpose**

The purpose of the BCom in Human Resource Management programme is:

- To equip students with specialized knowledge in the three pillars of HRM, i.e. human resource management, industrial psychology, and labour law, that will enable graduates to manage job-related human resource skills in business organizations.
- To provide students with competencies in the area of recruitment, selection, induction, training, motivation, and workforce performance management.
- To furnish students with the competencies needed to deal with employee productivity, unions, and litigation, and to promote ethical decision making in an organization.
- To equip students with managerial skills needed to attract and retain the best employees and ensure health and safety in their places of work.
- To expose students to work-integrated learning and give exposure to practical human resources situations, readying students to fit into the business world as HR managers, industrial relations managers, recruitment

officers, training and development officers, HR administrators, placement consultants, or take up post graduate studies.

## **Qualification Outcomes**

- Demonstration of knowledge, skills and competencies applicable to managing human resources within an organization with an emphasis on workforce planning, labour relations, employee compensation, training and development, industrial psychology, employee assessment, strategic management, legislation, regulations and policies, and diversity in the workplace
- Have an understanding of the management of business operations which has implications for a Human Resource Manager.
- Demonstration of ability to apply, analyse and evaluate theories, principles and practices to familiar and unfamiliar contexts to be effective human resource managers.
- Demonstration of the ability to identify problems in human resource management and practices, select appropriate methods of investigation enquiry and interventions, creating and evaluating solutions and new knowledge.
- Demonstration of effective communication skills by being able to present and communicate complex information reliably and coherently with well-formed arguments by using appropriate academic, professional or occupational conventions, formats, technologies, and discourse.
- Demonstration of an ability to acquire and use skills that will lead to life-long learning within and without the workplace that includes the ability to gather valid, relevant and appropriate information from a variety of sources, assessing own knowledge, skills and needs, being self-directed, cooperative and collaborating with others.

- Demonstration of values that are ethically and morally acceptable in the workplace, ensuring a sense of accountability for own actions and decisions as well as the actions of others within a cooperative and collaborative context.

### Graduate Attributes

- Acquire subject knowledge at NQF Level 7 in the area of Human Resource Management; Industrial Psychology; Labour law; Performance Management; Diversity Management; Leadership; Organizational Behaviour; Business Ethics; Business Research Methods & Research Project; and Business Strategies.
- The ability to locate, analyse, evaluate and synthesise information from a wide variety of sources in a planned and timely manner.
- An ability to apply effective, creative and innovative solutions, both independently and cooperatively, to current and future problems.
- Skills of a high order in interpersonal understanding, teamwork and communication.
- A proficiency in the appropriate application of computer technologies.

### Further Studies

The BCom in Human Resource Management degree enables graduates to articulate to an Honours and Master's Degree in HRM, or a Masters in Business Administration and other related fields.

### Employment Opportunities

Successful graduates may be employed in public, private and non-governmental organizations with the potential to rise to middle to top management and may lead to becoming any of the following: HR Manager, Industrial Relations Manager, Recruitment Officer, Training & Development Officer, HR Administrator and Placement Consultant.

### Graduation Requirements

- Complete and pass all the required modules of the programme as outlined in the Prospectus with a minimum grade of 50%.
- Submission of Work Integrated Learning (WIL) portfolio of evidence by the end of the Midterm Break of the final semester.
- Comply with the requirements as contained in the Helderberg College of Higher Education Student Code of Conduct.





## Curriculum: Bachelor of Commerce in Human Resource Management – 3 years

Module Number	Module Name	Credits	NQF Level
<b>Year 1, Semester 1</b>			
ACC 155	Business Accounting IA	16	6
CPT 118	End User Computing I	8	5
ENG 142	Academic Writing*	16	6
MGT 141	Principles of Management	12	6
MGT 145	HRM I: Fundamentals of HRM	12	6
REB 117	Values, Character, & Personal Enrichment I	8	5
		<b>72</b>	
<b>Year 1, Semester 2</b>			
ACC 156	Business Accounting IB	16	6
BHS 151	Philosophy of Education & Service	8	5
CPT 125	End User Computing II	12	5
LAW 116	Business Law I	12	6
MTH 122	Business Mathematics	12	5
MGT 105	Industrial Psychology I	12	6
		<b>72</b>	
<b>Year 2, Semester 1</b>			
ECN 221	Microeconomics	12	6
MGT 221	HRM IIA: Personnel Administration & VIP	12	6
LAW 216	Business Law II: HRM	8	7
MGT 232	Industrial Psychology IIB: Diversity Management	12	7
REB 217	Values, Character, & Personal Enrichment II	8	5
		<b>52</b>	
<b>Year 2, Semester 2</b>			
ECN 222	Macroeconomics	12	6
HLD 226	Personal Health & Safety	8	5
LAW 216	Business Law II: HRM	12	6
MGT 222	HRM IIB: Organizational Behaviour	12	7
MGT 250	Business Ethics	12	7
MTH 225	Business Statistics	12	6
		<b>68</b>	

Module Number	Module Name	Credits	NQF Level
<b>Year 3, Semester 1</b>			
ACC 330	Information Management Systems for Business	12	7
ACC 395	Work Integrated Learning	12	7
LAW 326	Business Law III: Company Law	12	7
MGT 311	HRM IIIA: Performance Management	12	7
MGT 338	Industrial Psychology IIIA: Negotiation, Mediation & Bar.	12	6
MGT 345	Business Research Methods	12	7
		<b>72</b>	
<b>Year 3, Semester 2</b>			
MGT 312	HRM IIIB: HR Development	16	7
MGT 339	Industrial Psychology IIIB: Psychometrics	12	7
MGT 380	Business Research Project	8	7
MGT 393	Strategic Management	12	7
REB 317	Values, Character & Personal Enrichment III	8	5
		<b>56</b>	
	<b>TOTAL</b>	<b>392</b>	

*\* Students who do not meet the minimum English Language score, or do not take the compulsory National Benchmark Test (NBT) during orientation are required to register for ENG 111 Principles of English I (16 credits; year 1; semester 1) and ENG 112 Principles of English II (16 credits; year 1; semester 2) in lieu of ENG 142 Academic Writing.*

### Programme Components

Provider's discretion modules:	40 credits
Fundamental modules:	48 credits
Core modules:	192 credits
Cognate modules:	112 credits
<b>TOTAL:</b>	<b>392 credits</b>



## DEPARTMENT OF MANAGEMENT

### HIGHER CERTIFICATE IN OFFICE MANAGEMENT – 1 YEAR NQF LEVEL 5

SAQA Qualification ID Number: 94574

The 1-year Higher Certificate in Office Management (NQF Level 5) provides training in the areas of office management, secretarial and office practice, business administration, information technology, basic accounting, communication, writing, basic human resource management, supervision and public relations.

#### Admission Requirements

Apart from the general requirements mentioned in the Admissions section, the following apply specifically to the Higher Certificate in Office Management.

#### Applicants with National Senior Certificate (from 2009)

The following institutional requirements apply. Programme-specific APS scores (see table below):

#### Applicants With Senior Certificate (before 2009) or Foreign High School Qualification

Applicants need to present a Senior Certificate or equivalent. Since all modules are taught from first principles, it is not necessary for the student to have had any prior training in commercial or secretarial subjects.

#### Programme Purpose

The purpose of the Higher Certificate in Office Management programme is:

- To prepare students to perform basic office management skills and fill office positions – secretarial, administrative and managerial.
- The programme is designed to equip students with competencies in the following areas: Secretarial Practice; Office Management; Business Administration; Information Technology; Basic Accounting; Economics; Human Resource Management; Public Relations; Business Communication; and Supervision.
- It provides training in Secretarial and administration for both first time job seekers and employees with experience who wish to advance their careers.
- That students demonstrate practical skills in computer applications.
- Students will be exposed to knowledge of the business environment and will be empowered with the ability to perform office administration effectively.
- To expose students to work-integrated learning and give exposure to practical office management situations, readying students to fit into the business world as office administrators and secretaries.
- To equip students with the necessary knowledge to take up further studies in the area of Management, HRM, etc. or take up post graduate studies in related areas.

Qualification	Minimum APS (Pre-2009)	English	Other Language	Mathematics/ Mathematical Literacy	Life Orientation
Higher Certificate in Office Management	18	3 (40– 49%) or better	2 (30 – 39%) or better	2 (30-39%) or better	2 (30-39%) or better

## Programme Mission Statement

To develop office managers with professional knowledge and skills in office administration. Graduates will be able to serve organizations in the business sector and society at large with competency and integrity.

## Qualification Outcomes

- A focus on practical knowledge and skills training in computer applications, Microsoft Word, office management, records management and office technology.
- Training in basic accounting concepts and framework from journal entries up to trial balance.
- Possess the ability to calculate the tax liability for natural persons and business entities in compliance with the relevant tax laws.
- Planning, expediting, and facilitating the production and management of correspondence and records, assist in financial operations, and supervise office personnel in a technological environment.
- Understanding the fundamentals of economic principles and nurture/foster entrepreneurial traits.
- An opportunity to combine knowledge and skills with on-the-job training in the Work Integrated Learning (WIL) component.
- Empowerment to develop efficient work habits and service skills based on integrity, respect and love.

## Graduate Attributes

- Acquire subject knowledge at NQF Level 5 in the areas of public relations, sales management, retail management, promotional strategies, advertising, and consumer behaviour and business ethics.
- A commitment to continuous learning and sharing of knowledge, and the capacity to

maintain intellectual curiosity.

- Develop skills in understanding self, and interacting with people.
- The ability to plan in advance and think strategically and independently.
- Gain a talent for clear expression, both oral and written.
- Develop practical skills in forming good office etiquette and good work habits which include team work and presentation skills.
- Develop expertise in the ability to communicate information, via diverse media, to general audiences.
- A commitment to the highest standards of endeavour and the ability to take on leadership roles.
- An awareness of pertinent ethical, social and cultural issues and their importance in the exercise of professional skills and responsibilities.

## Further Studies

A graduate of this programme can articulate vertically to an Advanced Certificate in Office Management, Business Management (NQF Level 6), a qualification on NQF Level 6 in a related field, or the Bachelor of Business Administration in Management at Helderberg College of Higher Education. A graduate of this programme can articulate horizontally and enter a cognate programme on NQF Level 5, subject to compliance with the rules of access for that programme.

The programme also serves as an introduction to various fields in business which may interest and prepare graduates to take up further studies. Institutional requirements and subject requirements vary and may require a bridging module(s) to qualify for admission into the programme.

## Employment Opportunities

The need for trained and qualified office managers is key to organizations in the business world. Our graduates are employed both in the private and government sectors as office secretaries, office administrators and office managers. Today's technology-driven business requires competent personnel to facilitate an efficient office administration system.

## Graduation Requirements

- Complete and pass all the required modules of the programme as outlined in the Prospectus with a minimum grade of 50%.
- Submission of Internship portfolio of evidence after the participation in the Work Integrated Learning.
- Comply with the requirements as contained

in the Helderberg College of Higher Education Student Code of Conduct.

## Guide to Module Information as Listed for Each Programme

The module number is given first in a letter and number format, followed by the module name. The number of credit hours assigned to the module is then given. Four semester credit hours represent one 50 minute lecture per week for the duration of the semester, which takes into consideration student preparation and examination time. Please see the end of this section for Module Descriptions.

### Curriculum: Higher Certificate in Office Management – 1 year

Year 1, Semester 1			
Module Number	Module Name	Credits	NQF Level
HOM 115	Office Management IA	12	5
HOM 120	Business Computing IA	12	5
HOM 145	Communication IA	8	5
HOM 155	Work Integrated Learning	8	5
HOM 170	Introduction to Public Relations	12	5
HOM 180	Basic Accounting	12	5
REB 117	Values, Character, & Personal Enrichment I	8	5
		<b>72</b>	

Year 1, Semester 2			
Module Number	Module Name	Credits	NQF Level
HLD 126	Principles of Health	8	5
HOM 116	Office Management IB	12	5
HOM 121	Business Computing IB	12	5
HOM 136	Basic Law	12	5
HOM 137	Business Administration	12	5
HOM 146	Communication IB	12	5
		<b>68</b>	
	<b>TOTAL</b>	<b>140</b>	

## Programme Components

Provider's discretion modules:	16 credits
Fundamental modules:	32 credits
Core modules:	92 credits
<b>TOTAL:</b>	<b>140 credits</b>

## MODULE DESCRIPTIONS

### **ACC 130 Introduction to Accounts IA (12 credits) NQF 5**

This is an introduction to basic accounting which is designed for students who are not majoring in an accounting or management degree. The module covers the accounting process from the generation of source documentation to the preparation of financial accounts. The module will cover the recording of transactions in general and subsidiary journals, including the cash book and trial balance. Finally, final accounts like Statement of Comprehensive Income, Statement of Financial Position and bank reconciliations will be covered.

### **ACC 131 Introduction to Accounts IB (12 credits) NQF 5**

This module builds on the theory of accounting principles and introduces the International Financial Reporting Standards (IFRS) as the point of reference for accounting. The module covers the preparation of financial statements after adjustments, depreciation, inventory valuation and introductory taxation, internal control and management accounting concepts

Prerequisite: *ACC 130 Introduction to Accounts IA*

### **ACC 151 Financial Accounting IA (16 credits) NQF 6**

The module is designed to expose students to the purpose, theory and methods of accounting and to provide them with the techniques for capturing, organizing and reporting financial information with specific reference to the sole trader form of

business organization. It will cover basic concepts in accounting, the accounting cycle, the content and preparation of basic financial statements for sole trader, inventories, receivables, payables and bank reconciliation, non-current assets and presentation and disclosure of financial statements. Students will be introduced to regulation and prescription pertaining to relevant legislation and International Accounting Standards (IAS) and International Financial Reporting Standards (IFRS) as stipulated by the South Africa Institute of Chartered Accountants (SAICA).

### **ACC 152 Financial Accounting IB (16 credits) NQF 6**

This module provides the techniques for capturing, organizing and reporting on financial information relating to partnerships, close corporations, companies, and other accounting entities – branch accounting, departmental accounting and accounting for manufacturing concerns. Financial planning and control is also introduced by discussing topics such as, statement of cash flow, analysis and interpretation of financial statements and budgets and financing of an entity. Students are taught to adhere to regulations and prescriptions relevant of the relevant legislation and International Accounting Standards (IAS) and International Financial Reporting Standards (IFRS). The stated standards are accepted by the Association of Certified Chartered Accountants (ACCA) and the South Africa Institute of Chartered Accountants (SAICA).

Prerequisite: *ACC 151 Financial Accounting IA*

### **ACC 155 Business Accounting IA (16 credits) NQF 6**

The module is designed for non-accounting majors and is not transferable for credit to an accounting degree. It exposes students to the

purpose, theory and methods of accounting and to provide them with the techniques for capturing, organizing and reporting financial information with specific reference to the sole trader form of business organization. It will cover basic concepts in accounting, the accounting cycle, the content and preparation of basic financial statements for sole trader, inventories, receivables, payables and bank reconciliation, non-current assets and presentation and disclosure of financial statements.

### **ACC 156 Business Accounting IB (16 credits) NQF 6**

This module is designed for non-accounting majors and is not transferable for credit to an accounting degree. It concentrates on the generally accepted accounting principles (GAAP) and includes such topics as financial reporting, impairment of assets, provisions, contingent liabilities, financial instruments, joint ventures, goodwill, group accounting, accounting for manufacturing concerns, statements of cash flows, financial analysis, taxation. It introduces managerial accounting covering topics like the Cost-Volume-Profit analysis and relevant costing, budgeting and measurement of management performance.

Prerequisites: *ACC 151 Financial Accounting IA or ACC 155 Business Accounting IA*

### **ACC 222 Taxation Fundamentals (12 credits) NQF 6**

This is an introductory module in taxation, introducing students to the basic principles of the taxation of individuals and businesses. The module includes the provisions of the Income Tax Act, 1962 (as amended) as they relate to employed individuals, passive income, exemptions, allowances, and deductions and the way in which taxation is calculated and

handled for individuals and for the various forms of business ownership. It includes a background discussion on government policies and the National Budget and various capital allowances and recouplements, the concept of capital gains tax and related calculations, the calculations of VAT and its subsequent payment to SARS (South African Revenue Service) and the requirements and calculation of turnover tax. Finally, the module concludes with the discussion on the administration of the ACT, and returns and assessments issue by SARS.

Prerequisite: *ACC 152 Financial Accounting IB*

### **ACC 241 Financial Accounting IIA (16 credit) NQF 7**

Financial Accounting II is a year module which comprises two parts, ACC 241 Financial Accounting IIA and ACC 242 Financial Accounting IIB. It is a study of financial accounting for companies to provide students with knowledge and skills to enable them to prepare annual financial statements of companies in accordance with the requirements of International Financial Reporting Standards (IFRS). The following IFRS standards are covered: Conceptual Framework; IAS 1; IAS 2; IAS 7; IAS 8; IAS 12; IAS 16; IAS 19; IAS 23; IAS 33; IAS 36; IAS 38; IFRS 3; IFRS 13; IFRS 15; IFRS 16. In addition, this module will cover financial analysis and interpretation.

Prerequisite: *ACC 152 Financial Accounting IB*

### **ACC 242 Financial Accounting IIB (16 credits) NQF 7**

Financial Accounting II is a year module which comprises two parts ACC 241 Financial Accounting IIA and ACC 242 Financial Accounting IIB. Please refer to the ACC 241 Financial Accounting IIA module description for a full description of the year module.

Prerequisites: *ACC 152 Financial Accounting IB; ACC 241 Financial Accounting IIA*

### **ACC 251 Introduction to Cost & Management Accounting (8 credits) NQF 6**

This module aims at giving an introduction to Cost & Management Accounting and the costing techniques used in business which are essential for any management accountant. It focuses on the following topics: Distinguishing between Cost & Management Accounting and Financial Accounting; examining the role of management accounting; basic accounting entries relating to a job-order costing system; process costing; joint and by product costing; as well as variable costing versus absorption costing.

Prerequisites: *ACC 152 Financial Accounting IB; MTH 122 Business Mathematics*

### **ACC 313 Pastel (12 Credits) NQF 7**

This module equips students with bookkeeping skills as well as the ability to use the Pastel Partner computerised accounting package effectively. Pastel is one of the most widely used electronic bookkeeping packages in South Africa. With a certification in Computerised Bookkeeping, and the skills to use Pastel, students will be able to apply for an entry-level accounting position, or start their own businesses doing bookkeeping for individuals and small businesses.

Prerequisites: *ACC 131 Introduction to Accounts IB or ACC 152 Financial Accounting IB; CPT 125 End User Computing II*

### **ACC 329 Information Technology for Business (12 Credits) NQF 7**

Information Technology for Business is a subset of the overall internal controls of a business, which is mainly computer based. Information Technology for Business collects, manipulates, and disseminates data or information, people, communications systems such as telephone lines, and the data itself. It covers the application of people, documents, technologies, and procedures by management accountants to solve

business problems such as costing a product or service, etc. IT for Business is different from regular information systems, since they analyse other information systems applied by organizations. The main purpose of IT for Business is automated decision making, where it combines business with technology to get people the (processed) information they need to make informed decisions and to perform their daily tasks. The activities involved include the input of data, the processing of data into information, the storage of data and information, and the production of outputs, such as management reports.

Prerequisite: *CPT 125 End User Computing II*

### **ACC 330 Information Management Systems for Business (12 Credits) NQF 7**

Management Information Systems will provide a real-world understanding of Information systems (ISs) for business students, laying a firm foundation in business related information technology on which students can build successful careers. MIS will assist the student in formulating strategic plans, optimizing operations in businesses, fine-tuning plans for entrepreneurial ventures, designing ISs to optimize an organization's operations, working as consultants, augmenting business activities on the Web, creating valuable new information products in any number of industries. ISs are everywhere in business. MIS will provide students with the proper balance of technical information and real-world applications within an international setting. After completing this module, students will know how to get information to work for them and they will know enough about IT to work productively with IT specialists.

Prerequisite: *CPT 125 End User Computing II*



**ACC 351 Cost & Management Accounting I (12 credits) NQF 7**

Cost and Management accounting is a year module which is comprised of two parts: ACC 351 and ACC 352. It deals with the accounting system for costs relating to products, operations or functions. The module involves the study of cost determination, cost accumulation, cost ascertainment, costing system; job order costing, contracting costing, services costing, process costing, and accounting for basic elements of costs; material, labour and overheads. It will also cover apportionment and recovery of overheads; activity based costing, and accounting for joint products and by-products.

Prerequisite: *ACC 152 Financial Accounting IB; ACC 251 Introduction to Cost & Management Accounting*

**ACC 352 Cost & Management Accounting II (12 credits) NQF 7**

Cost and Management accounting is a year module which is comprised of two parts: ACC 351 and ACC 352. It deals with the accounting system for costs relating to products, operations or functions. Cost and Management Accounting II involves the study of information for managing resources, including activity-based costing, budgeting systems, standard costs and cost-volume-profit analysis, as well as information for creating value, including capital expenditure decisions, price and product mix decisions, tactical decisions, financial performance reports and measures, transfer pricing, reward systems, and contemporary approaches to measuring performance.

Prerequisites: *ACC 152 Financial Accounting IB; ACC 251 Introduction to Cost & Management Accounting; ACC 351 Cost & Management Accounting I*

**ACC 380 International Financial Reporting Standards (8 credits) NQF 6**

This module focuses on the review of accounting principles and theory within the context of International Financial Reporting Standards (IFRS). It is aimed at refining and further developing students' understanding of IFRS. The module also provides students an overview to the IFRS for SMEs. It highlights key differences between IFRS for SMEs and the full IFRSs.

Prerequisites: *ACC 222 Taxation Fundamentals; ACC 242 Financial Accounting IIB; ACC 251 Introduction to Cost & Management Accounting; FNC 387 Business Finance*

**ACC 384 Fundamentals of Auditing (12 credits) NQF 6**

This module deals with the fundamental principles of auditing. It involves the study of the auditing profession as a whole, including regulatory bodies, the auditor's regulatory environment, ethics, corporate governance, and a brief study of the audit process, computers in the audit environment, and an in-depth study of final considerations, conclusions and reporting, and the responsibilities of an auditor.

Prerequisite: *ACC 152 Financial Accounting IB*

**ACC 391 Work Integrated Learning (12 credits) NQF 7**

This module for degree students in Accounting provides the student with exposure to practical business situations and provides 'hands-on' experience. It equips the student with an opportunity to apply theoretical knowledge to real work situations. All students in the Faculty of Business are required to engage in Work Integrated Learning (WIL) and gain this useful experience. Areas of exposure should include: the use of Pastel accounting software in the preparation of financial statements, taxation,

audit, cost and management accounting, and financial accounting.

Prerequisite: *A minimum of 48 credits of core modules*

### **ACC 395 Work Integrated Learning: HRM (12 credits) NQF 7**

This module provides the student with exposure to practical business situations and gives 'hands-on' experience in Human Resource Management (HRM). Furthermore, it provides the student with an opportunity to apply their theoretical knowledge to real work situations in an organization, thus preparing students to effectively perform job duties. Areas of exposure should include: Recruitment (procedures and policies); interview sessions; preparing job advertisements, creating job descriptions, reviewing job descriptions and key performance indicators; research on newly enacted employment and benefits legislation; employee relations issues; participate in performing exit interviews; staff leave regulations (providing support for leave); participate in designing training programmes, updating or working with employee service records and contracts, become familiar with a health surveillance programme; negotiations of labour disputes (if applicable).

Prerequisite: *A minimum of 48 credits of core modules*

### **ACC 401 Auditing Theory (12 credits) NQF 7**

Auditing Theory is a year module comprised of two parts: ACC 401 and ACC 404. The module is a study of the theory and practice of auditing beyond the fundamental (introductory) level offered in ACC 384. It covers the following two components in detail: (i) the audit process and, (ii) the testing methodology of audit cycles.

Prerequisite: *ACC 242 Financial Accounting IIB; ACC 384 Fundamentals of Auditing*

### **ACC 404 Auditing Applications (12 credits) NQF 7**

Auditing Applications is a year module comprised of two parts: ACC 401 and ACC 404, and continues the study of the theory and practice of auditing. The following two new components will be covered in ACC 404: the audit of the different classes of transactions and amount balances as they pertain to the specific audit cycles. Included are concepts in auditing related to determining the nature and amount of evidence the auditor should accumulate, the objectives to be accomplished in a given audit area, the circumstances of the engagement, and the decision to be made to determine the appropriate evidence obtained. The legal liability of auditors and auditing within a computerized environment are also covered.

Prerequisite: *ACC 401 Auditing Theory*

### **ACC 436 Taxation I (16 credits) NQF 7**

Taxation is a year module and is comprised of two parts: ACC 436 and ACC 438. Taxation I involves the study of the principles of the taxation of natural persons. The module includes the provisions of the Income Tax Act, 1962, as amended, as they relate to gross income, exempt income, the general deduction formula, income and expenses of individuals, fringe benefits, taxation of non-residents, retirement benefits, and prepaid taxes and concludes with the basic principles of capital gains tax as it relates to individuals.

Prerequisites: *ACC 152 Financial Accounting IB; ACC 222 Taxation Fundamentals*

### **ACC 438 Taxation II (credits 12) NQF 7**

Taxation is a year module which is comprised of two parts: ACC 436 and ACC 438. Taxation II involves the study of the principles of taxation of companies and other business enterprises. The module includes the provisions of the Income Tax Act, 1962, as amended, as they relate to

Normal Tax, Taxable Income, Tax-free Income, Allowances and Deductions, and the way in which taxation is calculated and handled within the accounting system of a business. It includes a background discussion on government policies and the National budget, the Calculation of VAT and its subsequent payment to SARS (South African Revenue Service), the responsibilities of employers in respect of registration for tax and their employees, the calculation and deduction of tax from salaries and wages and its payment to SARS. Finally, the module includes the concept of Provisional Tax and its calculation and treatment in the accounts of a business.

Prerequisites: *ACC 222 Taxation Fundamentals; ACC 436 Taxation I*

### **ACC 461 Financial Accounting IIIA (16 credits) NQF 7**

Financial Accounting III is a year module and is comprised of the following two parts: ACC 461 and ACC 462. It is a study of financial accounting for companies to provide students with the knowledge and skills to enable them to prepare annual financial statements of companies in accordance with the requirements of International Financial Reporting Standards (IFRS). Some of the advanced accounting topics covered include: framework, preparation, and presentation of financial statements (Framework and IAS 1); non-current assets held for sale and discontinued operations (IFRS 5); accounting policies, change in accounting estimate and errors (IAS 8); events after the reporting period (IAS 10); the effects of changes in foreign exchange rates (IFRS 7, IAS 21, IAS32, IAS 39); financial instruments (IAS 32, 39 and IFRS 7); and related parties (IAS 24).

Prerequisites: *ACC 251 Introduction to Cost & Management Accounting; ACC 242 Financial Accounting IIB; ACC 380 IFRS; FNC 399 Corporate Finance*

### **ACC 462 Financial Accounting IIIB (16 credits) NQF 7**

Financial Accounting III is a year module and is comprised of the following two parts: ACC 461 and ACC 462. It is a study of accounting for business combinations and the preparation of consolidated financial statements of a complex group with specific reference to change in ownership, foreign operations, and the preparation of the consolidated statement of cash flows.

Prerequisite: *ACC 461 Financial Accounting IIIA*

### **BHS 151 Philosophy of Education & Service (8 credits) NQF 5**

This module explores the definition, nature and foundations of True Education and reflects upon issues that have deep significance for our lives as human beings. Traditional, modern and post-modern philosophies of education are examined and its influence and contribution to education at present are considered. The making of a world view is explored with regards to a Christian approach to philosophy and education. Included in this module is the rationale for community engagement, laying the foundation for students to actively participate in a service learning project in their local communities.

### **CPT 118 End User Computing I (8 credits) NQF 5**

This module develops the mastery of both alphabetic and numeric keyboarding on the computer by touch. Basic micro-computer skills will be presented. The emphasis is on accuracy and a minimum speed of 20 words a minute. Computerized diagnostic tests identify individual weaknesses and levels of proficiency. The module will introduce the basic functions of MS Word in typing simple documents.

**CPT 125 End User Computing II (12 credits)  
NQF 5 (Business, Education & Social Sciences)**

This module covers MS Word, Excel, PowerPoint, and Access. It consists of useful exercises that can be applied in the office. Students are required to create, edit, and format of wide variety of documents, spreadsheets, presentations, and databases that can range from being uncomplicated to thought-provoking in complexity. Content is presented in a practical way, and all assessments are practical. In MS Word, multi-page research papers, reports, tables, flyers and bulletins are some of the documents which will be created. Much emphasis will be placed on inserting and editing citations and their sources, footnotes, endnotes and bibliographical lists of sources. In MS Excel, numeric data will be entered edited and formatted. A wide range of formulas will be used to make simple to complex calculations. The appearance of the data will also be enhanced with the use of charts and tables. In MS PowerPoint, slide show presentations will be created and edited with the use of images, video clips and sound effects. A huge variety of objects, animations, and transitions will also be used to improve the delivery of presentations. In MS Access, databases will be created and edited, either from importing data from other sources, or from scratch. Records will be added to tables, where they will be queried, sorted and filtered. Reports and forms will be generated from data in the tables.

Prerequisite: *CPT 134/CPT 118 End User Computing I*

**CPT 125 End User Computing II (12 credits)  
NQF 5 (Theology)**

This module covers MS Word, Excel, and PowerPoint. It consists of useful exercises that can be applied in the office. Students are required to create, edit, and format of wide variety of

documents, spreadsheets and presentations that can range from being uncomplicated to thought-provoking in complexity. Content is presented in a practical way, and all assessments are practical. In MS Word, multi-page research papers, reports, tables, flyers and bulletins are some of the documents which will be created, edited, and formatted. Much emphasis will be placed on inserting and editing citations and their sources, footnotes, endnotes and bibliographical lists of sources. In MS Excel, numeric data will be entered edited and formatted. A wide range of formulas will be used to make simple to complex calculations. The appearance of the data will also be enhanced with the use of charts and tables. In MS PowerPoint, slide show presentations will be created and edited with the use of images, video clips and sound effects. A huge variety of objects, animations, and transitions will also be used to improve the delivery of presentations.

Prerequisite: *CPT 134/CPT 118 End User Computing I*

**CPT 244 Intermediate Excel (12 credits) NQF 6**

Intermediate Excel is a study of spread sheet usage for solving problems in a business environment. Students will develop professional spread sheets in solving business-related problems in areas of finance, operations, marketing and personnel. Some of the topics that will be covered include: embedded worksheets and charts, financial formulas and functions, amortization schedules, data tables, templates, macros, formula auditing, data validation, complex problem solving, the import of data, Pivot Charts, PivotTables and trend lines.

Prerequisite: *CPT 125 End User Computing II*

**ECN 221 Microeconomics (12 credits) NQF 6**

This module is primarily concerned with the study of the economic principles, the specific

market environments and it influences business activity. Furthermore, it explores how economic theories are used to explain how people produce and consume. Topics include: scarcity and choice, individual goods and markets and the price mechanism, production possibility curve, opportunity cost, price elasticity of demand and supply, consumer choice theory, production costs, market structures, pure competition, monopoly, monopolistic competition, oligopoly, labour markets, income distribution, poverty and discrimination, and environmental economics.

Prerequisite: *MGT 141 Principles of Management*

### **ECN 222 Macroeconomics (12 credits) NQF 6**

This module is a study of the interface between external economic environment and business. It is also an analysis of national income and expenditure according to both neoclassical and Keynesian theories. Topics include: economic growth, business cycles, inflation, recession and the variables that influence these conditions, money supply, employment and unemployment, gross domestic products, fiscal policy, monetary policy, international trade and finance, economies transition and modern banking systems.

Prerequisite: *ECN 221 Microeconomics*

### **ENG 111 Principles of English I (16 credits) NQF 5**

English 111 is designed to prepare you for the writing that you will do in other College modules. The module focuses on, amongst others, vocabulary, grammar which involves understanding the communication function of sentences, understanding relations between parts of texts, metaphorical expressions and other important grammatical concepts. It aims to equip you with knowledge, experience and skills necessary for the rigour of formal College writing. Therefore, the module includes exercises

on structure and mechanics and instructions in the principles of composition.

### **ENG 112 Principles of English II (16 credits) NQF 6**

The module introduces the student to a broad spectrum of aspects in English study. It aims to develop and provide the student with practice in various writing skills, thereby enabling the student to write effectively in various academic disciplines. It promotes the use of critical thinking and serves to develop the skills of analysing, synthesizing, summarizing and reading from a critical perspective.

Prerequisite: *ENG 111 Principles of English I*

### **ENG 142 Academic Writing (16 credits) NQF 6**

This module introduces the student to a broad spectrum of aspects in English study. It aims to develop and provide the student with practice in various writing skills thereby enabling the student to write effectively in various academic disciplines. It promotes the use of critical thinking and serves to develop the skills of analysing, synthesizing, summarizing, using grammar correctly, and reading from a critical perspective.

### **FNC 387 Business Finance (12 credits) NQF 6**

This module introduces the basic concepts and models of modern financial management. Students will learn how financial decisions fit into the world of business, decision-making, and how these choices pose challenges and opportunities for organizations and individuals. Major topics include the time value of money, capital budgeting, the trade-off between risk and return, security valuation, and risk management.

Prerequisites: *ACC 156 Business Accounting IB; MTH 122 Business Mathematics; MTH 225 Business Statistics*

**FNC 399 Corporate Finance (12 credits) NQF 7**

The module builds on the foundation set in FNC 387 Business Finance. Students will utilise prior knowledge to understand more complex topics present in financial decisions faced by financial managers and accountants in the corporate world. The module focuses on valuations, capital budgeting and risk analysis, capital structure, leases, derivative securities and international financial management.

Prerequisite: *FNC 387 Business Finance*

**HLD 126 Principles of Health / HLD 226 Personal Health & Safety (8 credits) NQF 5**

This module introduces health principles within the framework of the Scriptures, the Advent Health message and current medical practice. Principles of health will be examined in light of current health problems such as cardiovascular diseases, cancer, tuberculosis, diabetes, as well as Covid-19. One of the very relevant social issues, HIV/AIDS, will be discussed from a Christian viewpoint. The module will show how healthy practices may be integrated into individual lifestyles and applied within the greater environmental and social contexts

**HOM 115 Office Management IA (12 credits) NQF 5**

The module focuses on the principles and skills necessary for success in a contemporary office. It covers office design and layout, health and safety in the work place and ergonomics. It also covers scheduling appointments, event management, meetings, postal services, travel arrangement, handling group conflict and effective time management.

**HOM 116 Office Management IB (12 credits) NQF 5**

The module is an introduction to supervision and office records management. It focuses on

essential supervisory skills and fundamental principles of office records management of both paper and electronic records which are essential for managing a contemporary office. It covers the decision making process, supervisory planning and organizing; understanding and managing workgroups. It also includes the different methods of filing systems and simulated exercises for practical application.

Prerequisite: *HOM 115 Office Management IA*

**HOM 120 Business Computing IA (12 credits) NQF 5**

The student will master both the alphabetic and numeric keyboarding on the computer by touch. Basic micro-computer skills will be presented. The emphasis is on accuracy and a speed of 25 words a minute. Computerized diagnostic tests identify individual weaknesses and levels of proficiency. The module will introduce the basic functions of MS word in typing simple documents.

**HOM 121 Business Computing IB (12 credits) NQF 5**

This module covers MS Word, Excel, and PowerPoint. It consists of useful exercises that can be applied in the office. Students are required to create, edit and format a wide variety of documents, spreadsheets and presentations, that can range from being uncomplicated to thought-provoking in complexity. Content is presented in a practical way, and all assessments are practical. In MS Word, multi-page research papers, reports, tables, flyers and bulletins are some of the documents which will be created, edited, and formatted. In MS Excel, numeric data will be entered edited and formatted. A wide range of formulas will be used to make simple to complex calculations. The appearance of the data will also be enhanced with the use of charts and tables. In MS PowerPoint, slide show presentations will be

created and edited with the use of images, video clips and sound effects. A huge variety of objects, animations, and transitions will also be used to improve the delivery of presentation

Prerequisite: *HOM 120 Business Computing IA or a placement test*

### **HOM 136 Basic Law (12 credits) NQF 5**

The module equips the student to perform a variety of responsible legal and human resources functions. It provides a suitable background understanding of the litigation procedures and court structure. It covers contracts, offers and acceptances, leases, sales, credit agreements, and employment. Topics covered include recruitment, selection, training, motivation, labour relations and direction of employees with a view to maintaining their productivity and morale at high levels.

Prerequisite: *HOM 135 Business Administration IA*

### **HOM 137 Business Administration IA (12 credits) NQF 5**

This module is an introduction to the business environment. The following topics will be covered: creating a business, financing a business, marketing a business and managing a business. It exposes the student to the basics of economic structures, international trade, entrepreneurship, securities, marketing concepts, management functions, human resource management, and information technology and operations management.

### **HOM 145 Communication IA (8 credits) NQF 5**

The module focuses on the study of the communication process, the interpersonal and intercultural, channels of communication and the self-concept. It will also cover verbal and nonverbal communication, barriers to communication and listening. The students will acquire practical knowledge to apply these

principles to everyday interactions.

### **HOM 146 Communication IB (12 credits) NQF 5**

The module focuses on writing correctly and the essentials of effective communication. It emphasizes the different forms of business correspondence, and affords the opportunity to plan, compose and revise writing. It includes language usage, mechanics, the communication process, channels and principles of semantics.

Prerequisite: *HOM 145 Communication IA*

### **HOM 155 Work Integrated Learning (8 credits) NQF 5**

This module provides an exposure to the workplace. It gives the students an opportunity to apply the knowledge and skills learned to real work situations in an organization. Areas of work may include typing, records management, office management, arranging meetings, events, scheduling appointments, customer care, accounts, emails, database, compiling documents, reports and public relations.

### **HOM 170 Introduction to Public Relations (12 credits) NQF 5**

An introductory module that emphasizes the process and practice of public relations (hereinafter PR) in contemporary business and not-for-profit institutions. The scope, development and practice of PR is covered. The concepts in PR that are dealt with are: research, planning of a PR event, effective execution of an event and evaluation of public relations effectiveness. Effective print-ready messages for the mass media and electronic media are taught against the background of a real-life PR event.

### **HOM 180 Basic Accounting (12 credits) NQF 5**

This is an introduction to basic accounting module, designed to equip with skills necessary to keep and maintain a set of accounts from source

documentation and books of prime entry to trial balance. Topics covered include: Value Added Tax (VAT) the rules of double entry, subsidiary journals, the general ledger and trial balance, bookkeeping for different inventory systems, as well as bank and creditors reconciliations. This module will provide skills for the student to be able to process monthly financial transactions and will provide the essential accounting tools for the workplace. During the course students will practice entering data into journals, posting to ledgers, balancing the ledgers, performing trial balances, and entering adjustments into the records.

#### **LAW 116 / 215 Business Law I (12 credits) NQF 6**

This module provides an introduction to commercial law. It includes an outline of the nature and the source of business law and its administration, and a detailed study of the law relating to contracts, purchase and sale, credit agreements, commercial agency, contracts of lease, and employment and partnership.

Prerequisite: *MGT 141 Principles of Management*

#### **LAW 216 Business Law II: Human Resource Management / LAW 315 Business Law II (8 credits) NQF 7**

Business Law II provides in-depth knowledge of commercial law. It includes an outline of the process of administering an insolvent estate, composition, rehabilitation and offences, administering a deceased estate, and the rights and powers of executors, trustee and curators. It further includes a detailed study of the law of suretyship, law relating to property transactions, law of mortgage and pledge, law of trusts, insurance, arbitration, labour law, law of marketing, law of carriage of goods, and law relating to financial institutions.

Prerequisite: *LAW 116 / LAW 215 Business Law I*

#### **LAW 219 Employee Relations Management (12 credits) NQF 7**

A study of the theory and practice of Industrial Relations with the focus on: the South African Industrial Relations system, South African labour history, the legislative framework governing the employment relations, the State as an employer, the State as a regulator, Trade Unions and Employer organizations, Basic Conditions of Employment Act, The Labour Relations Act, Employment Equity Act, Skills Development Act, Health and Safety Act, collective bargaining, industrial action, mergers and acquisition, grievance handling procedures, dispute settlement procedures, and discipline and dismissal procedures.

Prerequisite: *MGT 141 Principles of Management*

#### **LAW 325 Company Law / LAW 326 Business Law III: Company Law (12 credits) NQF 7**

This module is a detailed study of the formation, objects, powers, name, registration, and incorporation of companies; share capital; share transfers; the prospectus and the issuing of shares; administration of companies, appointment of directors; disqualification, dealings, indemnity, and offences of directors; remedies of members; auditors; accounting and disclosure; amalgamation and take-overs; external companies; winding-up of companies; judicial management; and Tables A and B.

Prerequisite: *MGT 141 Principles of Management; LAW 215 Business Law I*

#### **MGT 105 Industrial Psychology (12 credits) NQF 6**

This module provides the student with a broad introduction to the principal subject areas that make up the scientific study of human behaviour. This module is designed to lay a foundation of the structure and basic scope of psychology, helping the student to develop an understanding of psychological processes and how different fields



encountered in subsequent modules are related.  
**MGT 141 Principles of Management (12 credits) NQF 6**

A study of the principles of business management, including an analysis of business policies viewed from the standpoint of management process and current issues in management. Topics covered include: the evolution of management thought, business environment, management functions, organization design, strategic planning, managing change, team building, and managing business functions: production, marketing, finance, human resources, and information management.

**MGT 145 Human Resource Management I: Fundamentals of HRM**

**MGT 245 Human Resource Management (12 credits) NQF 6**

This module focuses on the context and functions of personnel administration in the organization; administration and management practices in human resource planning, recruitment, selection, advertising, induction, training and development; administration and management practices of job evaluation, performance appraisal, incentive systems, remuneration systems and compensation policies; management of labour turnover and absenteeism; flexitime administration; administration of social responsibility projects; and personnel audits.

Prerequisite / Co-requisite: *MGT 141 Principles of Management*

**MGT 207 Business Communication (12 credits) NQF Level 6**

The module covers the essentials of effective business communication. It includes the correct language usage required for effective communication, and emphasizes the acceptable formats for different forms of business correspondence. The module also focuses on developing communication ability

in interpersonal communication, business presentations, conducting business meetings, and employment communication.

Prerequisite / Co-requisite: *MGT 141 Principles of Management*

**MGT 221 Human Resource Management IIA: Personnel Administration & VIP (12 credits) NQF Level 6**

This module equips students with practical system knowledge in Human Resource Management as well as the ability to use the VIP computerised package effectively. The VIP payroll system is one of the most widely used electronic payroll and Human Resource Management packages in South Africa which provides tools to assist with employee information management and employee transaction. Topics covered will include: how to record and maintain personnel information on the VIP system, performance management, performance review information, creating a personal development plan, job and position management, employee management, adding and terminating employees as well as all employee transactions, leave management, generating basic reports, i.e. list reports, grid reports and graphic reports, generating detailed reports, generating reports needed for statutory returns e.g. Skills Development and Employment Equity. Students will also gain an understanding of the Skills Development Act as well as Sector Education and Training Authorities (SETAs).

Prerequisite: *MGT 145 Human Resource Management I: Fundamentals of HRM*

**MGT 222 Human Resource Management IIB: Organizational Behaviour / MGT 320 Organizational Behaviour (12 credits) NQF 7**

This module is a study of the application of behavioural sciences to management and an examination of contemporary theories and

principles of human behaviour. Topics include personality, attitudes, motivations, perceptions, communication, team dynamics, decision-making, leadership, organisational change, conflict, negotiation and structure. The purpose of the module is the application of this knowledge towards improving an organisation's effectiveness. Prerequisite: *MGT 141 Principles of Management*

### **MGT 230 Project Management (12 credits) NQF 7**

This module consists mainly out of three components. The first component covers the theoretical aspects of project management – which is mainly the project management process. An in depth study will also be done on feasibility studies, scope management, the work breakdown structure, time management, the critical path method, risk management, quality management and human resource management. The second component of the module covers a wide range of mathematical calculations used within project management. During this time, the student will learn how to calculate direct costs, indirect costs, material costs, labour costs, of which to name only a few. Determining the cash flow for a project is probably the most important aspect of project management. The third component covers the computer aspect of project management. Students will learn how to use Microsoft Project 2007 in an effective way. This will assist them in the drawing of network diagrams and Gantt charts, and also in determining critical paths and how to draw logical relationships.

Prerequisites: *ACC 156 Business Accounting IB or ACC 152 Financial Management; MGT 141 Principles of Management; CPT 125 End User Computing II*

### **MGT 231 Industrial Psychology IIA: Labour History & Policy Studies**

This module provides an overview of the principles and practices of industrial relations; the historical development of labour unions in different countries; the impact of political, social and economic variables on industrial relations; the role of the state, employers and workers in industrial relations; the role of members and leadership in labour unions; theories and practice on collective bargaining; the role of employer, employee and state controls in collective bargaining; principles and practice in strike action by workers; relevant legislation on industrial relations in South Africa; and case studies on external industrial relations management.

Prerequisite: *MGT 145 Human Resources Management I: Fundamentals of HRM*

### **MGT 232 Industrial Psychology IIB: Diversity Management (12 credits) NQF 7**

Globalisation and increasing cultural diversity in the workplace require culturally-aware managers in both domestic and international markets. This module analyses the environment which influence diversity management from both domestic and global perspective. Topics include: the challenges of managing diversity, strategy for meeting the challenges, understanding culture, education, the role of leadership in managing diversity, conflict management, problem solving, performance management, global diversity trend assessment, aligning organizational systems & practices to make diversity work, managing global teams, & leveraging diversity.

Prerequisite: *MGT 141 Principles of Management*

### **MGT 238 Supply & Purchase Management (12 credits) NQF 7**

This module focuses on the design, analysis, planning and practice of purchasing and supply chain management, with an emphasis on industrial buying behaviour decision-making in purchases, i.e. quality control, source of supply,

pricing, legal consideration and standard of performance. Topics covered include: the role of purchasing and supply chain; inventory, logistics, industrial buying behaviour; the purchasing management process; buying business services; contract management for complex projects; designing effective purchasing strategies; outsourcing and strategic alliances; purchasing performance measurements and governance; supply management tools and techniques, and how purchasing and supply professionals can contribute sustainability.

Prerequisite: *MGT 141 Principles of Management*

### **MGT 250 / 359 / 452 Business Ethics (12 credits) NQF 7**

This module is a study of managerial approaches for operating business ethically. The module emphasizes business decision-making from an ethical standpoint. It covers ethical issues in business, corporate governance, philosophical approaches to ethics, corporate social responsibility, human rights, ethics in managing business, handling fraud, whistle blowing, code of ethics, ethics training, institutionalizing ethics, and global ethical issues.

Prerequisite: *MGT 141 Principles of Management*

### **MGT 266 / 366 Diversity Management (12 credits) NQF 7**

Globalisation and the increasing cultural diversity in the workplace require culturally-aware managers in both domestic and international markets. This module analyses the environment which influence diversity management from both domestic and global perspective. Topics include: the challenges of managing diversity, strategy for meeting the challenges, understanding culture, education, the role of leadership in managing diversity, conflict management, problem solving, performance management, global diversity trend

assessment, aligning organizational systems and practices to make diversity work, managing global teams, and leveraging diversity.

Prerequisite: *MGT 141 Principles of Management*

### **MGT 292 Work Integrated Learning: Management (12 credits) NQF 7**

This module provides the student with the exposure to practical business situation and gives 'hands-on' experience. Furthermore, it provides the students with an opportunity to apply their theoretical knowledge to real work situations in an organization, thus preparing students to effectively perform job duties. Hence all students in the Faculty of Business are required to engage in Work Integrated Learning (WIL) and gain this useful experience. Areas of exposure should include: front office management, human resources management, purchases and supply management, production department, marketing department, strategic management, quality assurance, and project management.

Prerequisites: *A minimum of 48 credits of core modules*

### **MGT 305 Insurance & Risk Management (12 credits) NQF 7**

This module deals with risk exposures and how these risks are addressed. Risk management is a life-long process that involves five steps: identification, evaluation, control, financing and monitoring. Risks can be managed with control techniques or can be financed using insurance. The module covers different types of insurance, life, health and disability, and home, property and automobile insurance, and includes methods to calculate insurance needs. Also included is an analysis of business and financial risks and the identification and management thereof. The module will also address quantitative aspects of insurance and risk management.

Prerequisites: *FNC 387 Business Finance; MGT 141 Principles of Management; MTH 122 Business Mathematics; MTH 225 Business Statistics*

**MGT 311 Human Resource Management IIIA: Performance Management (12 credits) NQF 7**

A survey of the objectives and issues associated with performance management in organizations. Topics include: studies in performance evaluation, goal setting to benchmark individual and team performance, managing individual performance, managing team performance, managing organizational performance, conducting performance reviews, job analysis and evaluation, personnel recruitment, selection and assessment, training and development, and compensation and benefits.

Prerequisites: *MGT 141 Principles of Management; MGT 145 Human Resources Management I: Fundamentals of HRM / MGT 245 Human Resources Management*

**MGT 312 Human Resource Management IIIB: Human Resource Development (16 credits) NQF 7**

This module seeks to evaluate, analyse and apply techniques which will promote the training and development of human resources within workplace and community. The module will examine the role of human resource development (HRD) in the organization to help people and organizations to effectively manage change. Emphasis will be given to strategies for assessing, designing, and implementing training and organizational development efforts that positively impact the performance of the individual and the work group. Topics covered will include: change interventions – including training and staff development; succession planning and performance management; factors that influence HRD; the consulting role and skills of the HRD professional – including facilitation and group dynamics; and the trends in HRD, such as

human performance technology and the work out process model.

Prerequisites: *MGT 141 Principles of Management; MGT 145 Human Resource Management I: Fundamentals of HRM*

**MGT 315 / 405 Production & Operations Management (16 credits) NQF 7**

This module addresses the analysis of problems and issues faced by production/operations managers in manufacturing and service industries. Concepts and techniques include operations scheduling, quantity control, plant layout, facility location, line balancing and queuing theory, production and inventory controls, forecasting and linear programming, supply chain management, and logistics management. Both qualitative and quantitative techniques of operations in management will be covered.

Prerequisites: *MGT 141 Principles of Management; MTH 225 Business Statistics*

**MGT 325 Entrepreneurship (12 credits) NQF 6**

Entrepreneurship is the cornerstone of all business activity. This module deals with the principles, processes and management problems of establishing and operating new business ventures and small businesses in relation to the changing business environment and market opportunities in the South African context. Topics covered include new venture management, a procedural system for establishing new businesses, providing physical facilities, financing, organizing, marketing, the management of small business and revitalizing mature/declining organizations.

Prerequisites: *ACC 152 Financial Accounting IB or ACC 156 Business Accounting IB; ECN 222 Macroeconomics; MGT 141 Principles of Management; MGT 245 Human Resource Management; MKT 220 Principles of Marketing*

**MGT 338 Industrial Psychology IIIA: Negotiation, Mediation, & Bargaining (12 credits) NQF 7**

Industrial Psychology IIIA introduces students to fundamental theories surrounding the dynamics of disputes and the models of negotiations and mediation. It is designed to familiarize the student with the basic structures, strategies, tactics and techniques involved in collective bargaining and negotiations. Negotiation ability is an essential skill required for a Human Resource Manager. Topics include: the nature of negotiation; strategy and tactics of distributive bargaining and integrative negotiation planning; integrative negotiation; negotiation, planning, and strategy; perception, cognition, and emotion; communication and the negotiation process; power; and ethics.

Prerequisite: *MGT 141 Principles of Management*

**MGT 339 Industrial Psychology IIIB: Psychometrics (12 credits) NQF 7**

This module provides an overview of the theory and practice of psychometric testing of individuals and groups in the following domains: the assessment of young children, physically disabled individuals, the mentally challenged, and individuals with chronic conditions; measurement of cognitive functioning; measurement of affective behaviour, emotional adjustment and well-being; personality; career counselling and workplace assessment; values and spirituality; and computer-based testing. Particular emphasis is placed on the administration of tests, evaluation of the psychometric properties of tests, and strengths and limitations of available instruments, and issues relating to the adaptation of tests to the multi-lingual and multi-cultural context of South Africa.

Prerequisites: *MGT 105 Industrial Psychology I; MGT 145 Human Resources Management I: Fundamentals of HRM; MTH 225 Business Statistics*

**MGT 345 Business Research Methods (12 credits) NQF 7**

This module is a study of the principles of business research techniques and methods. The module affords an opportunity to begin with an idea, refine that idea into a research question or statement, and apply the principles of research. It focuses on fundamental philosophies, literature review, research methodologies, and data collection methods. The module also covers qualitative and quantitative data analysis, drawing conclusions, and writing a research proposal.

Prerequisites: *MTH 225 Business Statistics; A minimum of 48 credits of core modules*

**MGT 376 International Management (12 credits) NQF 7**

A study of the global environment of business including aspects of the global macroeconomic, political and cultural environments; international competition; and modes of entry into foreign markets. The module also addresses the management of international collaborative initiatives; organizing international operations; multinational corporations' strategies; international human resources management; and communication, leadership, and motivating human resources across borders and cultures; and finally, managing technology and knowledge across borders.

Prerequisite: *ECN 222 Macroeconomics; MGT 141 Principles of Management*

**MGT 380 Business Research Project (8 credits) NQF 7**

The module emphasizes the application of research techniques and using statistical methods for data analysis. A research project of 10,000 to 12,000 words will be undertaken after the final approval of the research proposal in the area of study. It focuses on data collection, data analysis, testing of hypotheses, drawing

conclusions and making recommendations, and writing and presenting the project.

Prerequisites: *MGT 141 Principles of Management; MTH 225 Business Statistics; MGT 345 Business Research Methods*

### **MGT 390 / 445 Business Strategy; MGT 393 Strategic Management (12 credits) NQF 7**

This is a capstone module that is designed to develop skills to view a business organization from a top management perspective and provide strategic leadership. This includes, skills to conduct a business environment analysis, identify strategic issues and determine set strategic direction, generate alternatives and propose a programme or a strategy to address the issues and achieve the strategic goals. Attention is given to developing strategies, matching organizational resources to the strategy, achieving a strategic competitive advantage, and lead the organization to greater heights.

Prerequisites: *A minimum of 48 credits of core modules*

### **MGT 393 Strategic Management (12 credits) NQF 7**

This is a capstone module that integrates various functional business areas. It is designed to train students to look at a business organization from a top management perspective and provide leadership at the corporate level, and analyse and identify strategic issues in an organization and propose alternative solutions to address them. Attention is given to analysing the business environment, developing strategies, matching organizational resources to the strategy, achieving a strategic competitive advantage and successfully implementing a strategic plan.

Prerequisites: *A minimum of 48 credits of core modules*

### **MKT 220 Principles of Marketing (12 credits) NQF 6**

This module emphasizes concepts and issues underlying the modern practice of marketing. The role of marketing in the organization and society is examined. Module content includes: marketing concepts, the marketing environment, customer relationships, marketing strategy, consumer behaviour, creating value for target customers, advertising and public relationships, direct and online marketing, and creative competitive advantage. The marketing process is analysed through the four main decision areas of products and services, distribution, promotion, and pricing. Prerequisite: *MGT 141 Principles of Management*

### **MTH 122 Business Mathematics (12 credits) NQF 5**

This module will provide an understanding of mathematical concepts and skills with an emphasis on commercial and financial mathematics. It provides a solid foundation for application in day-to-day business situations and for the further study of mathematics. Topics include: properties of whole and real numbers, basic operations, fractions, solving equations and inequalities, decimals, ratio and proportion, operations of polynomials, factorization, percentages, measurements and basic geometry, and creating and interpreting graphs. Furthermore, it will cover the mathematics of finance such as the time value of money, compound interest, annuities, sinking funds, the nature of counting such as the permutations and combinations nature of buying and selling mark-ups and markdowns, and elementary notations of probability and statistics.

### **MTH 225 Business Statistics (12 credits) NQF 6**

This module deals with descriptive and inferential statistics as well as probability concepts, normal, binomial, and Poisson distributions, and sampling distributions. It also includes confidence intervals

and tests of hypotheses, basic quality control evaluation; time series analysis including trend, seasonal and cyclical computations; and index numbers, linear regression and correlation with an introductory approach to non-linear, multiple, partial and rank correlation. Tools include Chi-Square tests of statistical independence; analysis of variance; simple linear regression and correlation; multiple linear regression; and extrapolative techniques such as moving averages and exponential smoothing. Emphasis is placed on problem definition, construction of statistical models, analysis of data, and the interpretation of results.

Prerequisite: *MTH 122 Business Mathematics*

### **REB 117 Values, Character & Personal Enrichment I (8 credits) NQF 5**

This module focuses on the importance of values and character as essential ingredients of successful career and personal enrichment. In line with the mission of the institution to provide values-based education this module covers the values necessary in citizenship, workplace and in personal life. It also covers the values as outlined in the United Nations Charter, and the Christian worldview. The module further explores inward disciplines such as prayer and personal devotions; outward disciplines such as community engagement; and corporate disciplines such as stewardship of environment and abilities, and moral philosophy.

### **REB 217 Values, Character & Personal Enrichment II (8 credits) NQF 5**

This module outlines the importance of values and how they are related to character and personal enrichment. These ideas are firstly

examined as general concepts and secondly in relation to particular belief systems, specifically in the context of the Seventh-day Adventist Church. The module therefore also highlights the distinctive beliefs of Seventh-day Adventism and their practical worth for character development and personal enrichment in both private and public life.

Prerequisite: *REB 117 Values, Character & Personal Enrichment I*

### **REB 317 Values, Character, & Personal Enrichment III (8 Credits) NQF 5**

This module concerns itself with the values, character development and personal enrichment acquired from studying the life of Jesus as revealed in the Gospels. It begins with a brief geographical and historical overview of the holy land. The module then focuses on the values, character development and personal enrichment enshrined in the life and teachings of Jesus Christ. These include the concepts of forgiveness, work ethic and honesty, caring for others, stewardship - caring for the environment, how to deal with stress and discouragement, and servant leadership. Students will also learn from the ultimate sacrifice which Jesus made.

Prerequisite: *REB 217 Values, Character, & Personal Enrichment II*

## FACULTY OF SOCIAL SCIENCES & EDUCATION

The Faculty of Social Sciences & Education aims to provide quality education that contributes to shape holistically sound students by providing a stimulating, rigorous and globally integrated learning experience that will empower them with productive, innovative skills, enabling graduates to find sustainable creative occupations.

Our programmes provide quality teaching, utilizing an interdisciplinary approach to Communication, Education, and Psychology. Small classes provide enhanced opportunities for discussion, group work, research projects and presentations. Lecturers do not only offer academic instruction and support, but also mentor students on a personal and spiritual level.

**Faculty Dean:** Olivia Bomester, PhD (Psychology)

### Lecturing Faculty

**Jilian Appollis** MPhil (Curriculum Studies)

**Heather Combrinck** Hons BEd (Educational Management); Hons BSc (Psychology)

**Eraine Croucamp** Hons BEd (Foundation Phase Teaching)

**Xan-Lee du Toit** BEd (FPT); Hons BEd (Education Management)

**Frans Everson** PhD (Medical Physiology/ Biomedical Sciences)

**Tommaso Fiscaletti** Hons BA (Visual Communication Photography)

**Tarryn Fortuin** MCom (Industrial Psychology)

**Melissa Fowler** MEd (Policy Studies)

**Linda Griff-Griffiths** Hons BEd (Foundation Phase Teaching)

**Marië Heyns** BCom (Economics & Informatics); BA Hons (Socio Informatics)

**Colin Lawrence** Hons BEd

**Philasande Mrwebo** BCom (Economics & Information Systems); PGCE

**Deborah Naicker** Hons BA (Psychology)

**Sherelle Naidu** Hons BA (English)

**Celeste Prinsloo** Hons BEd (Foundation Phase Teaching)

**Chrisna Richard** MA (Counselling Psychology)

**Mieke Scarrott** Hons BA (Film & Visual Media) MFA (Motion Picture Medium)

**Amy Sickle** Hons BA (Psychology)

**Carol Sutcliffe** Hons BA (Corporate Communication), DEd

**Conrad Zygmunt** PhD (Psychology), PGD (HE)

### Faculty Mission Statement

The Faculty of Social Science & Education strives for excellence in education, to produce students with a well-balanced worldview within holistic, Christian, values-based programmes which nurture their spiritual, intellectual, social and physical well-being.

### Programmes Offered

- Bachelor of Arts in Communication – 3 Years NQF Level 7
- Bachelor of Arts in Psychology – 3 Years NQF Level 7
- Bachelor of Education in Foundation Phase

Qualification	Minimum APS (Pre-2009)	English	Other Language	Mathematics/ Mathematical Literacy	Life Orientation
Bachelor of Arts in Communication	25	4 (50-59%) or better	2 (30-39%) or better	2 (30-39%) or better	2 (30-39%) or better
Bachelor of Arts in Psychology	26	4 (50-59%) or better	2 (30-39%) or better	4 (50-59%) or better	4 (50-59%) or better
Bachelor of Education in Foundation Phase Teaching	27	4 (50-59%) or better	3 (40-49%) or better	2 (30-39%) or better / 4 (50-59%) or better	4 (50-59%) or better



Teaching – 4 Years NQF Level 7

## Admission Requirements

Apart from the general requirements mentioned in the Admissions section, the following apply specifically to the Bachelor of Arts and Bachelor of Education degrees.

### Applicants with National Senior Certificate (from 2009)

In addition to the national minimum requirements for a Bachelor's degree, the following institutional requirements apply.

1. Programme-specific APS scores:
2. All applicants are required to pass the compulsory National Benchmark Test (NBT) during orientation. Students who fail or do not take the test are required to register for ENG 111 and ENG 112 in lieu of ENG 142.
3. Applicants for the Bachelor of Arts in Psychology who do not meet the Mathematics/Mathematical Literacy requirements need to register for MTH 052.
4. As stated in the Selection Criteria for Admission, there is no second semester intake for the BEd Foundation Phase Teaching programme.

*Note: Bonus points will be awarded for English and Mathematics/Mathematical Literacy with an achievement rating of 6 (70-79%) or better. The points earned will be multiplied by 1.5.*

### Applicants With Senior Certificate (before 2009) or Foreign High School Qualification

- Matriculation exemption or its equivalent (South African education system). At least a D symbol in English on the Higher Grade.
- OR two A-Level and three O-Level passes including English Language.
- OR an evaluation of high school grades must be obtained from the South African Qualifications Authority (SAQA)
- Points Rating of 25 or above.
- TOEFL (Test of English as a Foreign Language) score of 550 if English is not your first language and/or you have completed High School in a language other than English.

Points Rating Table & Points Rating Calculations Guide Admission is by selection based on academic merit. Academic merit is determined according to an admission rating system known as the M-score (see the table below) that is in use at most South African universities. This points rating is calculated from the symbols awarded to the student in the matriculation, O-Level or A-Level examinations.

Add 2 points for seven Senior Certificate or O-Level subjects.

**25 & above** - Unconditional acceptance. A full study load may be taken.

**18 to 24** - Conditional acceptance. The student may be required to take a lighter study load or remedial language modules from the outset or further study skills modules if their academic progress should be unsatisfactory. If a lightened study load or remedial modules are taken it is unlikely that such students will be able to complete the full study programme within the minimum prescribed period.

**Below 18** - Admission will not be granted.

### Guide to Module Information as Listed for Each Programme

The module number is given first in a letter and number format followed by the module name. The number of credit hours assigned to the module is then given. Four semester credit hours represent one 50 minute lecture per week for the duration of the semester, which takes into consideration student preparation and examination time. Please see the end of each programme section for an alphabetical list of Module Descriptions.

Symbol	Higher Grade	Standard Grade	A Level	O Level	Subsidiary Level
A	8	6	10	5	Pass 5
B	7	5	9	4	
C	6	4	8	3	
D	5	3	7		
E	4	2	6		
F	3	1	0		

## DEPARTMENT OF COMMUNICATION

### BACHELOR OF ARTS IN COMMUNICATION – 3 YEARS NQF LEVEL 7

SAQA Qualification ID Number: 58335

## DEPARTMENT OF COMMUNICATION

### Department Mission Statement

The **Corporate Communication** Concentration students are prepared to optimize and strategically manage the spectrum of communication activities and processes by an organization in order to achieve its corporate objectives.

The **Media Studies** Concentration students are furnished with a broad knowledge and understanding of the dynamic and ever-changing media landscape, both locally and internationally, to utilise different skills to execute content for the different landscapes.

### Programme Purpose

The purpose of the BA in Communication programme is:

- To prepare students for the corporate and media communication environment by providing them with specialized knowledge in the areas of Corporate Communication or Media Studies.
- To enable students to operate effectively within the Communication field by way of an industry-centred curriculum design with a practical emphasis.
- To prepare students to the actual workplace by requiring them to engage in a work-integrated learning module.
- To equip Corporate Communication students with the skill of public relations event planning,

by researching, planning, executing and evaluating an actual event on campus.

- To empower Media Studies students with the skills of compiling a photography portfolio, producing a radio programme and a video programme.
- To prepare students for postgraduate studies or further professional studies.

### Qualification Outcomes

- The ability to process large amounts of information and reproduce it concisely in written, spoken or image format.
- The ability to research topics effectively and produce research reports in the correct format.
- The language ability to write for various media forms.
- Literacy proficiency in academic and report writing.
- The ability to analyse individual and group behaviour through team-work.
- The ability to reason, solve problems, think critically and analytically, organize information, plan and make use of mnemonic techniques, such as mind maps.
- The skill of writing appropriately for various media forms (print, television and radio) and business communication formats, such as press releases and proposals. Be able to research, plan, promote and execute a public relations event.
- The ability to plan, execute, and report on an event, using appropriate metrics.

### Graduate Attributes

#### Corporate Communication:

After completing this qualification, students will be expected to have:

- The wherewithal to analyse the effectiveness of organisational communication within a

- corporation (using an audit) and write up a report, including recommendations;
- The ability to write an effective website introduction and produce website content which is Search Engine Optimised (SEO);
- The skill of digital marketing, using the website, social media and mobile - including the creation of a landing page, thank-you page, lead magnet and auto-responder (email list);
- The knowledge of how to drive traffic to your website using Google Ads search marketing and article writing;
- Insight into various digital business models such as affiliate marketing, and e-commerce practices such as drop-shipping, white-labelling and print-on-demand;
- An in-depth understanding of Machine Learning and AI as drivers of transformation within organisations;
- Up-to-date knowledge of data and AI and its ethical use and practical applications;
- Present and pitch professionally to various audiences;
- Project management knowledge and experience.

### Media Studies:

After completing this qualification, students will be expected to have:

- The skill to research, plan and produce a television or radio programme and a digital newsletter or magazine professionally;
- The ability to do professional photography;
- The ability to critically evaluate media texts, institutions and audiences;
- Analyse media representations, ideologies and power dynamics;
- Support arguments and opinions effectively;
- Write clearly and concisely for various audiences and forms (reports, scripts, websites, blogs, social media and podcasts);

- Present persuasively for various audiences and debates;
- Use software knowledge to edit video, radio and copy;
- Report on live news using platforms such as Facebook and X;
- Interview successfully on all media platforms;
- Perform search engine optimisation;
- Produce videos, radio broadcasts and photographic images in a professional studio, using lighting, sound, and techniques;
- Collaborate on production projects in a team;
- Produce short-form promotional videos on TikTok;
- Bring about search engine optimisation using metrics on social media platforms.

### Further Studies

This programme may articulate into an Honours, Masters or Doctoral degree in Communication at many universities in South Africa and worldwide. Further study may be necessary to enter certain career paths. Students may also decide to pursue specialist modules such as Photography, Mediation, Sound Engineering, Editing, Journalism, Communication Management, Advertising, etc.

### Employment Prospects

The following career paths may be pursued after the successful completion of the BA Communication degree at Helderberg College of Higher Education:

#### Corporate Communication

Graduates of this programme are prepared for careers in roles such as public relations practitioner, communication consultant, communication strategist, communication manager, sales or advertising representative; market researcher and analyst; e-commerce practitioner; data analysis assistant; reputation

manager, digital marketing manager, social media manager; search engine optimisation consultant; web designer; web developer; data and market analysis manager.

### Media Studies

Graduates of this programme are prepared for careers in roles such as media relations officer; media strategist and planner; journalist; copywriter; content creator; blogger; self-publisher on platforms such as Amazon; newspaper and periodical broadcast journalist or reporter; public relations professional; marketing or sales representative; editor; lighting and sound technician; researcher; photographer; event planner; policy; film-maker; video or film producer; screenwriter; social media manager; data analyst;

remote media free-lancer.

The programme's emphasis on real-world experience and its industry-centred curriculum ensures you're ready to take on these roles.

### Graduation Requirements

- All modules passed with a minimum grade of 50%.
- Submission of Work Integrated Learning (WIL) portfolio of evidence by the end of the Midterm Break of the final semester.
- Comply with requirements as contained in the Helderberg College of Higher Education Student Code of Conduct.

## Curriculum: Bachelor of Arts in Communication – 3 years

### Concentration: Corporate Communication

Year 1, Semester 1			
Module Number	Module Name	Credits	NQF Level
BHS 151	Philosophy of Education & Service	8	5
COM 102	Communication Theory	8	6
CPT 118	End User Computing I	8	5
ENG 142	Academic Writing*	16	6
MGT 141	Principles of Management	12	6
REB 117	Values, Character, & Personal Enrichment I	8	5
		<b>60</b>	

Year 1, Semester 2			
Module Number	Module Name	Credits	NQF Level
CPT 125	End User Computing II	12	5
ENG 143	Studies in English	16	7
HLD 126	Principles of Health	8	5
PSY 101	Fundamentals of Psychology	12	6
SOC 101	Principles of Sociology	12	6
		<b>60</b>	

## Year 2, Semester 1

Module Number	Module Name	Credits	NQF Level
BHS 245	Research Methodology & Design	12	7
COM 212	Effective Presentations	12	6
MGT 245	Human Resources Management	12	7
MKT 220	Principles of Marketing	12	7
PRL 201	Public Relations I	12	5
REB 217	Values, Character, & Personal Enrichment II	8	5
		<b>68</b>	



Year 2, Semester 2			
Module Number	Module Name	Credits	NQF Level
BHS 246	Research Project	8	7
COM 208	Voice & Diction	12	6
COM 222	Intercultural Communication	12	7
COM 225	Information Management	8	7
COM 299	Work Integrated Learning	16	6
PRL 212	Public Relations II	12	6
PSY 225	Industrial Psychology	12	6
		<b>80</b>	

Year 3, Semester 1			
Module Number	Module Name	Credits	NQF Level
COM 305	Business Communication	12	6
COM 310	Data & Artificial Intelligence	12	7
COM 329	Organizational Communication	12	7
COM 336	Web Design	16	7
PRL 310	Advanced Advertising	12	7
		<b>64</b>	

Year 3, Semester 2			
Module Number	Module Name	Credits	NQF Level
COM 328	Corporate Communication	12	7
COM 343	Integrated Marketing Communication	8	7
COM 350	Group Dynamics	12	7
LAW 318	Industrial Relations	12	7
REB 317	Values, Character, & Personal Enrichment III	8	5
		<b>52</b>	
	<b>TOTAL</b>	<b>384</b>	

\* Students who fail or do not take the compulsory National Benchmark Test (NBT) during orientation are required to register for ENG111 Principles of English I (16 credits; year 1; semester 1) and ENG 112 Principles of English II (16 credits; year 1; semester 2) in lieu of ENG 142 Academic Writing.

### Programme Components

Provider's discretion modules:	40 credits
Fundamental modules:	36 credits
Core modules:	180 credits
Cognate modules:	24 credits
Concentration:	104 credits
<b>TOTAL:</b>	<b>384 credits</b>

**Curriculum: Bachelor of Arts in Communication – 3 Years  
Concentration: Media Studies**

<b>Year 1, Semester 1</b>			
<b>Module Number</b>	<b>Module Name</b>	<b>Credits</b>	<b>NQF Level</b>
BHS 151	Philosophy of Education & Service	8	5
COM 102	Communication Theory	8	6
COM 115	Photography I	8	6
CPT 118	End User Computing I	8	5
ENG 142	Academic Writing*	16	6
REB 117	Values, Character, & Personal Enrichment I	8	5
		<b>56</b>	
<b>Year 1, Semester 2</b>			
<b>Module Number</b>	<b>Module Name</b>	<b>Credits</b>	<b>NQF Level</b>
CPT 125	End User Computing II	12	5
ENG 143	Studies in English	16	7
HLD 126	Principles of Health	8	5
PSY 101	Fundamentals of Psychology	12	6
SOC 101	Principles of Sociology	12	6
		<b>60</b>	
<b>Year 2, Semester 1</b>			
<b>Module Number</b>	<b>Module Name</b>	<b>Credits</b>	<b>NQF Level</b>
BHS 245	Research Methodology & Design	12	7
COM212	Effective Presentations	12	6
COM 215	Photography II	12	7
COM 241	Media Theory	8	6
PRL 201	Public Relations I	12	5
REB 217	Values, Character, & Personal Enrichment II	8	5
		<b>64</b>	

Year 2, Semester 2			
Module Number	Module Name	Credits	NQF Level
BHS 246	Research Project	8	7
COM 208	Voice & Diction	12	6
COM 222	Intercultural Communication	12	7
COM 251	Media Production I	12	5
COM 299	Work Integrated Learning	16	6
PRL 212	Public Relations II	12	6
		<b>72</b>	

Year 3, Semester 1			
Module Number	Module Name	Credits	NQF Level
COM 317	Media Writing I	12	6
COM 310	Data & Artificial Intelligence	12	7
COM 330	Media Criticism	12	7
COM 336	Web Design	16	7
COM 353	Media Production II: Radio	12	6
PRL 310	Advanced Advertising	12	7
		<b>76</b>	

Year 3, Semester 2			
Module Number	Module Name	Credits	NQF Level
COM 318	Media Writing II	12	7
COM 350	Group Dynamics	12	7
COM 343	Integrated Marketing Communication	8	7
COM 369	Media Production III: Video	16	7
REB 317	Values, Character, & Personal Enrichment III	8	5
		<b>56</b>	
	<b>TOTAL</b>	<b>384</b>	

\* Students who fail or do not take the compulsory National Benchmark Test (NBT) during orientation are required to register for ENG 111 Principles of English I (16 credits; year 1; semester 1) and ENG 112 Principles of English II (16 credits; year 1; semester 2) in lieu of ENG 142 Academic Writing.

### Programme Components

Provider's discretion modules: 40 credits  
 Fundamental modules: 36 credits  
 Core modules: 180 credits  
 Cognate modules: 24 credits  
 Concentration: 104 credits  
**TOTAL: 384 credits**



## Module Descriptions

### **BHS 151 Philosophy of Service & Education (8 Credits) NQF 5**

This module explores the definition, nature and foundations of True Education and reflects upon issues that have deep significance for our lives as human beings. Traditional, modern and post-modern philosophies of education are examined and its influence and contribution to education at present are considered. The making of a world view is explored with regards to a Christian approach to philosophy and education. Included in this module is the rationale for community engagement, laying the foundation for students to actively participate in a service learning project in their local communities.

### **BHS 245 Research Methodology & Design (12 Credits) NQF 7**

This module provides an introduction to the theory and application of the principles of communication research. Using an exciting interactive e-book, it introduces students to the theory of science, examines epistemological claims of various approaches to knowing, and provides students with a rationale for the importance of communication research methods. The module addresses philosophical frameworks, methodologies, strategic planning and ethical considerations involved in both basic and applied research. Upon successful completion of the module, students should be able to identify topics for inquiry, select the appropriate methods and designs for answering a chosen research question, and formulate a structured plan of research in the form of a research proposal.

Prerequisites: *CPT 118 End User Computing I; CPT 125 End User Computing II; ENG 112 Principles of English II or ENG 142 Academic Writing.*

### **BHS 246 Research Project (8 Credits) NQF 7**

This module equips the student with the tools and skills needed in order to become an innovative

researcher. A complete research project will be undertaken and completed through the duration of the semester, consisting of the following: the formation of a research problem and objectives, writing up a literature review, the operationalization and development of a research design, data collection and analysis, and presentation of findings to both staff and students in the form of an open forum.

Prerequisite: *BHS 245 Research Methodology & Design*

### **COM 102 Communication Theory (8 Credits) NQF 6**

This module will study the human communication process, particularly as far as interpersonal, intercultural, group and mass communication is concerned. An understanding of a variety of key concepts will be developed and students will acquire practical knowledge to apply these principles to everyday interactions. It will also help students build communication skills, with particular emphasis on crossing cultural barriers.

### **COM 115 Photography I (8 Credits) NQF 6**

This module covers the basics of photography with the emphasis on digital photography. Some topics covered include: simple image processing; different types of cameras and lenses; shutter speed ISO and aperture; how to get sharper pictures and basic composition skills. Towards the end of the module a photographic outing will be organised to an interesting local venue. The module aims to teach students basic still camera skills, the workings of digital cameras, elements of composition and an introduction to image processing software (Photoshop).

### **COM 208 Voice & Diction (12 Credits) NQF 6**

Through vocal analysis and study of the production and differentiation of sound units in the English language, students identify and develop vocal strengths and identify and remedy

vocal problems. By studying pitch, diction, volume, vocal quality and variety, expression and pronunciation, students learn how to use their voices to achieve maximum understanding. The second half of the module emphasises the understanding and application of vocal theory to develop voice and speaking skills - not only to communicate clearly but also as a means of making meaningful contributions to everyday life situations, and in career and community interaction. Students will develop the ability to speak with confidence and power.

Prerequisite: *COM 102 Communication Theory*

### **COM 212 Effective Presentations (12 Credits) NQF 6**

This module is designed to assist the student to harness and develop the ability to present information so that individuality, thoughts, feelings and convictions can be conveyed to the audience optimally. Students will continue their study, and practice public oral presentations on subjects of their choice to an interdisciplinary audience. In addition to improving their public speaking skills, they will gain expertise in using presentation aids, analysing oral argument, assessing their own speaking skills, and evaluate the effectiveness of the presentations of others. Principles of persuasion and persuasive skills will also be addressed in order to help the student to be a better communicator.

Prerequisites: *BHS 151 Philosophy of Education & Service; ENG 142 Academic Writing, ENG 111 Principles of English I; ENG 112 Principles of English II,*

### **COM 215 Photography II (12 Credits) NQF 7**

This module will begin with a brief revision of Photography I, followed by more in-depth theoretical and practical applications. More time will be spent on the following topics: Aesthetics in photography; rules of composition; telling a story; understanding types of lighting; controlled

studio lighting; special effects using aperture and shutter speed and flash lighting. Finally, some ethical and copyright issues will be addressed and tips on how to display and sell your photos on the internet. In conjunction with the theory, practical applications will be done. This includes the production of images for a final portfolio, a practical studio lighting workshop, looking at and speaking about photographs and manipulation and enhancement of digital images in Photoshop. Prerequisite: *COM 115 Photography I*

### **COM 222 Intercultural Communication (12 Credits) NQF 7**

This module is designed to provide students with knowledge of and an understanding of intercultural theory and practice. As such, it builds intercultural competence, focuses on the application of intercultural theory and concepts, and on the development of skills which facilitate effective communication in intercultural contexts. Prerequisite: *COM 102 Communication Theory*

### **COM 225 Information Management (8 Credits) NQF 7**

This module will train students in the discipline of information management, its benefits and goals, and how it is implemented in an organisational environment. Students will gain a thorough understanding of concepts related to this discipline, such as technologies, the information age, the Semantic Web, knowledge and organizational learning.

Prerequisite: *CPT 125 End User Computing II*

### **COM 241 Media Theory (8 Credits) NQF 6**

This is a study of how media affects our popular culture and the lives we live. Beginning with the invention of mass communication and ending with the technology of the World Wide Web, students study each mass medium, using culture as a thematic approach to critically assess the role of media in our lives. By looking at the ownership,

control, policy, theory, functions, effects and power of the media, the student needs to critically assess media culture, imperialism, terrorism etc. Prerequisite: *SOC 101 Sociology*

### **COM 251 Media Production I (12 Credits) NQF 5**

This module will equip Communication students with knowledge in television broadcasting. The students will learn how the television concept works from a mere light up to the small box in the living room when light is converted into pictures. The module will take students throughout the production steps in broadcasting right to the end product, which is the television programme the viewers watch in their homes.

### **COM 299 Work Integrated Learning (16 Credits) NQF 6**

Work Integrated Learning provides the opportunity for supervised work experience in journalism, public relations, or another aspect of communication. A total of 160 clock hours of work experience is required to gain 16 credits. These hours should preferably be done in one location but may be split up among more than one employer if necessary. Prerequisite: Consent of internship supervisor.

Prerequisite: *Consent of WIL supervisor*

### **COM 305 Business Communication (12 Credits) NQF 6**

The module covers the essentials of effective business communication. It includes correct language usage required for effective communication and emphasizes the acceptable formats for different forms of business correspondence and reports. It also focuses on developing communication ability in interpersonal communication, oral presentations and conducting business meetings.

Prerequisite: *MGT 141 Principles of Management*

### **COM 310 Data & Artificial Intelligence (12 Credits) NQF 6**

Data and AI: Driving Digital Transformation in Organisations is a comprehensive guide to navigating the complex terrain of digital transformation, which aims to equip students with the necessary knowledge and insights to lead organisations into the Digital Age successfully. This module unlocks the future of business with data and AI. In today's rapidly evolving world, digital transformation is not just a buzzword – it's a necessity in order for organisations to thrive. Discover the secrets behind this revolution by consulting this resource, which consists of four parts. Part 1 sets the stage, revealing why digital transformation is crucial, along with the driving forces behind it. Part 2 delves into the heartbeat of transformation: data. Here, you will learn how to harness its power, architect it effectively, and ensure that responsible and ethical practices are followed. Part 3 takes you into the world of AI, unravelling the mysteries of machine learning and deep learning, and guiding you through real-world applications. Finally, in Part 4, you will have the opportunity to peer into the future of data and AI-driven transformation.

### **COM 317 Media Writing I (12 Credits) NQF 6**

This module includes approaches to developing students' writing in a journalistic style. You will learn the basics of journalistic writing for various media (i.e. newspapers, radio, and television), public relations, press releases, basic features and editorials, the importance of the audience for any written communication, as well as the values of timeliness, objectivity and fairness critical to any communication career.

### **COM 318 Media Writing II (12 Credits) NQF 7**

This module will build on what has been learned and practised in Media Writing I. Media Writing II focuses on media practice with a special focus on the different styles of writing ideally required

for different genres. You will look at, analyse, practice and produce written pieces for print and the web, as well as programme outlines and scripts for radio and television. Media Writing II is an intensely practical course and aims to provide you with the tools for sourcing and producing relevant stories. You will also look at the ethics lying behind balanced and responsible reporting. Prerequisite: *COM 317 Media Writing I*

### **COM 328 Corporate Communication (12 Credits) NQF 7**

Corporate Communication is a practical and comprehensive module which guides the student through the basic concepts and principles of corporate brand management. The purpose of this module is to introduce students to the history of brand management, the role of the brand manager and branding in South Africa. The module also explores brand equity models, explains the process of building brand equity and discusses the tracking of brand value. Moreover, Corporate Communication demonstrates the selection of an appropriate brand strategy for a business, explains how to build brand architecture and discusses sustainable brand management. In addition, it explains how to conduct a brand audit, outlines corporate and political branding, and contextualises branding in the South African context. Students will be required to conduct an actual brand audit on an existing corporation.

Prerequisites: *COM 102 Communication Theory; COM 329 Organizational Communication; PRL 201 Public Relations I; PRL 212 Public Relations II*

### **COM 329 Organizational Communication (12 Credits) NQF 7**

An advanced module in the structure of the organisation and its communication flow, which covers the fourth industrial revolution and current global and South African realities; navigating the 21st century workplace and getting the job; interpersonal, intrapersonal communication

skills; sensitive and intelligent communication skills; finding creative solutions and business etiquette. An actual assessment of organizational communication practices within an organisation will be conducted, resulting in a research report which will be presented to management.

Prerequisites: *COM 102 Communication Theory; PRL 201 Public Relations I; PRL 212 Public Relations II*

### **COM 330 Media Criticism (12 Credits) NQF 7**

This module is a study of communication as a science, dealing with the process of expression, traffic and interpretation of messages. The module includes: basic structural and content analysis of communication; general media science; and the codes of communication. The importance of both the form and the content of the message will be qualitatively analysed. The module will present criteria for a Christian, rational, analytical evaluation of the mass media. The power of the media to manipulate attitudes and behaviour will be examined.

### **COM 336 Web Design (16 Credits) NQF 7**

Web design is a study of creating a website from scratch using various methods. First the student will plan and design his site then gather tools to perform this task. The site will be built using web page services, HTML code, images, and other existing websites and available tools. This site will be made mobile after completion of the creation of the website. Once the initial design is completed, the site will be tested and the student will be taught how to maintain and promote it. The student will also be instructed on how to build the following: a blog using WordPress; a business site using a content management system; a multimedia website and a site using a Wiki.

Prerequisites: *CPT 118 End User Computing I; CPT 125 End User Computing II*

### **COM 343 Integrated Marketing Communication (8 Credits) NQF 7**

Integrated Marketing Communication is a cutting-edge guide to convergent marketing in the 21st century. It takes the format of an e-book which contains professionally produced videos, interactive exercises and quizzes to test the knowledge and understanding of the student. The courseware equips the students with the knowledge and skill to bring about value-based IMC; identify and obviate organisational barriers to an IMC campaign; determine the financial values of 21st-century consumers, and use traditional media as well as mobile technology and social media in the development of an IMC campaign for a selected organisations.

Prerequisites: *COM 102 Communication Theory; PRL 201 Public Relations I; PRL 212 Public Relations II.*

### **COM 350 Group Dynamics (12 Credits) NQF 7**

Group Dynamics is a practical and comprehensive guide to the art of leadership of groups and teams. As such, this module will be invaluable to those seeking foundational knowledge of leadership as a field of study. The purpose of this module is to provide students with an overview of good leadership skills and characteristics and to illustrate how these can be applied to practical scenarios. In explaining the concept of leadership, the module unpacks the basic theories and clarifies the relevant principles and terminologies. Among these are topics such as ethical leadership and what this looks like in practice. Group Dynamics also outlines the criteria for motivation and good communication and provides guidelines that should be followed when leading teams. Furthermore, it explores some of the challenges that may be encountered when leading diverse groups, as well as the influence that leaders have on their followers. Finally, this module illustrates how a business can

construct a vision and strategic direction, shape its internal culture and values, and manage change effectively.

Prerequisite: *COM 102 Communication Theory*

### **COM 353 Media Production II: Radio (12 Credits) NQF 6**

This module will introduce students to the discipline of radio production and broadcasting. The students will learn how to write for radio, conceptualize ideas and formats for radio programming, as well as recording and editing sound broadcast console operation.

Prerequisites: *COM 102 Communication Theory; COM 241 Media Theory; COM 251 Media Production I*

### **COM 369 Media Production III: Video (16 Credits) NQF 7**

This module will equip Communication students with practical knowledge in television broadcasting. Students will be required to practically demonstrate the three phases of production which are: Pre-production, Production, and Post-production. Students must be able to do the following as a way of making sure that they understand how television programmes are made: (a) Come up with a concept, plan the pre-production, budget, scouting, equipment needed, format of the programme, duration, library footage if any, location permission etc.; (b) Record the actual programme from arranging the interviews, B-Roll footage, re-enacted scenes if need be, lighting, directing, and packaging; and (c) Post-production – students must be able to edit their own programmes, add basic graphics like Lower Thirds, music/sound track and closing credits.

Prerequisites: *COM 251 Media Production I; COM 353 Media Production II*

### **CPT 118 End User Computer I (8 Credits) NQF 5**

This module develops mastery of both the alphabetic and numeric keyboarding on the computer by touch. Basic micro-computer skills will be presented. The emphasis is on accuracy and a minimum speed of 20 words a minute. Computerized diagnostic tests identify individual weaknesses and levels of proficiency. The module will introduce the basic functions of MS Word in typing simple documents.

### **CPT 125 End User Computer II (12 Credits) NQF 5**

This module provides an in-depth study of Windows, the Internet, E-mail, Word, Excel, Access and PowerPoint. In Word, students will learn; how to create Word documents, document concepts and terminology, how to modify documents, create letters, memorandums, newsletters, research papers, business cards, resumes, financial reports and a range of other documents that include multiple pages of text. In Excel, students will learn; how to create a professional-looking spreadsheet, enter data into spreadsheets and how to manipulate the data. In PowerPoint, the students will learn how to create a professional-looking electronic slide show, how to create speaker notes and print hand-out pages. In Access, the students will learn; how to create a database, add tables, fields and records to that database, and how to create queries, forms and reports using the tables in a database.

Prerequisite: *CPT 118 End User Computing I*

### **ENG 111 Principles of English I (16 Credits) NQF 5**

English 111 is designed to prepare students for the writing that will be done in all College modules. The module focuses on, amongst others, vocabulary, grammar which involves understanding the communicative function of

sentences, understanding relations between parts of texts, metaphorical expressions and other important grammatical concepts. It aims to equip you with the knowledge, experience and skills necessary for the rigour of academic writing. Therefore, the module includes exercises on structure, mechanics, and instruction in the principles of composition.

### **ENG 112 Principles of English II (16 Credits) NQF 6**

The module introduces the student to a broad spectrum of aspects in English study. It aims to develop and provide the student with practice in various writing skills, thereby enabling the student to write effectively in various academic disciplines. It promotes the use of critical thinking and serves to develop the skills of analysing, synthesizing, summarizing and reading from a critical perspective.

Prerequisite: *ENG 111 Principles of English I*

### **ENG 142 Academic Writing (16 Credits) NQF 6**

The module introduces the student to a broad spectrum of aspects in English study. It aims to develop and provide the student with practice in various writing skills thereby enabling the student to write effectively in various academic disciplines. It promotes the use of critical thinking and serves to develop the skills of analysing, synthesizing, summarizing, using grammar correctly, and reading from a critical perspective.

Prerequisite: *Passing grade in National Benchmark Test (NBT)*

### **ENG 143 Studies in English (16 Credits) NQF 7**

This module is a writing course designed to improve critical thinking, reading and writing skills. Students are required to pose and investigate and engage in academic inquiry as a process of positioning and developing their own

ideas in relation to others. Students will learn to reflect, critically, on their own reading, writing and research strategies as well as that of their peers when they engage in peer assessment. The social structure and communal concerns of our time are examined in the light of the literature studied. In this module, students develop purposeful essays and develop knowledge of academic writing conventions as they reflect on, assess, and revise their own reading and writing practices. By understanding the importance of language as a God-given ability, personal faith is expanded and developed in this module.

Prerequisites: *ENG 142 Academic Writing; or ENG 111 Principles of English I and ENG 112 Principles of English II*

#### **HLD 126 Principles of Health (8 Credits) NQF 5**

This module introduces health principles within the framework of the Scriptures, the Advent Health message and current medical practice. Principles of health will be examined in light of current health problems such as cardiovascular diseases, cancer, tuberculosis, diabetes, as well as Covid-19. One of the very relevant social issues, HIV/AIDS, will be discussed from a Christian viewpoint. The module will show how healthy practices may be integrated into individual lifestyles and applied within the greater environmental and social contexts.

#### **LAW 318 Industrial Relations (12 Credits) NQF 7**

A study of the theory and practice of industrial relations with the focus on: the South African Industrial Relations system, South African labour history, the legislative framework governing the employment relations, the State as an employer, the State as a regulator, Trade Unions and Employer organizations, Basic Conditions of Employment Act, The Labour Relations Act, Employment Equity

Act, Skills Development Act, Health and Safety Act, collective bargaining, industrial action, mergers and acquisition, grievance handling procedures, dispute settlement procedures, and discipline & dismissal procedures.

Prerequisite: *MGT 141 Principles of Management*  
**MGT 141 Principles of Management (12 Credits) NQF 6**

This module is a study of principles of business management including an analysis of business policies viewed from the standpoint of management process and current issues in management. Topics covered include: the evolution of management thought, business environment, management functions, organization design, strategic planning, managing change, team building and managing business functions: production, marketing, finance, human resources and information management.

#### **MGT 245 Human Resources Management (12 Credits) NQF 7**

This module focuses on the context and functions of personnel administration in the organization; administration and management practices in human resource planning, recruitment, selection, advertising, induction, training and development; administration and management practices of job evaluation, performance appraisal, incentive systems, remuneration systems and compensation policies; management of labour turnover and absenteeism; flexitime administration; administration of social responsibility projects; and personnel audits.

Prerequisite: *MGT 141 Principles of Management*

#### **MKT 220 Principles of Marketing (12 Credits) NQF 7**

This module emphasizes concepts and issues underlying the modern practice of marketing. The role of marketing in the organization and society

is examined. Module content includes marketing concepts, marketing environment customer relationship, marketing strategy, consumer behaviour, creating value for target customers, advertising and public relationship, direct and online marketing, and creative competitive advantage. The marketing process is analysed through the four main decision areas of products and services, distribution, promotion and pricing. Prerequisite: *MGT 141 Principles of Management*

#### **PRL 201 Public Relations I (12 Credits) NQF 5**

An introductory module that emphasizes the process and practice of public relations (hereinafter PR) in contemporary business and not-for-profit institutions. The following topics are taught against the background of a real-life PR event – albeit online: integrating marketing, advertising and public relations; the role of public opinion and research in PR; public relations, ethics and corporate social responsibility; strategic communication; global PR communication; digital communication strategies and technology; budgeting; motivating and leading PR teams; PR research for evaluating effectiveness of PR programmes; PR as a management function; a PR perspective on project management and media relationships.

Prerequisite: *COM 102 Communication Theory*

#### **PRL 212 Public Relations II (12 Credits) NQF 6**

Public Relations II examines the characteristics of successful public relations campaigns. Emphasis is given to planning of events and evaluating their success, using current metrics. Important areas of emphasis are the planning of effective responses to specific audiences before, during and after periods of crisis, as well as corporate identity programmes, industrial relations and corporate responsibility programmes. If time allows, a fundraising proposal is written.

Prerequisite: *PRL 201 Public Relations I*

#### **PRL 310 Advanced Advertising (12 Credits) NQF 7**

This module teaches students how to automate marketing systems to achieve business success. It covers the creation of sales funnels, auto-responders and multiple income streams online, using the latest digital marketing methods. Affiliate marketing and e-commerce are dealt with in some depth. Authority marketing is a unique method of online marketing which uses attraction marketing and permission marketing rather than push marketing methods. How to define and target your target customer (“dream customer avatar”) is an important part of the authority marketing approach. The student will learn how to get more leads, better conversion rates and retargeting of existing customers by way of paid search marketing.

Prerequisites: *COM 102 Communication Theory; PRL 201 Public Relations I; PRL 212 Public Relations II.*

#### **PSY 101 Fundamentals of Psychology (12 Credits) NQF 6**

This module provides the student with a broad introduction to the principal subject areas that make up the scientific study of human behaviour. The module is designed to lay a foundation of the structure and basic scope of psychology, helping the student to develop an understanding of psychological processes and how different fields encountered in subsequent modules are related.

#### **PSY 225 Industrial Psychology (12 Credits) NQF 6**

Industrial psychology is the scientific study of human behaviour in the production, distribution and consumption of the goods and services of society. As an applied science, it has the further objective, apart from explaining behaviour, of providing practical guidelines towards predicting



and controlling behaviour, with a view to efficiency and human psychological welfare. This module offers a broad description and examination of the psychology of behaviour at work, including the major theories, their applications in the workplace and research investigations of both. The module will examine job analysis, employee selection, employee training, the performance appraisal process, worker motivation, job satisfaction, worker stress, communication and development, human factors in work design, and work conditions and work safety. A thorough understanding of social scientific research methods and current psychological research findings are emphasised. Prerequisites: *PSY 101 Fundamentals of Psychology*; *HLD 126 Principles of Health*

### **REB 117 Values, Character, & Personal Enrichment I (8 Credits) NQF 5**

This module focuses on the importance of values and character as essential ingredients of successful career and personal enrichment. In line with the mission of the institution to provide values-based education this module covers the values necessary in citizenship, workplace and in personal life. It also covers the values as outlined in the United Nations Charter, and the Christian worldview. The module further explores inward disciplines such as prayer and personal devotions; outward disciplines such as community engagement; and corporate disciplines such as stewardship of environment and abilities, and moral philosophy.

### **REB 217 Values, Character, & Personal Enrichment II (8 Credits) NQF 5**

This module outlines the importance of values and how they are related to character and personal enrichment. These ideas are firstly examined as general concepts and secondly in relation to particular belief systems, specifically in the context of the Seventh-day Adventist

Church. The module therefore also highlights the distinctive beliefs of Seventh-day Adventism and their practical worth for character development and personal enrichment in both private and public life.

Prerequisite: *REB 117 Values, Character, & Personal Enrichment I*

### **REB 317 Values, Character, & Personal Enrichment III (8 Credits) NQF 5**

This module concerns itself with the values, character development and personal enrichment acquired from studying the life of Jesus as revealed in the Gospels. It begins with a brief geographical and historical overview of the holy land. The module then focuses on the values, character development and personal enrichment enshrined in the life and teachings of Jesus Christ. These include the concepts of forgiveness, work ethic and honesty, caring for others, stewardship - caring for the environment, how to deal with stress and discouragement, and servant leadership. Students will also learn from the ultimate sacrifice which Jesus made.

Prerequisite: *REB 217 Values, Character, & Personal Enrichment II*

### **SOC 101 Principles of Sociology (12 Credits) NQF 6**

A study of the development of sociology as a social science focusing on: sociological theories, how social life is organized, social inequality, social institutions of human societies and change as a characteristic aspect of human societies.

## DEPARTMENT OF PSYCHOLOGY

### BACHELOR OF ARTS IN PSYCHOLOGY – 3 YEARS NQF LEVEL 7

SAQA Qualification ID Number: 58334

#### Department Mission Statement

The BA in Psychology programme's mission is to transmit knowledge related to the nature of human psychological processes, together with the basic knowledge and skills for further study in psychology and to provide the competence necessary for successful careers.

#### Programme Purpose

The purpose of the BA in Psychology programme is:

- To provide students with opportunities to build a knowledge base of theories in various fields of psychology.
- To provide students with skills in research methodology and data analysis, and critical thinking skills needed to apply psychological knowledge to solve complex social and intra-personal problems.
- To facilitate students in gaining a greater understanding of themselves and what they can offer to their communities and the world around them.
- To prepare students and encourage them to internalize values and ethics grounded in social responsibility and service.
- To empower students with counselling and mentoring skills.
- That students acquire written and oral communication skills.
- To equip students with specialized knowledge, skills and competencies needed for articulation into post-graduate study in psychology and

the application of psychological theory in the workplace.

#### Qualification Outcomes

- Achieving a breadth and depth of knowledge and understanding of the core subfields of psychology: health and stress; positive psychology; human development; social psychology; personology; counselling skills and therapy; communities; abnormal psychology; psychometric theory and testing; and the history of philosophy and psychology including the major schools and paradigms.
- Counselling Concentration: Students will gain knowledge on substance abuse, addictions and treatment; cognitive and neurological processes; human sexuality; family and marriage therapeutic interventions; and exceptionalism, special education and related services.
- Industrial Psychology Concentration: Students will be equipped with content knowledge as regards behaviour at work including job analysis, employee selection, training and motivation, and performance appraisal; the principles of management and human resources management; industrial relations; performance and diversity management; and group dynamics.
- Acquired skills whereby they are capable of independent and group learning.
- The knowledge and skills to critically read academic books, journals and online material, and to carry out their own independent research.
- The attainment of academic writing skills with special expertise in the APA referencing system.
- The accomplishment of particular capabilities and skills necessary to succeed in their lives on a professional, personal, and community basis.

## Graduate Attributes

- An understanding of a broad range of influential theories regarding individual, group and organizational cognition and behaviour from the perspective of various schools of psychology, and from a holistic Christian perspective on human functioning, potential and restoration. Graduates will have synthesized their own eclectic views based on this understanding on a range of key psychological topics.
- Developed cognitive and affective abilities valuable in learning, reasoning and problem solving such as meta-cognition, intra- and inter-personal awareness, critical/analytical thinking, organization, adaptability/flexibility, effective communication, collaboration & team work, mnemonic techniques, self-regulation, and planning.
- The ability to apply their knowledge of how people function and change in practical ways to better themselves and assist others in areas such as increasing motivation, managing stress, improving concentration, becoming better leaders, monitoring and managing emotions, and generally living healthier and happier lives.
- Acquired skills particularly valuable in the work context, such as intercultural communication, conflict management, leadership and teamwork competency, ability to analyse and interpret numerical data, oral and literacy proficiency in academic and report writing, ability to analyse individual and group behaviour, systematic approaches to problem solving, higher-order analysis, computer literacy, and the ability to systematically evaluate or research given topics.
- A commitment to conducting themselves with integrity, dependability, fidelity, attention to detail, perseverance, and a strong sense of work ethic; engaging with others with empathy, respect, confidentiality, and professionalism.

## Further Studies

The BA in Psychology degree from Helderberg College of Higher Education places students in a favourable position for acceptance into an Honours programme in Psychology at other South African higher-education institutions. Completion of the Honours degree enables one to apply for an internship master's degree in psychology. Completion of this degree enables students to write the National Board examination. Once this is passed, students may register with the Health Professions Council of South Africa (HPCSA) to become a professional psychologist. Alternatively, after completing their Honours degree, students may apply for a research master's degree in order to pursue a career as a lecturer or field researcher.

## Employment Opportunities

The BA in Psychology programme is designed to provide students with a thorough academic grounding in the discipline, and to adequately equip graduates with the lifelong learning skills, attitudes, knowledge and habits that are necessary for further study, and are valued in a number of professional fields. Besides continued studies towards becoming a professional psychologist, lecturer, or field researcher, students may seek employment in areas related to psychology such as social services, human resources, public relations, sales or market research.

## Graduation Requirements

- All modules passed with a minimum grade of 50%.
- Submission of Practicum portfolio of evidence by the end of the Midterm Break of the final semester.
- Comply with the requirements as contained in the Helderberg College of Higher Education Student Code of Conduct.

**Curriculum: Bachelor of Arts in Psychology – 3 Years  
Concentration: Counselling**

<b>Year 1, Semester 1</b>			
<b>Module Number</b>	<b>Module Name</b>	<b>Credits</b>	<b>NQF Level</b>
BHS 151	Philosophy of Education & Service	8	5
COM 102	Communication Theory	8	6
CPT 118	End User Computing I	8	5
ENG 142	Academic Writing*	16	6
PSY 105	Principles of Psychology	16	6
REB 117	Values, Character, & Personal Enrichment I	8	5
		<b>64</b>	
<b>Year 1, Semester 2</b>			
<b>Module Number</b>	<b>Module Name</b>	<b>Credits</b>	<b>NQF Level</b>
HLD 126	Principles of Health	8	5
PSY 108	Health Psychology	12	6
PSY 140	Faith & Psychology	8	6
PSY 170	Stress Management	12	6
PSY 180	Positive Psychology	12	6
SOC 101	Principles of Sociology	12	6
		<b>64</b>	
<b>Year 2, Semester 1</b>			
<b>Module Number</b>	<b>Module Name</b>	<b>Credits</b>	<b>NQF Level</b>
PSY 211	Developmental Psychology I	12	7
PSY 215	Applied Statistics	16	7
PSY 221	Treatment of Substance Abuse	12	7
PSY 231	Research Methods I	12	7
REB 217	Values, Character, & Personal Enrichment II	8	5
		<b>60</b>	

Year 2, Semester 2			
Module Number	Module Name	Credits	NQF Level
PSY 208	Cognitive & Neuropsychology	16	7
PSY 209	Human Sexuality	12	7
PSY 212	Developmental Psychology II	12	7
PSY 229	Social Psychology	12	7
PSY 232	Research Methods II	12	7
PSY 249	Work Integrated Learning	12	6
		<b>76</b>	

Year 3, Semester 1			
Module Number	Module Name	Credits	NQF Level
PSY 307	Marriage & Family	12	7
PSY 311	Theories of Personality	16	7
PSY 315	Counselling Skills	16	7
PSY 323	Community Psychology	12	7
PSY 371	Psychology of the Exceptional Child	12	7
		<b>68</b>	

Year 3, Semester 2			
Module Number	Module Name	Credits	NQF Level
PSY 312	Psychopathology	16	7
PSY 316	Psychotherapy	16	7
PSY 320	Psychological Assessment	12	7
PSY 341	History & Systems of Psychology	16	7
REB 317	Values, Character, & Personal Enrichment III	8	5
		<b>68</b>	
	<b>TOTAL</b>	<b>400</b>	

\* Students who fail or do not take the compulsory National Benchmark Test (NBT) during orientation are required to register for ENG 111 Principles of English I (16 credits; year 1; semester 1) and ENG 112 Principles of English II (16 credits; year 1; semester 2) in lieu of ENG 142 Academic Writing.

### Programme Components

Provider's discretion modules: 40 credits  
 Fundamental modules: 24 credits  
 Core modules: 212 credits  
 Cognate modules: 28 credits  
 Concentration: 96 credits  
**TOTAL: 400 credits**

**Curriculum: Bachelor of Arts in Psychology – 3 years**  
**Concentration: Industrial Psychology**

Module Number	Module Name	Credits	NQF Level
<b>Year 1, Semester 1</b>			
BHS 151	Philosophy of Education & Service	8	5
CPT 118	End User Computing I	8	5
ENG 142	Academic Writing*	16	6
MGT 141	Principles of Management	12	6
PSY 105	Principles of Psychology	16	6
REB 117	Values, Character, & Personal Enrichment I	8	5
		<b>68</b>	
<b>Year 1, Semester 2</b>			
CPT 125	End User Computing II	12	5
HLD 126	Principles of Health	8	5
PSY 108	Health Psychology	12	6
PSY 170	Stress Management	12	6
PSY 180	Positive Psychology	12	6
SOC 101	Principles of Sociology	12	6
		<b>68</b>	
<b>Year 2, Semester 1</b>			
MGT 245	Human Resources Management	12	7
PSY 211	Developmental Psychology I	12	7
PSY 215	Applied Statistics	16	7
PSY 231	Research Methods I	12	7
REB 217	Values, Character, & Personal Enrichment II	8	5
		<b>60</b>	
<b>Year 2, Semester 2</b>			
LAW 219	Employee Relations Management	12	7
PSY 212	Developmental Psychology II	12	7
PSY 225	Industrial Psychology	12	7
PSY 229	Social Psychology	12	7
PSY 232	Research Methods II	12	7
PSY 249	Work Integrated Learning	12	6
		<b>72</b>	

Module Number	Module Name	Credits	NQF Level
<b>Year 3, Semester 1</b>			
MGT 310	Performance Management	12	7
MGT 366	Diversity Management	12	7
PSY 311	Theories of Personality	16	7
PSY 315	Counselling Skills	16	7
PSY 323	Community Psychology	12	7
		<b>68</b>	
<b>Year 3, Semester 2</b>			
COM 350	Group Dynamics	12	7
PSY 312	Psychopathology	16	7
PSY 320	Psychological Assessment	12	7
PSY 341	History & Systems of Psychology	16	7
REB 317	Values, Character, & Personal Enrichment III	8	5
		<b>64</b>	
	<b>TOTAL</b>	<b>400</b>	

\* Students who fail or do not take the compulsory National Benchmark Test (NBT) during orientation are required to register for ENG111 Principles of English I (16 credits; year 1; semester 1) and ENG 112 Principles of English II (16 credits; year 1; semester 2) in lieu of ENG 142 Academic Writing.

### Programme Components

Provider's discretion modules:	40 credits
Fundamental modules	24 credits
Core modules:	212 credits
Cognate modules:	28 credits
Concentration:	96 credits
<b>TOTAL:</b>	<b>400 credits</b>

### Module Descriptions

#### **BHS 151 Philosophy of Education & Service (8 Credits) NQF 5**

This module explores the definition, nature and foundations of True Education and reflects upon issues that have deep significance for our lives as human beings. Traditional, modern and post-modern philosophies of education are examined

and its influence and contribution to education at present are considered. The making of a world view is explored with regards to a Christian approach to philosophy and education. Included in this module is the rationale for community engagement, laying the foundation for students to actively participate in a service learning project in their local communities.

#### **COM 102 Communication Theory (8 Credits) NQF 6**

This module will study the human communication process, particularly as far as interpersonal, intercultural, group and mass communication is concerned. An understanding of a variety of key concepts will be developed and students will acquire practical knowledge to apply these principles to everyday interactions. It will also help students build communication skills, with particular emphasis on crossing cultural barriers.

### **COM 350 Group Dynamics (12 Credits) NQF 7**

An experiential study of groups in process within organizations for the purpose of problem-solving and team building. Group dynamics is the scientific study of behaviour in groups to advance our knowledge about the nature of groups, group development, and the interrelations between groups and individuals, other groups and larger entities. The student will understand that communication is not just a tool that group members use, but that groups are best regarded as a phenomenon that emerges from communication. This module intends to directly apply existing theory and research to the learning and application of effective group skills.

Prerequisite: *COM 102 Communication Theory*

### **CPT 118 End User Computing I (8 Credits) NQF 5**

This module develops mastery of both the alphabetic and numeric keyboarding on the computer by touch. Basic micro-computer skills will be presented. The emphasis is on accuracy and a minimum speed of 20 words a minute. Computerized diagnostic tests identify individual weaknesses and levels of proficiency. The module will introduce the basic functions of MS Word in typing simple documents.

### **CPT 125 End User Computing II (12 Credits) NQF 5**

This module provides an introduction to Windows, the Internet, E-mail, Word, Excel, Access and PowerPoint. In Word, students will learn; how to create Word documents, document concepts and terminology, how to modify documents, create letters, memorandums, newsletters, research papers, business cards, resumes, financial reports and a range of other documents that include multiple pages of text. In Excel, students will learn; how to create a professional-looking spreadsheet,

enter data into spreadsheets and how to manipulate the data. In PowerPoint, the students will learn; how to create a professional-looking electronic slide show, how to create speaker notes and print hand-out pages. In Access, the students will learn; how to create a database, add tables, fields and records to that database, and how to create queries, forms and reports using the tables in a database.

Prerequisite: *CPT 118 End User Computing I*

### **ENG 111 Principles of English I (16 Credits) NQF 5**

English 111 is designed to prepare you for the writing that you will do in all your College modules. The module focuses on, amongst others, vocabulary, grammar which involves understanding the communicative function of sentences, understanding relations between parts of texts, metaphorical expressions and other important grammatical concepts. It aims to equip you with knowledge, experience and skills necessary for the rigour of academic writing. Therefore, the module includes exercises on structure, mechanics, and instruction in the principles of composition.

### **ENG 112 Principles of English II (16 Credits) NQF 6**

The module introduces the student to a broad spectrum of aspects in English study. It aims to develop and provide the student with practice in various writing skills thereby enabling the student to write effectively in various academic disciplines. It promotes the use of critical thinking and serves to develop the skills of analysing, synthesizing, summarizing and reading from a critical perspective.

Prerequisite: *ENG 111 Principles of English I*



**ENG 142 Academic Writing (16 Credits) NQF 6**

The module introduces the student to a broad spectrum of aspects in English study. It aims to develop and provide the student with practice in various writing skills thereby enabling the student to write effectively in various academic disciplines. It promotes the use of critical thinking and serves to develop the skills of analysing, synthesizing, summarizing, using grammar correctly, and reading from a critical perspective.

Prerequisite: *Passing grade in the National Benchmark Test (NBT)*

**HLD 126 Principles of Health: General (8 Credits) NQF 5**

This module introduces health principles within the framework of the Scriptures, the Advent Health message and current medical practice. Principles of health will be examined in light of current health problems such as cardiovascular diseases, cancer, tuberculosis, diabetes, as well as Covid-19. One of the very relevant social issues, HIV/AIDS, will be discussed from a Christian viewpoint. The module will show how healthy practices may be integrated into individual lifestyles and applied within the greater environmental and social contexts.

**LAW 219 Employee Relations Management (12 Credits) NQF 7**

A study of the theory and practice of industrial relations with the focus on: the South African Industrial Relations system, South African labour history, the legislative framework governing the employment relations, the State as an employer, the State as a regulator, Trade Unions and Employer organizations, Basic Conditions of Employment Act, The Labour Relations Act, Employment Equity Act, Skills Development Act, Health and Safety Act, collective bargaining, industrial action, mergers and acquisition, grievance handling procedures,

dispute settlement procedures, and discipline & dismissal procedures.

Prerequisite: *MGT 141 Principles of Management; PSY 170 Stress Management*

**MGT 245 Human Resources Management (12 Credits) NQF 7**

This module focuses on the context and functions of personnel administration in the organization; administration and management practices in human resource planning, recruitment, selection, advertising, induction, training and development; administration and management practices of job evaluation, performance appraisal, incentive systems, remuneration systems and compensation policies; management of labour turnover and absenteeism; flexitime administration; administration of social responsibility projects; and personnel audits.

Prerequisite: *MGT 141 Principles of Management; PSY 108 Health Psychology; PSY 170 Stress Management*

**MGT 310 Performance Management (12 Credits) NQF 7**

A survey of the objectives and issues associated with performance management in organisations. Topics include studies in performance evaluation, job analysis and evaluation, personnel recruitment, selection and assessment, training and development, compensation and benefits and studies in performance evaluation.

Prerequisite: *MGT 141 Principles of Management*

**MGT 366 Diversity Management (12 Credits) NQF 7**

Globalisation and the increasing cultural diversity in the workplace require culturally-aware managers in both domestic and international markets. This module analyses the environment which influence diversity management from both

domestic and global perspective. Topics include: the challenges of managing diversity, strategy for meeting the challenges, understanding culture, education, the role of leadership in managing diversity, conflict management, problem solving, performance management, global diversity trend assessment, aligning organizational systems & practices to make diversity work, managing global teams, & leveraging diversity.

Prerequisite: *MGT 245 Human Resources Management*; Co-requisite: *MGT 310 Performance Management*

### **PSY 105 Principles of Psychology (16 Credits) NQF 6**

This module provides the student with an overview of the major fields within psychology, while emphasizing the development of an understanding of the discipline as the scientific study of human behaviour. It is designed to lay a foundation of the structure and basic scope of psychology, helping the student to develop an understanding of psychological processes and how the study of psychology can be applied in the various fields of non-majors. Various topics, including the brain and behaviour, human development, learning, personality and psychological disorders, will be covered, with a focus on refining critical thinking skills.

### **PSY 108 Health Psychology (12 Credits) NQF 6**

This module will include the study of causes for the rise of health psychology; interrelationships between psychology and health related disciplines; models of disease and health care; interrelationships between stressful life events, social support, and wellness; illness behaviour; psychology of addictive behaviour; behavioural health problems, and doing authentic academic tasks.

Prerequisite: *PSY 105 Principles of Psychology*; *HLD 126 Principles of Health*

### **PSY 140 Faith & Psychology (8 Credits) NQF 6**

How are Christians supposed to understand, appreciate, and tackle the issues raised within the discipline of Psychology? As one studies deeper into this field, one realizes that sometimes Psychology can seem disconnected and even antithetical to Christian perspectives on life. This module will attempt to broaden the student's understanding on the relationship between Christian beliefs about individuals and secular psychological beliefs.

Prerequisite: *PSY 105 Principles of Psychology*

### **PSY 170 Stress Management (12 Credits) NQF 6**

Stress and coping play a significant role in an individual's functioning and well-being in any context. Students' academic and future professional lives are likely to be heavily influenced by the efficiency with which they are able to employ positive coping techniques. This module sets out to provide students with a basic understanding of the theory and practice of stress management, including an overview of the signs and symptoms of stress, identification of stressors in a person's life, increasing stress tolerance, and implementing change. This module is geared to provide students with the practical tools to be able to manage their stress; the ability to use them effectively will hopefully be instilled as they are practised.

Prerequisite: *PSY 105 Principles of Psychology*

### **PSY 180 Positive Psychology (12 Credits) NQF 6**

Positive Psychology is a developing mosaic of research and theory from different areas of psychology, tied together by a common focus on positive aspects of human behaviour. The module introduces one of the most recent fields in psychology, and represents a paradigm-shift from pathology to strength-based psychology.

It is a response to the traditional, clinical focus of psychology that has dominated the last half-century. Various themes focus on the empirical study of the resilience, virtues, and psychological well-being of human behaviour.

Prerequisite: *PSY 105 Principles of Psychology*

### **PSY 208 Cognitive & Neuropsychology (16 Credits) NQF 7**

This module involves the study of how people perceive, process, learn, remember and think about information. This necessitates an understanding of the structure and functioning of the brain; how these influence cognitive processing; as well as the various research methods and techniques cognitive scientists have used in analysing the processes of perception, memory functioning, problem solving, decision making, reasoning, emotion, and even spirituality. We will consider theories that aim to explain the processes involved as well as disorders that arise as a result of damage to specific brain areas.

Prerequisites: *PSY 105 Principles of Psychology, PSY 170 Stress Management*

### **PSY 209 Human Sexuality (12 Credits) NQF 7**

This module seeks to understand the physiological, psychological, and social aspects of sexual development throughout the life span, so as to achieve healthy sexual adjustment.

Prerequisites: *PSY 105 Principles of Psychology; HLD 126 Principles of Health*

### **PSY 211 Developmental Psychology I (12 Credits) NQF 7**

This module provides an intensive study of current psychological theories relating to environmental and other influences during the prenatal, infant, and childhood years.

Prerequisites: *PSY 105 Principles of Psychology; BHS 151 Philosophy of Education & Service; HLD 126 Principles of Health*

### **PSY 212 Developmental Psychology II (12 Credits) NQF 7**

A study of current psychological theories relating to psychological development, maturity, and decline as evidenced during the adolescent, youth, middle age and retirement years.

Prerequisites: *PSY 105 Principles of Psychology; PSY 211 Developmental Psychology I*

### **PSY 215 Applied Statistics (16 Credits) NQF 7**

Statistical methods form an integral part of the quantitative tools used in research. A basic understanding of statistical terminology is also required to understand and make sense of academic literature within the social sciences. This module aims to provide students with a basic understanding of the theory behind some of the most common statistical procedures needed to complete a successful research project within the quantitative paradigm, and to understand academic literature that makes use of statistical concepts. Students are taught to apply these techniques using various packages available in R, an open source language and environment for data manipulation, statistical computing and graphics.

Prerequisite: *PSY 105 Principles of Psychology*

### **PSY 221 Treatment of Substance Abuse (12 Credits) NQF 7**

This module is designed to help the student expand and integrate knowledge of alcoholism and chemical dependency by addressing relevant contemporary issues and treatment modalities which are in the main stream of the field. In addition, students will learn about empirically validated prevention programmes, substance abuse assessment information, counselling techniques, referral information, as well as relapse prevention and aftercare strategies.

Prerequisites: *PSY 105 Principles of Psychology; HLD 126 Principles of Health*

### **PSY 225 Industrial Psychology (12 Credits) NQF 7**

Industrial psychology is the scientific study of human behaviour in the production, distribution and consumption of the goods and services of society. As an applied science, it has the further objective, apart from explaining behaviour, of providing practical guidelines towards predicting and controlling behaviour, with a view to efficiency and human psychological welfare. This module offers a broad description and examination of the psychology of behaviour at work, including the major theories, their applications in the workplace and research investigations of both. The module will examine job analysis, employee selection, employee training, the performance appraisal process, worker motivation, job satisfaction, worker stress, communication and development, human factors in work design, and work conditions and work safety. A thorough understanding of social scientific research methods and current psychological research findings are emphasised. Prerequisite: *PSY 105 Principles of Psychology*

### **PSY 229 Social Psychology (12 Credits) NQF 7**

Social psychology is defined as the scientific study that seeks to understand the nature and causes of individual behaviour and thought in social situations. This module will deal with the theory, research, and methodology of social psychology, including both classic and contemporary methods.

Prerequisites: *PSY 105 Principles of Psychology; PSY 180 Positive Psychology; SOC 101 Sociology*

### **PSY 231 Research Methods I (12 Credits) NQF 7**

This module provides an overview of the theory and application of the principles of social science research. It acquaints students with the

theory of science, examines epistemological claims of various approaches to knowing, and provides students with a rationale for the importance of social science research methods in communication, theology, business and psychology. The module addresses philosophical frameworks, methodologies, strategic planning, and ethical considerations involved in both basic and applied research. Upon successful completion of the module, students should be able to identify topics for inquiry, select the appropriate methods and designs for answering a chosen research question, and formulate a structured plan of research.

Prerequisites: *PSY 105 Principles of Psychology; CPT 118 End User Computing I; ENG 142 Academic Writing or ENG 111 and 112 Principles of English I and II*

### **PSY 232 Research Methods II (12 Credits) NQF 7**

This module will provide student with the tools and skills needed in order to become an innovative researcher. A complete research project will be undertaken and completed through the duration of the semester, consisting of the following: the formation of a research problem and objectives, writing up a literature review, the operationalization and development of a research design, data collection and analysis, and presentation of findings to both staff and students in the form of an open forum.

Prerequisites: *PSY 105 Principles of Psychology; PSY 215 Applied Statistics; PSY 231 Research Methods I*

### **PSY 249 Work Integrated Learning (12 Credits) NQF 6**

Supervised field placement in a human service setting. A total of 120 hours of volunteer experience is required to gain 12 credits. These

hours may be split up among more than one setting if the student so wishes.

Prerequisite: *Consent of the module Supervisor and the placement management*

### **PSY 307 Marriage & Family (12 Credits) NQF 7**

This module is designed to examine the fundamental concepts of marriage and family, identifying characteristics of healthy and dysfunctional families along with cultural and other considerations impacting families in today's dynamic global environment. Family dynamics and interpersonal relationships across the lifespan are examined from family systems, sociological, and ecological perspectives. Major theoretical and therapeutic models assumed by contemporary practitioners of marriage and family counselling are introduced in a brief overview, enabling students to develop an appreciation for the different means of assisting marriages and families in distress. Videos, lectures, and discussions will all be utilized to cover the course materials.

Prerequisite: *PSY 105 Principles of Psychology*

### **PSY 311 Theories of Personality (16 Credits) NQF 7**

This module provides students with an overview of the historically important theories, as well as new models of personality. Each theory will be discussed in terms of its unique development, definitions, concepts, and methods of assessment and empirical research. Theories will be critically evaluated concerning their particular stance on the basic questions of human nature.

Prerequisite: *PSY 105 Principles of Psychology*

### **PSY 312 Psychopathology (16 Credits) NQF 7**

This module provides an overview of the study of abnormal psychology. The concept of abnormality will be examined from both historical and current perspectives, and issues related to the

classification of psychological disorders will be explored. The descriptive taxonomy of the DSM-V will be introduced, and the aetiology, diagnosis, and treatment of selected child, adolescent and adult disorders will be examined. Emphasis will be placed on both awareness and the impact society has on mental illness.

Prerequisites: *PSY 105 Principles of Psychology; PSY 311 Theories of Personality*

### **PSY 315 Counselling Skills (16 Credits) NQF 7**

This module addresses the basic skills, processes, strategies and concepts of counselling. It provides a concrete sense of what the practice of professional counselling entails and examines the skills, processes and strategies that form the bedrock of counselling in action. Concepts that are covered in the module include the role of the counsellor, the therapeutic relationship, therapeutic communication, the micro-processes involved in counselling, goal setting and the ethical challenges of counselling. The module also incorporates a practical component, giving students the opportunity to gain experience in applying the counselling skills they have learnt whilst, at the same time, contributing counselling service to the community.

Prerequisite: *PSY 105 Principles of Psychology*

### **PSY 316 Psychotherapy (16 Credits) NQF 7**

This module surveys the major concepts and practices of 12 major contemporary therapeutic models. In so doing, it provides a framework within students can apply their existing skills and knowledge about counselling. Apart from providing a theoretical overview of a range of divergent psychotherapeutic approaches to counselling and psychotherapy, the module emphasizes the practical application of the concepts covered. It also encourages students to engage in critical appraisal of the various

approaches as part of the process of developing their own personal style of counselling.

Prerequisites: *PSY 105 Principles of Psychology*; *PSY 315 Counselling Skills*

### **PSY 320 Psychological Assessment (12 Credits) NQF 7**

A survey of the theory and practice in individual and group testing in the following areas: the assessment of young children, physically disabled individuals, the mentally challenged, individuals with chronic conditions; cognitive functioning, i.e. intelligence and aptitude; affective behaviour, adjustment and well-being; personality; career counselling; and computer-based assessment. The evaluation of tests and other instruments for measurement, together with their worth and limitations, are emphasized.

Prerequisites: *PSY 105 Principles of Psychology*; *PSY 215 Applied Statistics*

### **PSY 323 Community Psychology (12 Credits) NQF 7**

Community psychology is concerned with emancipating psychology from an individualist, curative, positivist framework of theory and praxis in order to address communities' needs, concerns, well-being and empowerment. It is concerned with the application of psychological theory and methods in order to understand and address social issues that affect communities. In keeping with the philosophy, ideological assumptions, and approach of community psychology a significant component of the module involves student first-hand involvement with development and implementation of community-based interventions and research in the Helderberg basin. Students are also challenged to discover the principles of agape and community revealed in the Scriptures.

Prerequisite: *PSY 105 Principles of Psychology*

### **PSY 341 History & Systems of Psychology (16 Credits) NQF 7**

A study of the significant schools, individuals and theories in the field of psychology, together with their contributions to present knowledge of behaviour. Limited to seniors and graduates only, or permission of the lecturer.

Prerequisite: *PSY 105 Principles of Psychology*

### **PSY 371 Psychology of the Exceptional Child (12 Credits) NQF 7**

A comprehensive survey of the psychological and education problems faced by exceptional children in the home, school and wider community settings. Procedures for incorporating the exceptional child into the regular classroom are emphasized.

Prerequisites: *PSY 105 Principles of Psychology*; *PSY 211 Developmental Psychology I*

### **REB 117 Values, Character, & Personal Enrichment I (8 Credits) NQF 5**

This module focuses on the importance of values and character as essential ingredients of successful career and personal enrichment. In line with the mission of the institution to provide values-based education this module covers the values necessary in citizenship, workplace and in personal life. It also covers the values as outlined in the United Nations Charter, and the Christian worldview. The module further explores inward disciplines such as prayer and personal devotions; outward disciplines such as community engagement; and corporate disciplines such as stewardship of environment and abilities, and moral philosophy.

### **REB 217 Values, Character, & Personal Enrichment II (8 Credits) NQF 5**

This module outlines the importance of values and how they are related to character and personal enrichment. These ideas are firstly

examined as general concepts and secondly in relation to particular belief systems, specifically in the context of the Seventh-day Adventist Church. The module therefore also highlights the distinctive beliefs of Seventh-day Adventism and their practical worth for character development and personal enrichment in both private and public life.

Prerequisite: *REB 117 Values, Character, & Personal Enrichment I*

### **REB 317 Values, Character, & Personal Enrichment III (8 Credits) NQF 5**

This module concerns itself with the values, character development and personal enrichment acquired from studying the life of Jesus as revealed in the Gospels. It begins with a brief geographical and historical overview of the holy land. The module then focuses on the values, character development and personal

enrichment enshrined in the life and teachings of Jesus Christ. These include the concepts of forgiveness, work ethic and honesty, caring for others, stewardship - caring for the environment, how to deal with stress and discouragement, and servant leadership. Students will also learn from the ultimate sacrifice which Jesus made.

Prerequisite: *REB 217 Values, Character, & Personal Enrichment II*

### **SOC 101 Principles of Sociology (12 Credits) NQF 6**

A study of the development of sociology as a social science focusing on: sociological theories, how social life is organized, social inequality, social institutions of human societies and change as a characteristic aspect of human societies.



## DEPARTMENT OF EDUCATION

### BACHELOR OF EDUCATION IN FOUNDATION PHASE TEACHING – 4 YEARS NQF LEVEL 7

SAQA Qualification ID Number: 101497

#### Department Mission Statement

The mission of the Education programme is to transmit knowledge related to the education of teachers who will be passionate, engaged, knowledgeable, effective and compassionate, and who will apply the skills learnt to educate young children to become the leaders of the future.

#### Programme Purpose

The purpose of the BEd in Foundation Phase Teaching programme is:

- To equip students with specialized knowledge, skills and competencies related to teaching Grade R to Grade three within the South African context.
- To enable students to attain thorough knowledge in theories of teaching and learning and equip them with strong practical teaching skills.
- That students are able to integrate the subject content and pedagogical knowledge in order to facilitate effective learning in the classroom.
- To provide students with the opportunity to apply newly acquired skills through teaching practice, giving them the opportunity to step out of the lecture room and gaining insight into the real dynamics of the classroom and the teaching profession.
- To guide and support students through their practical teaching practice placements and assessments.
- To enhance the development of research skills,

enabling graduates to pursue postgraduate studies, and so doing encouraging lifelong learning.

- That graduates contribute towards the pool of foundation phase specialists who lay the important educational foundation for each learner in the country.

#### Qualification Outcomes

After completion of the qualification, students should:

- Demonstrate the acquisition of subject knowledge in Languages, Mathematics, and Life Skills.
- Demonstrate the ability to apply appropriate teaching methods for specialized subjects in the Foundation Phase. In addition, facilitate specific learning in Grade R through emergent language, mathematics, and life skills.
- Have an awareness of the uniqueness and realities of the South African society and the education system which presupposes the need for inclusivity in the classroom.
- Understand the concept of curriculum design, particularly within the context of the National Curriculum Statement (NCS) and the Curriculum Assessment Policy Statement (CAPS).
- Demonstrate a thorough knowledge of the role and purpose of assessment in the teaching and learning process, and be able to design and implement the assessment process.
- Demonstrate professionalism and a positive work ethic, values and moral conduct.
- Demonstrate basic research skills.
- Possess practical teaching skills acquired through work-based learning, thus integrating theory with practice.
- Critically evaluate issues within the South African education system and context and develop approaches to address the diverse



needs of the learner.

- Manage the classroom effectively and create an environment conducive to learning.

## Graduate Attributes

Considering the various stakeholders of the programme, this qualification will equip its graduates with skills which will enable them to function professionally within the context of the South African education system.

Students who have successfully completed this qualification will demonstrate the ability to:

- Apply knowledge of education and subject-related concepts, skills and values to create a learning environment that accommodates a diversity of learners and communicate effectively in this context.
- Interpret, adapt and design appropriate learning materials for the teaching context, sequencing them with sensitivity to the needs of learners.
- Read and examine academic and professional texts, as a foundation for pursuing the goal of continued professional development.
- Understand the various modes of assessment and integrate assessment into their teaching.
- Keep records of assessment results for, inter alia, diagnostic and course improvement purposes.
- Select, justify and employ a range of teaching methodologies and assessment procedures appropriate to learners and contexts, in the phase, learning area(s) subject(s) or discipline they are required to work in.
- Identify and solve problems showing that responsible decisions, using critical and creative thinking skills, have been made in interpreting, designing and managing the Foundation Phase.
- Work effectively with others as a member of a teaching team, with learners and with parents

and family members.

In order to contribute to the holistic personal development of each learner and social and economic development at large, it is the intention of this programme to make every graduate aware of the importance of:

- Reflecting on and exploring a variety of strategies to learn more effectively;
- Participating as a responsible citizen in the life of local, national and global communities;
- Being culturally and aesthetically sensitive across a range of social contexts;
- Exploring educational and career opportunities; and
- Developing entrepreneurial opportunities.

## Further Studies

This qualification allows for both horizontal and vertical articulation.

Vertical articulation can occur with a:

Bachelor of Education (Honours): NQF Level: 8;  
or Post Graduate Diploma in Education: NQF Level 8

Horizontal articulation can occur with an:

Advanced Diploma in Education NQF Level 7

## Employment Opportunities

Students who graduate with a BEd in Foundation Phase Teaching degree, will be able to teach in the following areas in the Education Sector:

- Government Schools (national, provincial, local councils and government-related organisations such as universities, semi-government, etc.)
- Independent Schools

## Entrepreneurial opportunities in this field:

- Home schooling
- Self-employment, e.g. contractor, consultant, freelancer

## Graduation Requirements

- All modules passed with a minimum grade of 50%.
- Submission of Practicum portfolio of evidence by the end of the Midterm Break of the final semester.
- Comply with the requirements as contained in the Helderberg College of Higher Education Student Code of Conduct.

## Curriculum: Bachelor of Education in Foundation Phase Teaching – 4 years

Year 1, Semester 1			
Module Number	Module Name	Credits	NQF Level
AFR 102	Afrikaans I: Additional Language	8	5
CPT 118	End User Computing I	8	5
EDC 101	Pedagogy I: Classroom Mgt. and Voice & Diction	12	5
EDR 101	Reception Year: Emergent Learning	12	6
ENG 144	Academic Writing for Education	8	5
MTE 101	Mathematics I	12	5
REB 117	Values, Character, & Personal Enrichment I	8	5
		<b>68</b>	

Year 1, Semester 2			
Module Number	Module Name	Credits	NQF Level
EDC 102	Pedagogy II: Curriculum	12	6
EDP 102	Education I: Philosophy of Education & Service	8	5
EDT 102	Practice Teaching I	8	5
ENG 145	English I: Language & Grammar	8	5
HLD 122	Principles of Health	8	5
MTE 102	Mathematics II	8	6
PSY 102	Life Skills I	8	5
		<b>60</b>	

Year 2, Semester 1			
Module Number	Module Name	Credits	NQF Level
AFR 201	Afrikaans II: Additional Language	12	6
EDC 201	Pedagogy III: Teaching & Learning	8	6
EDS 201	Natural Science & Technology	12	6
EDT 201	Practice Teaching IIA	12	6
ENE 244	English II: Method Grade R	8	6
MTE 201	Mathematics III: Method of Maths Grade R	12	6
REB 217	Values, Character, & Personal Enrichment II	8	5
		<b>72</b>	

**Year 2, Semester 2**

Module Number	Module Name	Credits	NQF Level
EDA 202	Art	8	6
EDH 202	Education II: History of Education	12	7
EDT 202	Practice Teaching IIB	12	6
EHD 202	Handwriting	8	5
LAN 201	Xhosa: Conversational Language	8	5
MTE 202	Mathematics IV: FP Maths Teaching	8	6
PSY 203	Life Skills II	8	6
		<b>64</b>	

**Year 3, Semester 1**

Module Number	Module Name	Credits	NQF Level
AFR 301	Afrikaans III: Method Additional Language	12	6
EDC 301	Pedagogy IV: Barriers & Inclusion	12	7
EDT 301	Practice Teaching IIIA	16	7
ENE 346	English 1st Additional Language I	8	6
ENE 347	English IV : Method of English Grade 1 – 3	12	6
MTE 301	Mathematics V: Method of Maths Grades 1 - 3	12	6
		<b>72</b>	

**Year 3, Semester 2**

Module Number	Module Name	Credits	NQF Level
EDE 301	Education IV: Educational Policy & Law	12	7
EDT 302	Practice Teaching IIIB	16	7
EDM 302	Music, Movement & Drama	12	6
EDS 301	Education III: Sociology of Education	8	7
ENG 345	English III: Literature	8	6
PSY 302	Life Skills III: Method	8	6
REB 317	Values, Character, & Personal Enrichment III	8	5
		<b>72</b>	

**Year 4, Semester 1**

Module Number	Module Name	Credits	NQF Level
BHS 445	Research Methodology & Design	12	7
EDC 401	Pedagogy V: Assessment	12	7
EDT 401	Practice Teaching IVA	20	7
ENE 445	English 1st Additional Language II	12	6
PSY 401	Educational Psychology I	8	6
		<b>64</b>	

## Year 4, Semester 2

Module Number	Module Name	Credits	NQF Level
BHS 446	Research Project	8	7
EDD 402	Education V: Contemporary Issues	8	7
EDT 402	Practice Teaching IV B	20	7
EEG 403	Professional Ethics & Governance	8	7
PSY 402	Educational Psychology II	12	7
		<b>56</b>	
	<b>TOTAL</b>	<b>528</b>	

### Programme Components

Provider's discretion modules:	20 credits
Fundamental modules:	24 credits
Core modules:	484 credits
<b>TOTAL:</b>	<b>528 credits</b>

### Module Descriptions

#### AFR 102 Afrikaans I (8 Credits) NQF 5

The aim of the Afrikaans Grammar module is to focus on grammar in order to enhance students' understanding of basic language concepts as they apply to Afrikaans phonetics, morphology, syntax and semantics. Additional communicative skills in Afrikaans listening, reading, speaking, writing, perceptual abilities and reproduction skills will also receive attention.

#### AFR 201 Afrikaans II (Additional Language) (12 Credits) NQF 6

The aim of the module Afrikaans II: Literature is to improve students' understanding of Afrikaans literature by studying a collection of present day texts comprising different genres and literary topics. The focus of the Afrikaans text on everyday issues will be looked at by making use of topical questions. The study of literature will include an understanding of basic literary concepts in poetry and prose.

Prerequisite: *AFR 102 Afrikaans I*

#### AFR 301 Afrikaans III (Method Additional Language) (12 Credits) NQF 6

The aim of the module Afrikaans Method is to acquaint student teachers with the implementation approaches and strategies for the method of Afrikaans in the Foundation Phase classroom by incorporating key aspects of the theory and practice of literacy teaching and learning for Afrikaans as First Additional Language.

Prerequisite: *AFR 201 Afrikaans II*

#### BHS 445 Research Methodology & Design (12 Credits) NQF 7

This module provides an introduction to the theory and application of the principles of social sciences research. It introduces students to the theory of science, examines epistemological claims of various approaches to knowing, and provides students with a rationale for the importance of social science research methods in education. The module addresses philosophical frameworks, methodologies, strategic planning, and ethical considerations involved in both basic and applied research. Upon successful completion of the module, students should be able to identify topics for inquiry, select the appropriate methods and designs for answering a chosen research question, and formulate a structured plan of research.

### **BHS 446 Research Project (8 Credits) NQF 7**

This module aims to familiarise the student with the tools and skills needed to become an innovative researcher. The students should be able to identify topics for inquiry, select the appropriate methods and designs for answering a chosen research question, and formulate a structured plan of research. The module will address philosophical frameworks, methodologies, strategic planning, and ethical considerations involved in both basic and applied research. Each student will undertake a research project, once data collection and analysis have been done, each student will present his/her findings via a webinar.

Prerequisite: *BHS 445 Research Methodology & Design*

### **CPT 118 End User Computing I (8 Credits) NQF 5**

This module develops mastery of both the alphabetic and numeric keyboarding on the computer by touch. Basic micro-computer skills will be presented. The emphasis is on accuracy and a minimum speed of 20 words a minute. Computerized diagnostic tests identify individual weaknesses and levels of proficiency. The module will introduce the basic functions of MS Word in typing simple documents.

### **EDA 202 Art (8 Credits) NQF 6**

This module will focus on the theoretical as well as the practical application of Art in the Foundation Phase. Firstly, it will investigate the concepts of creativity and aesthetics as well as explore the cognitive, affective, psychomotor and imaginative aspects as it applies to ECD. Students will be introduced to a wide variety of visual literacy. They will also be expected to demonstrate ethically responsible behaviour while reflecting on the diversity of children's art in the Foundation phase,

within the context of a multi-cultural society. Time will be allocated to study the content of the Curriculum and Assessment Policy Statement and the National Curriculum Statement with regards to Foundation Phase Art. Secondly, students will be involved in the practical application of art and will identify and plan creative age-appropriate art activities for Grade R – 3. This will be reflected in an Art Portfolio which will be part of the formative assessment.

### **EDC 101 Pedagogy I: Classroom Management and Voice & Diction (12 Credits) NQF 5**

This module is intended to cover two aspects of initial teacher training in classroom management. They are: Voice Development and Behaviour Management. Voice development focuses on how to develop vocal techniques for clear and meaningful spoken communication. Through voice analysis and the study of voice projection, vocal quality, oral reading skills and correct pronunciation of vowels and consonants, students will lay the foundation of effective speaking skills. Behaviour management focuses on teaching style and how to use appropriate techniques for eliciting good behaviour and how to create a positive atmosphere which is conducive for learning.

### **EDC 102 Pedagogy II: Curriculum (12 Credits) NQF 6**

The purpose of this module is twofold, firstly to expose students to theories in curriculum studies and secondly to facilitate the development of teaching skills. Key elements of curriculum design will be covered. The new Curriculum and Assessment Policy Statement (CAPS) as well as the Revised National Curriculum Statement will be studied. The main objectives of the module are to help students realize that curriculum goes beyond the content of a subject and to become

aware of the factors which influence curriculum design. It also aims to empower them with the ability to design curricula and to plan and deliver a lesson successfully.

### **EDC 201 Pedagogy III: Teaching & Learning (8 Credits) NQF 6**

Learning is integral to education. This module focuses on learning theories and how these can be applied through various teaching and learning strategies particularly in the Foundation Phase. Study will also be given to other factors which influence learning e.g. motivation, emotional intelligence, motivation etc. Various teaching methods which will enhance learning will be explored. The module is intended to ensure that the students as prospective teachers will have sufficient knowledge of the theory of learning to be able to apply it to address the diverse needs of learners within the South African context. The importance of regular reflection on practice in order to ascertain effectiveness will be highlighted. Prerequisites: *CPT 118 End User Computing I; EDC 101 Pedagogy I: Classroom Management & Voice and Diction*

### **EDC 301 Pedagogy IV: Barriers & Inclusion (12 Credits) NQF 7**

The purpose of this module is to gain insight into the field of Special Needs Education; the inclusive education policy, the latest trends and theoretical perspectives, and in particular how to identify learners who have special learning, counseling or health needs, how to refer these learners to relevant services and take appropriate action within the learning situation. In addition, the learner will be able to identify barriers to learning and take appropriate action within or outside the learning situation, which includes dealing with problems of absenteeism and dropout. Important note: This module is aimed at facilitating an

initial, restricted, sympathetic and confidential response to learners in the form of a referral. It is not intended that educators should attempt to function as psychologists. Educators should find relevant sources or persons to whom learners can be referred.

### **EDC 401 Pedagogy V: Assessment (12 Credits) NQF 7**

Assessments are an important tool to help determine how children have developed as well as to substantiate suggestions and document behaviors. In this module, student will learn how to interpret learner performance resulting from assessment. They will gain knowledge about formative and summative assessment methods and learn how to give feedback to learners and parents. They will be able to explain the links between teaching, learning and assessment and critically evaluate the differences between norm-based and criterion-based assessment. They will be able to define the term: 'continuous assessment' and implement a variety of assessment strategies. Last but not least they will learn to reflect critically on assessment and evaluation issues, on their own practices and understand why assessment is important.

### **EDD 402 Education V: Contemporary Issues (8 Credits) NQF 7**

This module, Contemporary Issues in Education, explores a wide range of related issues and topics. It considers strengths, weaknesses, reforms, and the rapid changes in education, that face educators today. Some issues are global and many are national. Educators will be empowered to embrace strategies and approaches that will help them meet the many challenges facing education today. Furthermore, this module challenges each student to do an in-depth study of the issues and also provide a more

extensive analysis. Topics include: Gender issues in education, Education for equality, Affirmative action in education, Financing education, Business and industry involvement in education, and the provision of adult education.

### **EDE 301 Education IV: Educational Policy & Law (12 Credits) NQF 7**

The module provides students not only with knowledge of a selection of policies and laws relating to the teaching practice, but also provide students with insight on current development in Educational Policy and Law governing education that would stimulate legal and policy investigation. Furthermore, to stimulate public debate surrounding the type of education that we hope to achieve focussing specifically on the legal system which include the constitution, human rights, education legislation and labour law.

### **EDH 202 Education II: History of Education (12 Credits) NQF 7**

This module traces the evolution of the history of education from primitive education up to the present. It will investigate the aims, organization and content of education practices in ancient, medieval, pre-industrial, industrial, colonial, post-colonial and modern times. This will enable the student to critically examine the fundamental part which education plays in the transformation of society. The student should understand how past events in human history have shaped modern education systems and what theories in the arena of teacher education have been developed. Prerequisites: *EDP 102 Education I: Philosophy of Education & Service*; *EDR 101: Reception Year: Emergent Learning*

### **EDM 302 Music, Movement & Drama (4 Credits) NQF 6**

This module equips students with skills to teach music, movement and drama effectively in the Foundation Phase of primary school. Emphasis is put on creativity, interpretation, presentation, reflection, participation and collaboration. It includes an introduction to the basic fundamentals of music, movement and drama, motivation for the existence of music, movement and drama in the curriculum, teaching methods for the different aspects of music, movement and drama presentation and the assessment of it.

### **EDP 102 Education I: Philosophy of Education & Service (8 Credits) NQF 5**

This module explores the definition, nature and foundations of True Education. Traditional and modern philosophies of education are also examined including current issues in education. The making of a worldview is explored with regards to a Christian approach to philosophy and education. Included in this module is the rationale for community engagement, laying the foundation for students to actively participate in a service learning project in their local communities.

### **EDR 101 Reception Year: Emergent Learning (12 Credits) NQF 6**

This module is intended to provide the student teacher with the knowledge and skills to be able to teach and educate the reception year learner. It will focus on the teaching of the three learning programmes of the reception year as well as the integrated approach which enhances the development of the learner. The module also includes suitable learning content, the daily programme, planning indoor/outdoor play areas and assessment in the reception year.

### **EDS 201 Natural Science & Technology (12 Credits) NQF 6**

This module comprises of two important sections: Natural Science and Technology. The Natural Sciences have been grouped into four main content areas. This first half of this module will focus on these areas, with reference to the National Curriculum Statement (NCS) and the Curriculum and Assessment Policy Statement (CAPS). The four focus areas (Life and Living; Energy and Change; Matter and Materials and Planet Earth and Beyond) will be discussed under a few important headings. Important scientific process skills are also included in the module content. The second section of this module focusses on Technology. Emphasis is placed on a holistic approach to Technology Education in the Foundation Phase. The module also includes a practical section on how to implement technology education in the foundation Phase. Key topics include the design process as well as technological process skills. This module also highlights the important role of science and technology teaching in the community.

Prerequisite: *HLD 126 Principle of Health*

### **EDS 301 Education III: Sociology of Education (8 Credits) NQF 7**

This module examines the relationship between education and society. In this module we will consider diverse theoretical approaches, major themes, and issues in the field of education and apply this knowledge to understanding the relationship between education and society. Since schools are complex social organizations, we must also understand the relationships among the role players that make up the school community. Education is dynamic and is therefore changing rapidly. With this in mind, we will include in our study the very recent innovations in the sociology of education. The

aim of the module is to enable students to think critically about education as a social institution. Strengths and weaknesses will be assessed and every effort will be made to point out future prospects that will enhance education and the delivery thereof. Topics for discussion include: Theoretical frameworks of Education; Conflicting functions and processes in Education; Education and Stratification; The School as an Organisation; Students: The Core of the School; Education in South Africa; Restructuring of Education – post-apartheid South Africa.

Prerequisite: *EDC 102 Pedagogy II: Curriculum*

### **EDT 102 Practice Teaching I (8 Credits) NQF 5**

The rationale for practical learning experiences is for teachers in training to be able to learn from practice through observing teachers in an authentic school context and to learn through practice by preparing and actively participating in teaching and learning in the appropriate classroom setting/ or online. Learning activities will include lesson planning for teaching. Students will do observations and practice teaching in the Foundation Phase. Students will put into practice skills they have acquired in the Methods modules for Mathematics, Language (English HL and FAL) and Life Skills. They will prepare lessons and apparatus and gather teaching resources for teaching in Foundation Phase.

Prerequisite: *EDR 101 Reception Year: Emergent Learning*

### **EDT 201 Practice Teaching IIA (12 Credits) 6 NQF**

The rationale for practical learning experiences is for teachers in training to be able to learn from practice through observing teachers in an authentic school context and to learn through practice by preparing and actively participating in teaching and learning in the



appropriate classroom setting. The purpose of the module is to prepare students to put into practice skills they have acquired in classroom management, preparation of daily programmes, learning materials and teaching strategies more specifically for Grade R. Students will also practice teaching skills amongst their peers.

Prerequisite: *EDT 102 Practice Teaching I*

### **EDT 202 Practice Teaching IIB (12 Credits) 6 NQF**

The rationale for practical learning experiences is for teachers in training to be able to learn from practice through observing teachers in an authentic school context and to learn through practice by preparing and actively participating in teaching and learning in the appropriate classroom setting. The purpose of the module is to prepare students to put into practice skills they have acquired in classroom management, preparation of daily programmes, learning materials and teaching strategies more specifically for Grade R. Students will also use practice teaching skills amongst their peers.

Prerequisite: *EDT 201 Practice Teaching IIA*

### **EDT 301 Practice Teaching IIIA (16 Credits) NQF 7**

The rationale for practical learning experiences is for teachers in training to be able to learn from practice through observing teachers in an authentic school context and to learn through practice by preparing and actively participating in teaching and learning in the appropriate classroom setting. This experience should allow students the opportunity to integrate the theory and competences that they have acquired in their learning programme. Students will learn how to meet the diverse needs of learners in schools through consistently reflecting on their own practice as well as what they observe. Practical

learning will be assessed to ascertain whether the learning outcomes of the practical learning experience have been met. In addition, mentoring should be received from the appropriate stakeholders within the school context and from the institution of learning. Student teachers enter the participating school as associate members of the teaching profession.

Prerequisite: *EDT 202 Practice Teaching IIB; All first and second-year modules.*

### **EDT 302 Practice Teaching IIIB (16 Credits) NQF 7**

The rationale for practical learning experiences is for teachers in training to be able to learn from practice through observing teachers in an authentic school context and to learn through practice by preparing and actively participating in teaching and learning in the appropriate classroom setting. This experience should allow students the opportunity to integrate the theory and competences that they have acquired in their learning programme. Students will learn how to meet the diverse needs of learners in schools through consistently reflecting on their own practice as well as what they observe. Practical learning will be assessed to ascertain whether the learning outcomes of the practical learning experience have been met. In addition, mentoring should be received from the appropriate stakeholders within the school context and from the institution of learning. Student teachers enter the participating school as associate members of the teaching profession.

Prerequisite: *EDT 301 Practice Teaching IIB*

### **EDT 401 Practice Teaching IVA (20 Credits) NQF 7**

The rationale for practical learning experiences is for teachers in training to be able to learn from practice through observing teachers in an

authentic school context and to learn through practice by preparing and actively participating in teaching and learning in the appropriate classroom setting. This experience should allow students the opportunity to integrate the theory and competences that they have acquired in their learning programme. Students will learn how to meet the diverse needs of learners in schools through consistently reflecting on their own practice as well as what they observe. Practical learning will be assessed to ascertain whether the learning outcomes of the practical learning experience have been met. In addition, mentoring should be received from the appropriate stakeholders within the school context and from the institution of learning. Student teachers enter the participating school as associate members of the teaching profession. Students will also expand their professional portfolio by creating a Curriculum Vitae, by learning to apply for vacancies, and by learning to attend an interview. Prerequisite: *EDT 302 Practice Teaching IIIB*

### **EDT 402 Practice Teaching IVB (20 Credits) NQF 7**

The rationale for practical learning experiences is for teachers in training to be able to learn from practice through observing teachers in an authentic school context and to learn through practice by preparing and actively participating in teaching and learning in the appropriate classroom setting. This experience should allow students the opportunity to integrate the theory and competences that they have acquired in their learning programme. Students will learn how to meet the diverse needs of learners in schools through consistently reflecting on their own practice as well as what they observe. Practical learning will be assessed to ascertain whether the learning outcomes of the practical learning experience have been met. In addition, mentoring

should be received from the appropriate stakeholders within the school context and from the institution of learning. Student teachers enter the participating school as associate members of the teaching profession. Students will also expand their professional portfolio by creating a Curriculum Vitae, by learning to apply for vacancies, and by learning to attend an interview. Prerequisite: *EDT 401 Practice Teaching IVA*

### **EEG 403 Professional Ethics & Governance (8 Credits) NQF 7**

The module aims to highlight the code of Professional Ethics that describes the values that are central to the educator's professional practice. Furthermore, to provoke thinking, stimulating debate and discussion about ethical issues and to sharpen the students' understanding of ethical issues and their ability to act ethically. Students should also investigate how personal professional development of educators are linked to the ethical development of the whole school, creating an ethos that builds professionalism and accountability. The second part is to assess the extent of transformation and the nature of participation in School Governance.

### **EHD 202 Handwriting (8 Credits) NQF 5**

In the Foundation Phase, the aim of teaching handwriting is to teach each child to write legibly, fluently, without strain, and with sufficient speed for all practical purposes. Handwriting is still a necessary skill in our society, and the development of an efficient, individual style depends on the mastery of basic skills, which can be achieved only by competent teaching and regular practice. Children progress through developmental stages before they have the necessary hand-eye co-ordination, fine motor skills and visual discrimination to produce conventional handwriting. These developmental

stages are discussed in this module. This module also discusses the main stages in teaching children handwriting which are: teaching grip, letter shapes and movements; teaching ligatures and increasing speed and endurance without loss of quality. Handwriting problems and the solutions to these problems are discussed.

### **ENE 244 English II: Method of English Grade R (8 Credits) NQF 6**

This module is intended to provide the student with the theoretical knowledge needed to teach language and literacy in English Home Language in Grade R. In the Foundation Phase, the skills in the Home Language curriculum are: Listening and speaking; Reading and phonics; and Writing and handwriting. Thinking and Reasoning and Language Structure and Use are integrated into all four language skills (listening, speaking, reading and writing). The student also learns that The Languages Programme is integrated into all other subject areas. Language is used across the curriculum in play and all oral work.

Prerequisites: *ENG 144 Academic Writing for Education; ENG 145 English I: Language & Grammar*

### **ENE 346 English 1st Additional Language I (8 Credits) NQF 6**

In the Foundation Phase, the main skills in the First Additional Language curriculum are: Listening and Speaking; Reading and Phonics; and Writing and Handwriting. Thinking and Reasoning as well as Language Structure and Use are integrated into all four language skills (listening, speaking, reading and writing). Methodology of English First Additional Language is designed to provide the student with the theoretical knowledge needed to teach the learner these skills with a strong emphasis on building a solid oral foundation. The student also learns that The Languages

Programme is integrated into all other subject areas. Language is used across the curriculum in all listening, speaking, reading and writing skills.

### **ENE 347 English IV: Method of English Grade 1 to 3 (12 Credits) NQF 6**

This module is intended to provide the student with the theoretical knowledge needed to teach language and literacy in English Home Language in Grades 1, 2 and 3. In the Foundation Phase, the skills in the Home Language curriculum are: Listening and Speaking; Reading and Phonics and Writing and Handwriting. Thinking and Reasoning as well as Language Structure and Use are integrated into all four language skills. The student also learns that the Languages Programme is integrated into all other subject areas. Language is used across the curriculum in all oral work, reading and writing

Prerequisites: *ENG 144 Academic Writing for Education; ENG 145 English I: Language & Grammar; ENE 244 English II: Method of English Grade R*

### **ENE 445 English 1st Additional Language II (12 Credits) NQF 6**

In the Foundation Phase, the main skills in the First Additional Language curriculum are: Listening and Speaking; Reading and Phonics; and Writing and Handwriting. Thinking and Reasoning as well as Language Structure and Use are integrated into all four language skills (listening, speaking, reading and writing). Methodology of English First Additional Language is designed to provide the student with the theoretical knowledge needed to teach the learner these skills with a strong emphasis on building a solid oral foundation. The student also learns that The Languages Programme is integrated into all other subject areas. Language is used across the curriculum in all listening, speaking, reading and writing skills.

Prerequisite: *ENE 346 English 1<sup>st</sup> Additional Language I*

### **ENG 144 Academic Writing for Education (8 Credits) NQF 5**

The English Academic Writing module is meant to direct students towards effective ways of developing their academic language proficiency. The classes will therefore provide the initial opportunities for developing academic language skills in order to communicate productively and perceptively. Students are encouraged to take ultimate responsibility for their further growth. The module follows a problem-centered and task-based approach, which means that students learn by solving real academic problems, and doing authentic academic tasks.

### **ENG 145 English I: Language & Grammar (8 Credits) NQF 5**

English I is designed to prepare students for the writing that they will do in all their college modules. This is a foundational module which focuses on the nature and function of language as well as introducing students to the study of the human communication process. It aims to guide students to a better knowledge of grammar which involves understanding the communicative function of sentences, understanding relations between parts of texts, metaphorical expressions and other important grammatical concepts. It aims to equip students with knowledge, experience and skills necessary for the rigour of academic discourse.

### **ENG 345 English III: Literature (8 Credits) NQF 6**

The module is designed as an introduction to children's literature as a field of critical literature study. It will focus on the selection, reading, analysis and evaluation of stories and poetry which meet the reading and listening interests and needs of children. The development of an appreciation for children's literature will be

undertaken while exploring the rich variety of genres, authors and illustrators.

Prerequisites: *ENG 144 Academic Writing for Education; ENG 145 English I: Language & Grammar*

### **HLD 126 Principles of Health (8 credits) NQF 5**

This module introduces health principles within the framework of the Scriptures, the Advent Health message and current medical practice. Principles of health will be examined in light of current health problems such as cardiovascular diseases, cancer, tuberculosis, diabetes, as well as Covid-19. One of the very relevant social issues, HIV/AIDS, will be discussed from a Christian viewpoint. The module will show how healthy practices may be integrated into individual lifestyles and applied within the greater environmental and social contexts.

### **LAN 201 Xhosa: Conversational Language (8 Credits) NQF 5**

This is a foundational module in Xhosa. It will enable students to communicate in Xhosa in an acceptable manner, in possible situations teachers might find themselves in our multi-cultural society. The emphasis will be on conversation. The subject matter is meant as a commencement in the learning of Xhosa and assumes that the student has no knowledge of the language at all.

### **MTE 101 Mathematics I (12 Credits) NQF 5**

This module is designed to satisfy the mathematics requirement for students in the B.Ed. Foundation Phase Programme. Mental Arithmetic is a required component of this module. Topics include basic arithmetic operations, ratio and proportion, measurement systems, graphs, data analysis, probability, introductory geometry and basic algebra. Special emphasis is given throughout the

module to problem solving techniques including the appropriate use of calculators and computers.

### **MTE 102 Mathematics II (8 Credits) NQF 6**

Enabling children to solve mathematical problems is seen as an important goal of mathematics education. This module aims to introduce students to different approaches to problem solving and investigation in primary schools. An essential element is considering the ways in which problem solving and investigation develop children's abilities to think and reason mathematically. Students will also develop the ability to analyse and evaluate the difficulty and appropriateness of problems and investigations for different ages and stages of learning, and to construct new contexts, problems and investigations.

Prerequisite: *MTE 101 Mathematics I*

### **MTE 201 Maths III: Method of Maths Grade R (12 Credits) NQF 6**

The Reception Year forges the link between the child's pre-school life and the rest of the foundation years. In this module, student teachers will gain an understanding of the development of the intellectual and cognitive processes of the pre-school child. It also aims to familiarize the student teacher with the principles of integration and play-based learning in order to learn how to facilitate an understanding of the mathematics. The student teacher must learn methods of teaching that will encourage the young learner to discover and internalize mathematics in flexible and meaningful ways. The part that technology plays in the child learning foundation mathematics, will be highlighted as well. Furthermore, the student teacher will get acquainted with the Curriculum and Assessment Policy Statements of South African mathematics with specific reference to the Grade R - foundation

phase. Guidance and exposure to appropriate methodologies for this phase will be offered.

Prerequisites: *MTE 101 Mathematics I; MTE 102 Mathematics II*

### **MTE 202 Mathematics IV: FP Maths Teaching (8 Credits) NQF 6**

The Numeracy Programme in the Foundation Phase is critical to developing a sense of what mathematics is. In this module, student teachers will gain an understanding of the theoretical frameworks, the development of the intellectual and cognitive processes in the pre-school child as well as the importance of language and concept formation. This will enable them to also understand the process that plays a role in the development of number concept and the development of critical thinking skills which are important in problem solving. Children need to understand the mathematics that they learn in flexible and meaningful ways so that they can apply it with confidence to make sense of the world. This module also discusses the critical factors that contribute to the development of numeracy. It assists the student teacher in interpreting the curriculum of South African mathematics for the foundation phase. This module also provides guidance for foundation phase student teachers on how to support children develop the required knowledge and skills. It will also discuss the role of technology in Mathematics teaching.

Prerequisites: *MTE 101 Mathematics I; MTE 201 Mathematics III*

### **MTE 301 Maths V: Method of Maths Grade 1-3 (12 Credits) NQF 6**

Methodology of Mathematics is designed to provide the student with the theoretical knowledge needed to teach the learner about Numbers, Operations and Relationships, Patterns and Functions (algebra), Space and Shape (geometry), Measurement and Data handling. The Student will learn that his approach requires an

understanding of the uniqueness of each learner and their unique understanding of mathematics. The student will get better acquainted with the content and requirements as prescribed by the Curriculum and Assessment Policy Statement (CAPS) for Mathematics, and on methods to successfully instruct Grade 1 - 3 learners in mathematics. The continuous process of both informal and formal assessment and an overview of the methods of completing them and giving feedback to learners to enhance the learning experience.

Prerequisite: *MTE 201 Maths III: Method of Maths Grade R*

### **PSY 102 Life Skills I (8 Credits) NQF 5**

In this module students will develop a theoretical understanding of the Life Skills concepts of Personal and Social well-being which forms part of the section Beginning Knowledge. It will include a study of the key concepts related to Beginning Knowledge focusing on an understanding of who the foundation phase child is and what will contribute to the child's well-being, socially, emotionally and physically. This study area includes social health, emotional health, and relationships with other people and the environment, including values and attitudes. The study area Personal and Social Well-being will include aspects such as nutrition, diseases (including HIV/AIDS), safety, violence, abuse and environmental health. Foundation Phase teachers in South Africa are learning mediators, leaders, administrators, scholars and researchers who have to be positive to cope in every situation of a child's life in supporting and developing his or her wholeness. It is therefore important that the students learn what it means to fulfill the various roles that are required of them in the classroom.

Prerequisite: *EDR 101 Reception Year: Emergent Learning*

### **PSY 203 Life Skills II (8 Credits) NQF 6**

Life Skills module II will give students an understanding of beginning knowledge in the Foundation Phase. This module places specific emphasis on social, emotional, physical and cognitive development. This module will focus on assisting student teachers to understand how children acquire and apply life skills and knowledge in the foundation phase in ways that are meaningful to their own lives. An understanding of the relationship between people and the environment will be looked at, as well as learning how to equip students with knowledge, skills and values for self-fulfilment as citizens of the democratic South Africa. Students will understand that Foundation Phase learners are part of a broader community and should thus be able to see their own identities in harmony with those of others. The module will give students a better understanding of the diversity of people across all races, genders and socio-economic contexts.

Prerequisite: *PSY 102 Life Skills I*

### **PSY 302 Life Skills III: Method (8 Credits) NQF 6**

The module will focus on assisting student teachers to understand how children acquire and apply life skills and knowledge in the Foundation Phase in ways that are meaningful to their own lives. Central to the holistic development of learners is the development of a healthy self-concept and therefore the different areas of development are integrated with the development of the self, in the life of the student as well as the learner. Students will learn how to develop adequate programme materials, as well as teaching, learning and assessment strategies to facilitate multi-religious and multi-cultural teaching and learning situations in the Foundation Phase. The purpose of this module is

to enable students to improve and develop their content knowledge, together with a pedagogical content knowledge base of the Life Orientation Learning Area, as found in the Curriculum and Assessment Policy Statement 2012. (CAPS).

Prerequisite: *PSY 203 Life Skills II*

### **PSY 401 Educational Psychology I (8 Credits) NQF 6**

Educational Psychology I places emphasis on child development and learning. This module has been designed to introduce psychological principles, theories, and methodologies to issues of teaching and learning in schools i.e. cognitive, language, social, moral and emotional development. In addition, it will cover the management of serious behavioural problems and how these can be prevented. The module is intended to ensure that the students as future teachers will have adequate knowledge of the theory of learning, to be applied to address the needs of learners e.g. behavioural, social and constructive approaches to learning and instruction. It also serves as a prerequisite to Educational Psychology (II).

### **PSY 402 Educational Psychology II (12 Credits) NQF 7**

This module aims to apply the principles of educational psychology in the South African context. It is designed to aid teachers/educators to enhance the learning experience of students in a developing country. This module draws on the theoretical perspectives in educational psychology that are especially relevant in order to understand and address the unique challenges of education in South Africa. Educational Psychology (II) aims to enlighten future educators about how economic, social, and cultural factors impact the South African learner.

Prerequisite: *PSY 401 Educational Psychology I*

### **REB 117 Values, Character & Personal Enrichment I (8 credits) NQF 5**

This module focuses on the importance of values and character as essential ingredients of successful career and personal enrichment. In line with the mission of the institution to provide values-based education this module covers the values necessary in citizenship, workplace and in personal life. It also covers the values as outlined in the United Nations Charter, and the Christian worldview. The module further explores inward disciplines such as prayer and personal devotions; outward disciplines such as community engagement; and corporate disciplines such as stewardship of environment and abilities, and moral philosophy.

### **REB 217 Values, Character & Personal Enrichment II (8 Credits) NQF 5**

This module outlines the importance of values and how they are related to character and personal enrichment. These ideas are firstly examined as general concepts and secondly in relation to particular belief systems, specifically in the context of the Seventh-day Adventist Church. The module therefore also highlights the distinctive beliefs of Seventh-day Adventism and their practical worth for character development and personal enrichment in both private and public life.

Prerequisite: *REB 117 Values, Character & Personal Enrichment I*

### **REB 317 Values, Character, & Personal Enrichment III (8 Credits) NQF 5**

This module concerns itself with the values, character development and personal enrichment acquired from studying the life of Jesus as revealed in the Gospels. It begins with a brief geographical and historical overview of the holy land. The module then focuses on the values, character development and personal enrichment

enshrined in the life and teachings of Jesus Christ. These include the concepts of forgiveness, work ethic and honesty, caring for others, stewardship - caring for the environment, how to deal with stress and discouragement, and servant leadership. Students will also learn from the ultimate sacrifice which Jesus made.

Prerequisite: *REB 217 Values, Character, & Personal Enrichment II*





## ENGLISH LANGUAGE INSTITUTE

full potential, and on leaving the institution serve their communities with care and compassion.

### Programme Purpose

The English Language programme is designed to encourage students to communicate fluently and clearly in spoken and written English. The programme prepares them for further study or the English workplace.

### Mission Statement

Our mission is to develop young men and women with enquiring minds by learning English as a second language and adapting to a foreign culture. This takes place in an environment of love, trust, and respect for the dignity of all, which will promote the professional capacity of each student. Through the study of English as a second language the spiritual, mental, physical, and emotional faculties of all our students will be developed in order for them to reach their

### Programme Outcome

The objective of the programme is for students to demonstrate proficiency in both written and spoken English.

### Further Studies

Completing one or more of the English as a Second Language levels in the ELI would contribute to being admitted to an English undergraduate or graduate programme internationally.

### Completion Requirements

Obtaining a 60% pass in each of the four aspects in a particular level will enable the student to proceed to the next level.

Beginner Level		
Module Number	Module Name	Credits
ELI 100	Beginner Reading	20
ELI 102	Beginner Writing	20
ELI 104	Beginner Grammar	20
ELI 106	Beginner Speaking/Listening	20
		<b>80</b>
Elementary Level		
ELI 110	Elementary Reading	20
ELI 112	Elementary Writing	20
ELI 114	Elementary Grammar	20
ELI 116	Elementary Speaking/Listening	20
		<b>80</b>
Pre-Intermediate Level		
ELI 120	Pre-Intermediate Reading	20
ELI 122	Pre-Intermediate Writing	20
ELI 124	Pre-Intermediate Grammar	20
ELI 126	Pre-Intermediate Speaking/Listening	20
		<b>80</b>

Intermediate Level		
Module Number	Module Name	Credits
ELI 130	Intermediate Reading	20
ELI 132	Intermediate Writing	20
ELI 134	Intermediate Grammar	20
ELI 136	Intermediate Speaking/Listening	20
		<b>80</b>
Upper-Intermediate Level		
ELI 140	Upper-Intermediate Reading	20
ELI 142	Upper-Intermediate Writing	20
ELI 144	Upper-Intermediate Grammar	20
ELI 146	Upper-Intermediate Speaking/Listening	20
		<b>80</b>
Advanced Level		
ELI 150	Advanced Reading	20
ELI 152	Advanced Writing	20
ELI 154	Advanced Grammar	20
ELI 156	Advanced Speaking/Listening	20
		<b>80</b>
TOEFL Preparation		
ELI 160	TOEFL Speaking	20
ELI 162	TOEFL Listening	20
ELI 164	TOEFL Writing	20
ELI 166	TOEFL Reading	20
		<b>80</b>

## Module Descriptions

Each level is comprised of four aspects, that is Speaking/Listening, Reading, Writing and Grammar.

### Beginner Level

The beginner level is a foundation module for absolute beginners. There are some simple skills at work which incorporates manageable communicative activities. The module is comprised of social and functional language. This level excludes the requirement of prior learning,

with the exception of reading and writing skills in the student's mother tongue.

### Elementary Level

Language is tightly controlled and graded since there are only one or two words recognisable to the student. As the module progresses, the content becomes more intensive. This gives students practice in dealing with new vocabulary and basic grammar usage in both oral and written communication. The student would have completed the Beginner level or have equivalent proficiency before starting the Elementary level.

### **Pre-Intermediate Level**

This level provides the more advanced student with grammar instruction, a range of readings and exercises to further their listening and speaking, as well as their reading and writing skills. The student would have completed the Elementary level or have equivalent proficiency before starting the Pre-Intermediate level.

### **Intermediate Level**

This level includes more discussions and role plays. More advanced grammar and vocabulary concepts are introduced, while group and independent learning is encouraged. Students are exposed to a variety of writing skills. The student would have completed the Pre-Intermediate level or have equivalent proficiency before starting the Intermediate level.

### **Upper-Intermediate Level**

Students are exposed to a variety of challenging and interesting texts. They are encouraged to give their own opinion and participate in discussions and role plays. More challenging grammar, vocabulary, listening and pronunciation exercises are used. The student would have completed the Intermediate level or have equivalent proficiency before starting the Upper-Intermediate level.

### **Advanced Level**

This level utilizes authentic interviews, radio programmes, literature, discussions, and a variety of writing genres. More challenging grammar and vocabulary concepts are taught. The student would have completed the Upper-Intermediate level or have equivalent proficiency before starting the Advanced level.

### **TOEFL Preparation**

The course emphasises listening, reading comprehension, writing and speaking skills with a variety of test simulations. The course is designed to build confidence in written and spoken English and prepares the student for the TOEFL test. The student would have completed the Advanced level or have equivalent proficiency before starting the TOEFL preparatory course.



## FACULTY OF THEOLOGY

The Faculty of Theology at Helderberg College of Higher Education is responsible for preparing pastors for ministry in the Seventh-day Adventist Church. On completion of our four-year Bachelor of Arts in Theology degree, students will be eligible for employment and training as interns in the Conferences of the Southern Africa Union Conference of the Seventh-day Adventist Church (SAU). As an institution of higher education, accredited by both the Adventist Accrediting Association (AAA) and the Council of Higher Education (CHE), our graduates may find employment in the SDA Church globally as well as qualify for postgraduate studies at South African public universities. In addition to theology proper, students will be taught skills in areas that include pastoral counselling, evangelism, mission work and biblical studies.

**Faculty Dean:** Simbarashe Musvosvi – DMin (Pastoral Care & Ministry)

### Lecturing Faculty

<b>Edward Appollis</b>	DMin (Leadership); PhD (Missiology)
<b>S'duduzo Blose</b>	MTh (Biblical Studies)
<b>Penny Brink</b>	MA (Theological Studies)
<b>Leander Chalice</b>	MA (Ancient Near Eastern Studies)
<b>Passmore Hachalinga</b>	DTh (Systematic Theology); DMin (Leadership)
<b>Benjamin McKenzie</b>	MA (Religion)
<b>Adrian Platts</b>	PhD (Systematic Theology)
<b>Tankiso Letseli</b>	D Litt et Phil (New Testament)

### Faculty Mission Statement

The Faculty of Theology commits itself to foster the knowledge and love of God through its scholarly engagement within the Christian tradition. The Faculty has positioned itself for the training of value

driven leaders for the Seventh-day Adventist Church and society alike. It further commits itself to rigorous scholarly inquiry, spiritual formation, social justice and practical engagement in a variety of ways, empowering students to develop their knowledge and sharpen their skills for their personal benefit and that of society at large.

### Programmes Offered

Bachelor of Arts in Theology – 4 years NQF Level 7

### Admission Requirements

Apart from the general requirements mentioned in the Admissions section, the following apply specifically to the Bachelor of Arts in Theology.

### Applicants with National Senior Certificate (from 2009)

The following institutional requirements apply:

1. Programme-specific APS scores (see table below)
2. All applicants are required to pass the compulsory National Benchmark Test (NBT) during orientation. Students who fail or do not take the examination are required to register for ENG 111 and ENG 112 in lieu of ENG 142.
3. Applicants for the Bachelor of Arts in Theology must supply recommendations from:
  - a. Their local Seventh-day Adventist church board, together with the Recommendation Form for Ministerial Training completed by the church board;
  - b. Their local church Pastor; and
  - c. Their respective Conference President together with their application.
4. All applicants must have been baptized for at least two years.
5. Divorced applicants must provide a SAU Ethics Committee clearance certificate.

### Applicants with Senior Certificate (before 2009) or Foreign High School Qualification

- Matriculation exemption or its equivalent (South African education system). At least a D symbol in English on the Higher Grade.
- OR two A-Level and three O-Level passes including English Language.
- OR an evaluation of high school grades must be obtained from the South African Qualifications Authority (SAQA) (link opens a new window with the required .pdf form from the SAQA site - requires Acrobat Reader)
- Points Rating of 25 or above.
- TOEFL (Test of English as a Foreign Language) score of 550 if English is not your first language and/or you have completed High School in a language other than English.

### Points Rating Table & Points Rating Calculations Guide

Admission is by selection based on academic merit. Academic merit is determined according to an admission rating system known as the M-score (see the table below) that is in use at most South African universities. This points rating is calculated from the symbols awarded to the student in the matriculation, O-Level or A-Level examinations.

Add 2 points for seven Senior Certificate or O-Level subjects.

**25 & above** - Unconditional acceptance. A full study load may be taken.

**18 to 24** - Conditional acceptance. The student may be required to take a lighter study load or remedial language modules from the outset or further study skills modules if their academic progress should be unsatisfactory. If a lightened study load or remedial modules are taken it is unlikely that such students will be able to complete the full programme within the minimum prescribed period.

**Below 18** - Admission will not be granted.

Symbol	Higher Grade	Standard Grade	A Level	O Level	Subsidiary Level
A	8	6	10	5	Pass 5
B	7	5	9	4	
*C	6	4	8	3	
D	5	3	7		
E	4	2	6		
F	3	1	0		

### Programme Requirements

Additional practical aspects include a required 150 hours in Christian ministry activities. Students are required to participate in assigned outreach programmes as well as professional and personal enrichment seminars that are organised by the faculty in conjunction with the TSA. A minimum of 75 hours during the vacation periods, with the balance done during the semester on a part-time basis. Each student is required to complete an introductory course in literature evangelism before starting to canvass.

Qualification	Minimum APS (Pre-2009)	English	Other Language	Mathematics/ Mathematical Literacy	Life Orientation
Bachelor of Arts in Theology	26	4 (50-59%) or better	2 (30 – 39%) or better	2 (30-39%) or better	4 (50-59%) or better

During the second, third and fourth years of study the students will serve every alternate week in local churches, as determined by the Faculty.

Each Theology student is required to attend Practicum lab periods weekly in order to meet the requirements for their practicum modules. Part of the Practicum requirements are the regular attendance of the weekly Theology Forum period. Attendance of 85% per quarter is required for a "Satisfactory" grade for the Pastoral Practicum, or an "Unsatisfactory" grade will be awarded. These grades will become a part of the student's permanent academic record.

### **Guide to Module Information as Listed for Each Programme**

The module number is given first in a letter and number format, followed by the module name. The number of credit hours assigned to the module is then given. Four semester credit hours represent one 50 minute lecture per week for the duration of the semester, which takes into consideration student preparation and examination time.

### **Code of Conduct for Theology Students During Ministerial Training**

The BA Theology programme has the primary goal of preparing future pastors and leaders for service in the Seventh-day Adventist Church and is directly related to what is known as the ordination track. The ordination track is the process that Seventh-day Adventist members must follow in order to qualify as ordained pastors of the Seventh-day Adventist Church. Completion of the BA Theology programme at Helderberg College of Higher Education is a part of this process in the Southern Africa Union Conference of the Seventh-day Adventist Church. In order to remain on the ordination track it is necessary that Theology students comply with the behavioural and moral standards outlined below.

### **Behavioural Expectations and Standards of Moral Conduct Required of Theology Students**

I. Theology students must adhere to the baseline of moral conduct as indicated in the Seventh-day Adventist Church Manual. These are described under the heading "Reasons for Discipline" (*Seventh-day Adventist Church Manual*, 19th Edition, p. 62), and are listed below:

1. Denial of faith in the fundamentals of the gospel and in the fundamental beliefs of the Church or teaching doctrines contrary to the same.
2. Violation of the law of God, such as worship of idols, murder, stealing, profanity, gambling, Sabbath breaking, and wilful and habitual falsehood.
3. Violation of the seventh commandment of the law of God which reads "You shall not commit adultery" (see Church Manual, p. 62 for a complete description of what this command implies).
4. Fornication, which includes among other issues, promiscuity, homosexual activity, incest, sodomy and bestiality.
5. The production, use, or distribution of pornographic material.
6. Remarriage of a divorced person, except the spouse who has remained faithful to the marriage vow in a divorce for adultery or for sexual perversions.
7. Physical violence, including violence within the family.
8. Fraud or wilful misrepresentation in business.
9. Disorderly conduct which brings reproach upon the church.
10. Adhering to or taking part in a divisive or disloyal movement or organization (see Church Manual, p. 59).
11. Persistent refusal to recognize properly constituted church authority or to submit to the order and discipline of the church.

12. The use, manufacture, or sale of alcoholic beverages.
13. The use, manufacture, or sale of tobacco in any of its forms for human consumption.
14. The use or manufacture of illicit drugs or the misuse of, or sale of narcotics or drugs without appropriate medical cause and license.

II. Theology students are expected to adhere to the "Pastoral Ethics" as outlined in The Seventh-day Adventist Minister's Handbook, 2009, 40-41. The following requirements are adaptations from the Minister's Handbook made relevant to those in preparation for church ministry:

1. Maintain a meaningful devotional life.
2. Give complete dedication to the process of preparing for ministry.
3. Be committed to continuing spiritual and professional growth.
4. Initiate and maintain supportive relationships with fellow students recognising that these are future peers in the ministry.
5. Practice strictest professional confidentiality.
6. Support the SDA Church and its employing organization.
7. Manage church and personal finances with integrity and transparency.
8. Theology students should perceive and treat their families as a primary part of their ministry.
9. Practice healthful living.
10. Relate with propriety to both men and women.
11. Respect the personhood of every individual, without bias and prejudice.
12. Theology students should love those to whom they minister, and be committed to their spiritual growth.

## Procedure for Reporting and Processing a Violation of the Code of Conduct for Theology Students

1. The Theology Faculty will assess and establish whether a code of conduct case is warranted.
  2. The Theology Faculty Dean will inform the student of the alleged offence and the evidence that implicates the student.
  3. The student will be afforded the opportunity to respond to the Faculty regarding the alleged offence and be invited to present their case to the Theology Faculty Committee.
  4. The Committee will determine the relevant sanctions according to the offence as per the Code of Conduct Policy for Theology Students.
  5. The Dean will present the case and Committee action at the Academic Administration Committee.
  6. The AAC will determine any amendments to the action and record the final action.
- The Assistant Registrar will inform the student of the AAC action within three days at which point the sanctions will be applied.

## Sanctions for Misconduct

Consequences with regard to the misconduct of Theology students are stipulated as follows:

1. A Theology student must conform to the moral standards of a leader in the SDA Church.
2. If a student enrolled in the Theology programme violates the standards indicated above, they risk removal from the ordination track and as such may be illegible to continue in the Theology programme.
3. Removal from the ordination track is not synonymous with expulsion from the College, since the College has other programmes that have no direct relevance to the ordination track.
4. If a student's behaviour violates the Helderberg College code of Conduct for students, disciplinary action and sanction, in this regard, is the task of the Helderberg College Disciplinary Committee (DC).

## **BACHELOR OF ARTS IN THEOLOGY – 4 YEARS NQF LEVEL 7**

**SAQA Qualification ID Number 58333**

### **Programme Purpose**

The purpose of the BA in Theology programme is:

- To provide a student with the knowledge and skills needed to serve as an effective gospel minister and cater to the spiritual needs of the laity of the Seventh-day Adventist Church and the community in general from the standpoint of SDA doctrines and beliefs.
- To provide a student with the necessary knowledge and skills to be an effective evangelist based on the gospel commission of Matthew 28 and reach out to the community.
- To serve as a spiritual leader in the community within a Christian context and provide pastoral counselling, address social concerns, ethical leadership, etc.
- To provide students with the academic knowledge and accompanying skills in the areas of systematic theology, church history, practical theology, biblical studies, missiology and pastoral care., and enabling them to pursue further studies in these fields.
- To provide insight into fostering the development and well-being of the relevant faith-based community as well as the greater community at large.

### **Qualification Outcomes**

- A broad understanding and appreciation of the field of Theology, incorporating the following theological disciplines: i. Systematic Theology; ii. Practical Theology; iii. Biblical Studies; iv. Missiology; and v. Pastoral Care; and vi Church History.
- An in-depth understanding of Seventh-day Adventist theology in particular, its practical

aspects, and its application in a Southern African context.

- The ability to think and reason theologically with an appreciation of the probable impact of differing theoretical theological models with regard to both faith and behaviour.
- Theoretical knowledge and understanding of the essential components of the Christian faith.
- An understanding and basic proficiency in Biblical Greek and Hebrew (the languages of the Bible).
- Proficiency in skills associated with pastoral servant leadership including: i. Preaching; ii. Teaching; iii. Pastoral counselling; iv. Evangelism; and v. Church administration.
- A thorough working knowledge and familiarity with the content of the Bible, both Old and New Testaments.

### **Graduate Attributes**

- The ability to apply the theoretical content as well as the practical aspects of the programme into local churches and pastoral districts, especially in a Southern African context with an awareness of cultural, ethnic, class, gender and generational distinctions.
- The following commitments, acknowledging the limitations in assessing and instilling specific attitudes in graduates:
  - A commitment to conducting pastoral duties with integrity and fidelity;
  - A commitment to behaving with total professionalism, keeping confidences, showing a strong work ethic, and treating others with respect and understanding;
  - A commitment to personal spiritual development and growth by living the faith, heartfelt prayer and Bible study; and
  - A commitment to understanding and applying the notion of servant leadership, recognising the requisite need for constant humility in this role.



## Further Studies

Graduates from the Bachelor of Arts in Theology degree may pursue post graduate studies in at least the following areas: Systematic Theology, Biblical languages, New and Old Testament, Church History, Homiletics, Pastoral Ministry, Evangelism, Missiology, Youth Ministry, and Pastoral Counselling. On application for post-graduate studies, individual universities may require bridging work (such as post-graduate diplomas) depending on a student's chosen area of specialization.

## Employment Opportunities

The successful graduate may be eligible for employment in pastoral ministry within the

Seventh-day Adventist Church. Other related areas of ministerial work may be pursued, including: Chaplaincy, Pastoral Counsellor, Teacher/Lecturer, Evangelist and Community worker, or project management.

## Graduation Requirements

- Complete and pass all the required modules of the programme as outlined in the Prospectus with a minimum grade of 50%.
- Practicum portfolios must be submitted and completed according to module outline requirements and due dates.
- Comply with the requirements as contained in the Helderberg College of Higher Education Student Code of Conduct.

## Curriculum: Bachelor of Arts in Theology – 4 years

Year 1, Semester 1			
Module Number	Module Name	Credits	NQF Level
BHS 151	Philosophy of Education & Service	8	5
CPT 118	End User Computing I	8	5
ENG 142	Academic Writing*	16	6
HLD 126	Principles of Health	8	5
REB 110	OT Studies I: Law & Writings	12	5
REB 137	NT Studies I: Gospels	8	5
REP 111	Spiritual Formation	8	5
		<b>68</b>	
Year 1, Semester 2			
Module Number	Module Name	Credits	NQF Level
BHS 145	Research Methodology & Design	8	5
BIB 151	Biblical Exegesis	8	5
BIB 165	Biblical Greek I	12	5
CPT 125	End User Computing II	12	5
PSY 101	Fundamentals of Psychology	12	6
RET 104	Systematic Theology I: Introduction to Theology & Hermeneutics	8	5
		<b>60</b>	

Year 2, Semester 1			
Module Number	Module Name	Credits	NQF Level
BIB 265	Biblical Greek II	12	6
REB 238	NT Studies II: Acts & Epistles	8	6
REP 221	Pastoral Formation I	8	5
REP 210	Pastoral Counselling I	12	6
REP 231	Homiletics & Liturgy I	12	6
REP 235	Principles of Evangelism	12	6
		<b>64</b>	
Year 2, Semester 2			
Module Number	Module Name	Credits	NQF Level
BHS 241	Research Rudiments I	8	5
BIB 285	Biblical Hebrew I	12	5
MGT 241	Introduction to Management	8	5
REB 216	OT Studies II: Early Prophets	8	6
REM 281	Missiology I: African Studies & Multicultural Ministry	12	5
RET 251	Systematic Theology II: God & Humanity	12	6
		<b>60</b>	
Year 3, Semester 1			
Module Number	Module Name	Credits	NQF Level
BIB 385	Biblical Hebrew II	12	6
REB 320	Apocalyptic Studies I: Daniel	8	6
REH 325	Church History I	8	6
REM 381	Missiology II: Urban Ministry & Community Development	12	6
REP 321	Pastoral Formation II	8	6
RET 311	Systematic Theology III: Church & Sabbath	12	7
		<b>60</b>	
Year 3, Semester 2			
Module Number	Module Name	Credits	NQF Level
BHS 341	Research Rudiments II	8	6
REB 316	OT Studies III: Latter Prophets	8	7
REB 330	History of Earth & Life	8	7
REP 325	Moral Philosophy & Ethics	12	7
REP 327	Pastoral Ministry & Leadership	12	7
REP 341	Homiletics & Liturgy II	12	6
		<b>60</b>	

Year 4, Semester 1			
Module Number	Module Name	Credits	NQF Level
BHS 411	Research Paper	8	7
REH 426	Church History II	16	7
REP 429	Evangelism Field School	12	7
RET 411	Systematic Theology IV: Christology & Soteriology	12	7
RET 462	Life & Teachings of EG White	12	6
		<b>60</b>	
Year 4, Semester 2			
Module Number	Module Name	Credits	NQF Level
REB 431	Apocalyptic Studies II: Revelation	12	7
REB 439	NT Studies III: Acts & Epistles	8	7
REH 441	History of the SDA Church	12	6
REM 481	Missiology III: Missions & World Religions	12	7
REP 411	Pastoral Counselling II	12	7
REP 441	Studies in Denominational Finance	8	6
		<b>64</b>	
		<b>496</b>	

\* Students who fail or do not take the compulsory National Benchmark Test (NBT) during orientation are required to register for ENG 111 Principles of English I (16 credits; year 1; semester 1) and ENG 112 Principles of English II (16 credits; year 1; semester 2) in lieu of ENG 142 Academic Writing.

### Programme Components

Provider's discretion modules: 16 credits  
 Fundamental modules 48 credits  
 Core modules: 432 credits  
**TOTAL: 496 credits**

### Module Descriptions

#### **BHS 145 Research Methodology and Design (8 credits) NQF 5**

This module provides an introduction to the theory and application of the principles of research, specifically in theology, as well as in

the broader area of social/human science. The module addresses philosophical frameworks, methodologies, strategic planning and ethical considerations involved in both basic and applied research. In this module, students will learn to write clear, concise and well-developed exposition where critical thinking and editing skills are emphasized. There will also be an introduction to Library Research, Harvard and Chicago (Turabian) referencing styles, the basic components of a theology research proposal and basic research methods. This module will attempt to provide an adequate foundation for students to write research papers for their module-work.

Prerequisite: *ENG 111 Principles of English I OR ENG 142 Academic Writing*

### **BHS 151 Philosophy of Education & Service (8 credits) NQF 5**

This module explores the definition, nature and foundations of True Education and reflects upon issues that have deep significance for our lives as human beings. Traditional, modern and post-modern philosophies of education are examined and its influence and contribution to education at present are considered. The making of a world view is explored with regards to a Christian approach to philosophy and education. Included in this module is the rationale for community engagement, laying the foundation for students to actively participate in a service learning project in their local communities.

### **BHS 241 Research Rudiments I (8 credits) NQF 5**

The module will consist of two parts namely, the Literature Review, and the Research Methodology. During the first term students will learn the theory of doing a literature review (chapter 2) which will cover the following areas of concentration: the research objectives or the mini research questions; how to look for objectives in the literature; explain three to four objectives; How to use the key word or construct approach in organising the literature. During the second term students will focus on the Research Methodology (chapter 3). This will include but not be limited to research design, data collection and data analysis. Students will need to obtain ethical clearance during this second year of research which will serve as a prerequisite for BHS 341 Research Rudiments II

Prerequisite: *BHS 145 Research Methodology Design.*

### **BHS 341 Research Rudiments II (8 credits) NQF 6**

In the first term of this module, students will apply the theory of empirical research methodology. Students will do data collection and data analysis as the main foci of the first half of the module. In the second term students will do the practical part of a literary research methodology. This will include but not be limited to biblical exegesis and biographical studies.

Prerequisite: *BHS 241 Research Rudiments I*

### **BHS 411 Research Paper (8 credits) NQF 7**

During this module, the research students will produce a final research paper with the guidance of their supervisors. The paper will be submitted for examination whereby two supervisors will grade the paper. There will be no classes as the supervisor will guide the student to the final submission at the end of the first term of the semester. In the second term of the semester, students will do their research presentation to the faculty. Three supervisors will grade each student's presentation. The final grade will consist of the final research paper and the research presentation.

Prerequisite: *BHS 341 Research Rudiments II*

### **BIB 151 Biblical Exegesis (8 credits) NQF 5**

Biblical Exegesis is a foundational module on biblical interpretation, which will provide students with an overview of various hermeneutical approaches to scripture. The module provides the student with the essential exegetical tools required to understand, interpret and apply biblical text. In the process, the student will be introduced to various research tools, methods, resources and practical skills for interpretation in order to appropriate the Bible well in the contemporary context.

**BIB 165 Biblical Greek I (12 credits) NQF 5**

The module provides an introduction to Biblical Greek (BG) which forms the basis for the study of New Testament modules taught within the Faculty of Theology. It also serves as a prerequisite to Biblical Greek II. This module deals with the elements of grammar and syntax of the Koine Greek of the New Testament. 1. The Greek alphabet and script. 2. The three noun declensions. 3. Greek adjectives, demonstratives & adverbs. 4. The prepositions and the cases. 5. The Greek verb: tenses; moods; voices.

**BIB 230 Biblical Exegesis I (8 credits) NQF 5**

Biblical Exegesis I includes the methods and procedures of unpacking the meaning of biblical texts. It is also concerned with teaching students to understand and apply scripture based on sound principles of biblical interpretation. The module will include a rudimentary understanding of the following ideas: identifying and understanding the significance of biblical literary genres; contextual analysis (in its immediate setting as well as in relation to the broader Gospel narrative understood as the principal unifying theme of Scripture); a basic appreciation of the grammatical forms and meanings of the original languages (Greek and Hebrew); identifying and explaining the theological themes of the text; and a self-critical awareness that recognises the distinction between eisegesis (reading into the text) and an exegesis that allows the text to speak.

**BIB 265 Biblical Greek II (12 credits) NQF 6**

The module provides an introduction to Biblical Greek (BG) which forms the basis for the study of New Testament modules taught within the Faculty of Theology. This module deals with the elements of grammar and syntax of the Koine Greek of the New Testament. The parsing of substantives, conjugation of verbs and various grammatical

paradigms form an integral part of this module. Vocabulary, translation and reading from the Johannine tradition (the Epistles and the Gospel) are necessary to keep the student's conceptual level above average.

Prerequisite: *BIB 165 Biblical Greek I*

**BIB 285 Biblical Hebrew I (12 credits) NQF 5**

The module provides an introduction to Biblical Hebrew (BH) which forms the basis for the study of Old Testament modules taught within the Faculty of Theology. It also serves as a prerequisite to Biblical Hebrew II. The module will focus on a basic understanding of the language (commencing with the BH alphabet of 22 consonants) including phonology, morphology, syntax, and last but not least, a focus on the vowels and also the diacritical marks/signs which the Massoretes have added in order to retain as much as possible of Biblical Hebrew phonology, etc.

**BIB 385 Biblical Hebrew II (12 credits) NQF 6**

Biblical Hebrew II (BH II) provides the student with a broader background to an understanding of the Biblical Hebrew language which is to form a secured basis in terms of the origin of the Bible, its transmission and interpretation. Its further aim is to sharpen the perception of the student of the Biblical text and to ascertain the form of the original wording based on extant manuscripts and reconstruction. This module will lead the student into an advanced module in Hebrew, namely that of Biblical Hebrew III. The major focus to be stressed is that of an intermediate understanding of the ancient Hebrew language which includes the sections of morphology, phonology, syntax and semantics. Students are to prepare themselves to be able to complete the module with 1) the skills of translation, 2) reading critically, 3) acquiring a substantial amount of words in order to increase

their vocabulary, and 4) forming the fundamental steps towards an exegesis of the Old Testament.

Prerequisite: *BIB 285 Biblical Hebrew I*

### **CPT 118 End User Computing I (8 Credits) NQF 5**

This module develops mastery of both the alphabetic and numeric keyboarding on the computer by touch. Basic micro-computer skills will be presented. The emphasis is on accuracy and a minimum speed of 20 words a minute. Computerized diagnostic tests identify individual weaknesses and levels of proficiency. The module will introduce the basic functions of MS Word in typing simple documents.

### **CPT 125 End User Computing II (12 credits) NQF 5**

This module provides an introduction to Windows, the Internet, E-mail, Word, Excel, Access and PowerPoint. In Word, students will create Word documents and apply the document concepts. They will become well versed with the terminology and create and modify the following traditional documents: letters, memorandums, newsletters, business cards, resumes, financial reports and a range of other documents that include multiple pages of text. In Excel, students will learn to create a professional-looking spreadsheet, enter data into spreadsheets and manipulate the data. In PowerPoint, the students will create and modify a professional-looking electronic slide show, prepare speaker notes and hand-out pages. In Access, the students will learn to: create a database, add tables working with fields and records in the database, and create queries, forms and reports using the tables in a database.

Prerequisite: *CPT 118 End User Computing I*

### **ENG 111 Principles of English I (16 credits) NQF 5**

English 111 is designed to prepare you for the writing that you will do in other College

modules. The module focuses on, amongst others, vocabulary, grammar which involves understanding the communication function of sentences, understanding relations between parts of texts, metaphorical expressions and other important grammatical concepts. It aims to equip you with knowledge, experience and skills necessary for the rigour of formal College writing. Therefore, the module includes exercises on structure and mechanics and instructions in the principles of composition.

### **ENG 112 Principles of English II (16 credits) NQF 6**

The module introduces the student to a broad spectrum of aspects in English study. It aims to develop and provide the student with practice in various writing skills thereby enabling the student to write effectively in various academic disciplines. It promotes the use of critical thinking and serves to develop the skills of analysing, synthesizing, summarizing and reading from a critical perspective.

Prerequisite: *ENG 111 Principles of English I*

### **ENG 142 Academic Writing (16 credits) NQF 6**

This module introduces the student to a broad spectrum of aspects in English study. It aims to develop and provide the student with practice in various writing skills thereby enabling the student to write effectively in various academic disciplines. It promotes the use of critical thinking and serves to develop the skills of analysing, synthesizing summarizing and reading from a critical perspective.

### **HLD 126 Principles of Health (8 credits) NQF 5**

This module introduces health principles within the framework of the Scriptures, the Advent Health message and current medical practice. Principles of health will be examined in light

of current health problems such as cardiovascular diseases, cancer, tuberculosis, diabetes, as well as Covid-19. One of the very relevant social issues, HIV/AIDS, will be discussed from a Christian viewpoint. The module will show how healthy practices may be integrated into individual lifestyles and applied within the greater environmental and social contexts

### **MGT 241 Introduction to Management (8 credits) NQF 5**

A study of the principles of management which aims at imparting organization management knowledge and skills central to successfully managing and leading an organization. The module will be taught in the context of faith-based and non-profit organizations. Topics covered consist of: management functions, schools of management thought, contemporary approaches to management, leadership theories, managing business functions such as HR management, financial management, services management, business environment, strategic planning, managing change, people management and team work. Emphasis will be placed on improving leadership effectiveness, managing organizational resources, and improving quality and productivity in the organization.

### **PSY 101 Fundamentals of Psychology (12 credits) NQF 6**

This module provides the student with a broad introduction to the principal subject areas that make up the scientific study of human behaviour. This module is designed to lay a foundation of the structure and basic scope of psychology, helping the student to develop an understanding of psychological processes and how different fields encountered in subsequent modules are related.

### **REB 110 OT Studies I: Law & Writings (12 credits) NQF 5**

This module provides an introduction to the Old Testament. It will focus on the Pentateuch and selected books from the Writings, including the Psalms and Wisdom books. In the study of the biblical literature attention will be given to the authorship, structure, theological themes, historical setting and the significance of this literature in Christian interpretation.

### **REB 137 NT Studies I: Gospels (8 credits) NQF 5**

An introduction to the field of New Testament studies with an orientation to the world of the New Testament, historical backgrounds, archaeology, theology, criticisms and literary forms. The module places focus on the interpretation and message of the Gospels: Matthew, Mark, Luke and John. The course provides a contextual overview of each of the Gospels; examines the narrative of the incarnation of Jesus Christ; engages in a detailed analysis of significant passages; and expounds a cohesive theology with the intention of providing a Christological foundation for the biblical narrative.

### **REB 216 OT Studies II: Early Prophets (8 credits) NQF 6**

This module builds onto Old Testament Studies I in the Faculty of Theology. The former deals with the history and the function of biblical prophecy, the identity of a prophet and the pre-writing prophetic figures (pre-monarchy and monarchical prophets). The module also covers the theology of the former prophets which would include Joshua, Judges (OT Bible book containing stories between Joshua and Samuel), Samuel and Kings (the two divisions of the Book of Kings contain the major history of the Israelite monarchy, covering the four centuries of the death of David and the

succession of Solomon ca. 965 BC, until the destruction of Jerusalem and the Exile (586 BC). A background knowledge of the Old Testament is vital in this study in order to prevent a lack of what Ancient Near Eastern Studies consists of.

### **REB 238 NT Studies II: Acts & Epistles (8 credits) NQF 6**

A brief introduction to principles of New Testament interpretation; a study of Acts, the early epistles of Paul (Thessalonians, Corinthians and Galatians and Romans) with a specific emphasis on their relation to the Gospel of Jesus Christ. The module gives a general overview; gives detailed analysis of significant passages in Acts and the Epistles; and expounds a cohesive theology both for the book of Acts and the Epistles of Paul under consideration.

Prerequisite: *REB 137 NT Studies I: Gospels*

### **REB 316 OT Studies III: Latter Prophets (8 credits) NQF 7**

This is an exit module in the study of the Old Testament. Old Testament Studies III relates to a background understanding of the Old Testament, the history and the function of prophecy, as well as the theological themes expressed in the major prophets, Isaiah, Jeremiah, Ezekiel, and the books of the writing prophets of the late 9th century BC to the close of the Old Testament era. Significantly, each book has its own character, therefore its authorship, dating, themes, and outline of content will further be scrutinised. Notwithstanding all this, each book is to be studied in the light of the diverse witnesses of the Old Testament and each within its own social stratum.

Prerequisite: *REB 216 OT Studies II: Early Prophets*

### **REB 320 Apocalyptic Studies I: Daniel (8 credits) NQF 6**

This is an introductory module in the Apocalyptic Studies and it serves as a basis for interpretation

of the Old Testament prophetic passages taught in the Faculty of Theology. The module deals with the background and content of the Book of Daniel with emphasis upon the interpretation of the symbolic prophecies. The module focuses on the (1) theological introductory matters, namely, authorship, dating, historical context, literary structure, Apocalypticism, interpretative approaches, and themes/theology; (2) exegesis of narrative texts – chapters 1- 6; and (3) exegesis of eschatological and apocalyptic texts – chapters 7 - 12. The module addresses the Maccabean Thesis in comparison with other modes of interpreting the text of Daniel.

### **REB 330 History of Earth and Life (8 credits) NQF 7**

A survey of the history of scientific endeavour with a focus on its philosophical presuppositions and its different ways of viewing the world and its origin. The question of origins – the creation/ evolution debate – is a central thrust and is explored with regard to palaeontology and geology in juxtaposition with a biblical worldview. The module will compare science and religion (particularly within a Christian framework) and the associated concepts of knowledge and faith with regard to their varying understandings of the earth and life.

### **REB 338 NT Studies II: Acts & Epistles (8 credits) NQF 6**

A brief introduction to principles of New Testament interpretation; a study of Acts, the early epistles of Paul (Thessalonians, Corinthians and Galatians and Romans) with a specific emphasis on their relation to the Gospel of Jesus Christ. The module gives a general overview; gives detailed analysis of significant passages in Acts and the Epistles; and expounds a cohesive theology both for the book of Acts and the Epistles of Paul under consideration.

Prerequisite: *REB 137 NT Studies I: Gospels*



**REB 431 Apocalyptic Studies II: Revelation (12 credits) NQF 7**

This module introduces and acquaints the student with the book of Revelation (the apocalypse), its nature and interpretation; its hermeneutical guidelines, with a brief introduction to its literary analysis. It further, involves a historical, literary, and theological survey of the book. It concentrates on several major themes that are posited in the historical and eschatological sections of the book. Prerequisite: *REB 320 Apocalyptic Studies I: Daniel*

**REB 439 NT Studies III: Acts & Epistles (8 credits) NQF 7**

Studies in the interpretation and message of select New Testament Epistles: Pauline Epistles, including, Ephesians, Philippians, Colossians, Philemon and the Pastoral Epistles (I & II Timothy and Titus); the book of Hebrews; and the General Epistles (James, I & II Peter, I & II & III John and Jude) with a specific emphasis on their relation to the Gospel of Jesus Christ. The module gives a general overview of each epistle; gives a detailed analysis of significant passages in the epistles under consideration; and expounds a cohesive theology of the epistles that is consistent with the biblical narrative as a whole.

Prerequisite: *REB 238 NT Studies II: Acts & Epistles*

**REH 325 Church History I (8 credits) NQF 6**

The history of the Christian Church in South Africa covering the Dutch (1652-1800) English (1800-1910) and Modern (1910-current) Periods.

**REH 426 Church History II (16 credits) NQF 7**

The history of the Christian Church from its origins to the Protestant Reformation including social, political and theological processes that influenced how the Church developed in both the east and west. The history of the Christian Church from the time of the Protestant Reformation,

including the rise of modern denominations, worldwide mission expansion and ecumenism.

**REH 441 History of the SDA Church (12 credits) NQF 6**

A study of the history of the Seventh-day Adventist Church from its roots in the Second Great Awakening and the Millerite Movement through its global presence today. The module will also focus on the establishment of the Seventh-day Adventist Church in South Africa

**REM 281 Missiology I: African Studies & Multicultural Ministry (12 credits) NQF 5**

African Studies gives the student an overview of common African beliefs and aspects of culture. This module deals with the conceptual framework, culture and religion of an African person as he/she responds to God. Areas like culture, African traditional religion, African worldview, etc. will be looked into. This module also gives guidelines and recommendations to the Seventh-day Adventist Church on how to respond to the challenges of spiritualism in Africa. Multi-cultural Ministry provides a theoretical framework for pastoral work in a multi-cultural setting. Multi-Cultural Ministry is a module designed to expose students to multi-cultural settings, communication, lifestyle and culture. This module is designed to prepare young men and women to effectively minister and serve in a multi-cultural setting by using the incarnational ministry model of Jesus Christ, as well as the Tension to Transformation (T2T) Model.

**REM 381 Missiology II: Urban Ministry & Community Development (12 credits) NQF 6**

This module prepares the student for Urban Ministry and Community Development. Its underlying premise is the biblical mandate for urban ministry as promoted by the Seventh-day Adventist Church. The plight of women and

children in Africa, particularly the problems of gender-based violence and human trafficking, will be dealt with. A community project will be done by students after they have learned some basic skills of community development.

Prerequisite: *REM 281 Missiology I: African Studies & Multicultural Ministry*

### **REM 481 Missiology III: Missions & World Religions (12 credits) NQF 7**

The module introduces the student to the study of missions in the context of the Seventh-day Adventist Church using inter-religious dialogue framework. The purpose of this module is to introduce the student to the Mission of God from a theological, biblical, historical, contextual, and strategic perspectives. The World Religions which are examined are both Eastern (Buddhism and Hinduism) and Western (Islam) religious traditions. This Module also challenges the student to integrate the theoretical with the practical knowledge through a mission project which requires interreligious dialogue.

Prerequisite: *REM 381 Missiology II: Urban Ministry & Community Development*

### **REP 111 Spiritual Formation (8 Credits) NQF 5**

This module deals with the practical aspects of a pastor's work. The student will be introduced to the services and ordinances of the Seventh-day Adventist Church; whether in small groups or in the broader church setting. Specifically, the module deals with the content and application of the *Seventh-day Adventist Minister's Handbook*. Students will also participate in Eco-theology by doing a class project.

### **REP 210 Pastoral Counselling I (12 Credits) NQF 6**

Pastoral Counselling I equips the student to be an effective counsellor, particularly in the Southern

African context. The module introduces the student to the theory and practice of pastoral counselling. In addition to the principles of counselling, some practical aspects of counselling such as contracting, ethics, attending, etc. will be discussed. The module also explores selected psychotherapies that may have a bearing on the counselling process. The module is intended to help the student to develop counselling strategies and skills through which the parishioners can be empowered to deal with the challenges of life.

### **REP 221 Pastoral Formation I (8 Credits) NQF 5**

This module seeks to acquaint and equip the student with the practical aspects of pastoral ministry. It brings together the theory acquired in the classroom with the practice in the local congregation. This gives the student a foretaste of what is to be expected concerning the full-time pastoral practice by the student in training. It includes the observation and practice of various aspects of ministry in the local congregational setting. Practical work is the essence of pastoral ministry and must be done under the guidance of a senior pastor or his designee in the district. This module also acquaints the student with the art and practice of Bible studies as well as honing her/his skills in the presentation of the Sabbath School Lesson. Pastoral Formation I concentrates on the Seventh-day Adventist Church Manual, which guides the student in the function and practice in the congregation.

Prerequisite: *REP 111 Spiritual Formation*

### **REP 231 Homiletics & Liturgy I (12 credits) NQF 6**

This module introduces the student to the art of Biblical preaching: the art and craft of sermon construction and the art of sermon delivery. It has to do with the product of the processes of homiletics; hermeneutics and exegesis as

applied to the text. It results in the message given by the preacher to the people, as a result of his investigation and organization of the Biblical data, emanating from study of a literary unit (pericope). It deals with different kinds of sermons; however, it lays the foundation for expository preaching. It includes practical and reading assignments.

### **REP 235 Principles of Evangelism (12 Credits) NQF 6**

This module introduces the student to the theoretical principles of evangelism. The various types of evangelism are explored with an emphasis on the GROW model of Evangelism. Furthermore, students will learn how to conduct a Bible study. This module forms part of the preparation for the Evangelism Field School.

### **REP 321 Pastoral Formation II (8 credits) NQF 6**

This module exposes the student to the pastoral and administrative roles of a Seventh-day Adventist minister. Selected pastoral and administrative tasks will be discussed in class. Students will be exposed to the practical aspects of these pastoral roles by being assigned senior pastors whom they should job-shadow. Where possible, students will participate in ministry activities under the observation and/or guidance of the senior pastor. The module will also expose the students to selected policies that are applicable to the Seventh-day Adventist pastor's life and work.

Prerequisite: *REP 221 Pastoral Formation I*

### **REP 325 Moral Philosophy and Ethics (12 Credits) NQF 7**

The objectives of the module are to examine differing ethical models and for the student to develop a personal model that will serve as the basis on which value decisions can be made. The module will examine what makes human conduct

right or wrong – first, from the perspective of certain philosophers, then from the perspective of Christian thought. Specifically, this module considers how the Christian tradition confronts the ethical complexities of contemporary society from a Seventh-day Adventist perspective.

### **REP 327 Pastoral Ministry and Leadership (12 Credits) NQF 7**

Pastoral Ministry and Leadership is a module that provides a theoretical framework for pastoral work. This module addresses the call of the minister; job description of the pastor; personal development, combined with a study of the principles of leadership as applied to pastoral ministry. The module also addresses doing pastoral ministry in a time of a pandemic such as COVID-19.

### **REP 341 Homiletics & Liturgy II (12 credits) NQF 6**

This module follows on from Homiletics & Liturgy I, and builds on the first part in which the student worked with the forming of a main idea from a given pericope of scripture. It addresses particular aspects of the nature of expository preaching, which is crucial for the acquisition of skills, and for the effective communication, and transmission of the Gospel. It places emphasis on certain phenomena of sermon construction. What is the best way to transmit these various kinds of material found in scripture?

Prerequisite: *REP 231 Homiletics & Liturgy I*

### **REP 411 Pastoral Counselling II (12 Credits) NQF 7**

Pastoral Counselling II builds on the foundation laid in REP 210 Pastoral Counselling I. It prepares students to counsel parishioners with various kinds of personal problems. Selected personal and interpersonal problems that are relevant to the South African context will be explored.

The module also prepares students to assist parishioners to deal with crisis, trauma, sickness and grief. The module will also explore selected intervention strategies that can be used by a pastor-counsellor in helping counselees to deal with challenges. Much emphasis will be placed on the application of principles learnt.

Prerequisite: *REP 210 Pastoral Counselling I*

### **REP 429 Evangelism Field School (12 Credits) NQF 7**

This module is concerned to expose students to the practical experience of evangelism learned in the module of Principles of Evangelism. Students will participate in real evangelism situations doing Bible studies; public evangelism and media evangelism. The primary goal is to gain an understanding of all that is involved in evangelism via a first-hand experience.

Prerequisite: *REP 235 Principles of Evangelism*

### **REP 441 Studies in Denominational Finance (8 credits) NQF 6**

This module concerns itself with the financial setup in the structure of the Seventh-day Adventist Church. Starting with the local congregation, which is the source of money, it then moves up the hierarchy of the church. It also concerns itself with the processes of the administration of finance at the local congregation level, and its management of income that remains at the local church. In the main it wants to equip the student to be able to write up the church's financial records and assist the church treasurer to be able to give an account, therefore, to the church board and business meeting.

### **RET 104 Systematic Theology I: Introduction to Theology & Biblical Hermeneutics (8 Credits) NQF 5**

Introduction to Theology: This component incorporates an introduction to the academic study of theology as a general field of study; an introduction to the specific study of systematic theology as a particular discipline; an introduction to Christology as the basis of theology; and a brief examination of the doctrine of revelation and inspiration within the context of the Seventh-day Adventist Church. Biblical Hermeneutics: This component incorporates an introduction to the field of hermeneutics in general and biblical hermeneutics in particular; an examination of various hermeneutical models, together with their historical origins, rules, goals and applications; and the study of the principles of biblical hermeneutics within a Seventh-day Adventist Christian context.

### **RET 251 Systematic Theology II: God & Humanity (12 Credits) NQF 6**

Doctrine of God: A study of the being of God: God's existence, self-revelation, names and attributes. A study of the ground of the works of God: God's divine decrees and the biblical doctrines of election and providence. Specifically, the module unpacks the notion of the Trinitarian God and the God of Jesus Christ. Doctrine of Humanity: A study of the nature of essential humanity, the notion of fallen humanity, the biblical idea of humanity being created in the image of God and the nature of humanity in the light of the incarnation of God in Jesus Christ.

Prerequisite: *RET 104 Systematic Theology I: Introduction to Theology & Biblical Hermeneutics*

### **RET 311 Systematic Theology III: Church & Sabbath (12 Credits) NQF 7**

This module consists in its theoretical aspects of the following components;

1. The Doctrine of the Sabbath: A comprehensive study of the biblical data, both in the Old and New Testament, that deals explicitly with the Sabbath; a history, comprising both the change of the Sabbath to Sunday and the theological impact of this change; a theology, focusing on the biblical data, the themes that arise and their Christological significance; a praxis, identifying the meaning of the Sabbath in both its biblical setting and for us for today and how best to celebrate and proclaim it.

2. The Doctrine of the Church (Ecclesiology): An analysis of the biblical data and the principal associated metaphors used to define and describe the church; an overview of various types of church governance with a specific focus on Seventh-day Adventist Church governance; an answering of the question "what does it mean to be the church?" in both its theological (Christological) and practical dimensions.

The module incorporates the following practical application component:

The integration of the theoretical components described above in community service projects in the South African context that will involve caring for the environment and poor communities as part of Christian social responsibility.

Prerequisite: *RET 251 Systematic Theology II: God & Man*

### **RET 411 Systematic Theology IV: Christology & Soteriology (12 credits) NQF 7**

Doctrine of Christ: A study of the unique person of Christ (Christology), including: the pre-incarnate Christ; the humiliation of Christ in the incarnation, comprising his birth, life, death, resurrection and ascension; and the state of his exaltation following his resurrection and ascension. Emphasis is given to the nature of Christ as it relates to his person and work.

Doctrine of Salvation: The study of the doctrine of the ministration and work of salvation (soteriology). This includes the grace of God, conversion, faith, justification, sanctification and vocation. The vital role of the Holy Spirit as the mediator of salvation is studied. Emphasis is given to the nature of salvation as it relates to the person and work of Jesus Christ.

Co-requisite: *RET 311 Systematic Theology III: Church & Sabbath*

### **RET 462 Life and Teachings of EG White (12 Credits) NQF 6**

A study of the life and ministry of Ellen G White with a focus on the culture of her times, her contribution to the founding of the Seventh day Adventists, the nature and purpose of her writings, as well as the principles that govern their interpretation. The module also includes an analysis of her contribution in the health and education reforms and an evaluation of their practical application to the South African context.

## FOUNDATION - YEAR PROGRAMME

### Programme Purpose

Students who wish to enter degree programmes at Helderberg College of Higher Education, and who do not meet the national minimum requirements for entering into a degree programme in terms of the National Senior Certificate (from 2009 onwards) or who do not have a matriculation exemption (before 2009), may apply to enter the Foundation-year programme. In the course of the year students will complete modules which will prepare them for the academic standards of degree studies. Please note that the Foundation-Year is not a qualification on its own, but serves as an extension of a chosen study programme.

### Admissions

Students who have applied for a degree but do not meet the national minimum requirements for degree studies in terms of the National Senior Certificate (from 2009) may be admitted into the Foundation-Year. This applies to learners who have achieved admissions to only Higher Certificates or Diplomas. Students who have obtained a Senior Certificate (before 2009) without Matriculation Exemption may be admitted to the Foundation-Year.

### Duration and Composition of the Curriculum

The year is comprised of a number of non-degree modules. See pages 183 to 185 for the programme design for each specific qualification route.

### Rules

- Students in the Foundation Year will write the National Benchmark Test (NBT) at the end of their Foundation Year Programme. Should they fail this test they will be required

to do ENG 111 and ENG 112.

- Students who have at least 60% for English (First Language) or at least 70% for English (Second Language) for their school leaving certificate may request Credit by Examination for ENG 020 Basic English. If they pass they will proceed to do ENG 111 and ENG 112.
- Students must pass ALL their Foundation-Year modules. There are no supplementary exams for Foundation-Year modules. Should they fail not more than one module, students may apply to the Academic Administration Committee to repeat the module as a semester intensive. The granting of permission to repeat the intensive is dependent on the discretion of the Academic Administration Committee. The module must be passed before the student will be admitted into the degree programme of study.
- Students, who fail their Foundation-Year modules for a second time may not reapply for admission into the degree programme.
- Students who have successfully completed the Foundation-Year Programme will be admitted on Senate's Discretionary Acceptance into the degree programme.
- Upon successfully completing CPT 033 and CPT 034 Fundamental Computing I and II during their Foundation-Year, students will be exempted from having to register for CPT 118 End User Computing I when commencing their Bachelor degree study programmes.
- It is the responsibility of the **student** to apply to Universities South Africa (USAf), under which the Matriculation Board resides, for a Certificate of Conditional Exemption upon commencement of the study programme and to pay for the cost thereof.

## Foundation Year – BA in Communication

Year 1, Semester 1		
Module Number	Module Name	Credits
COM 088	Fundamentals of Communication	12
CPT 033	Fundamental Computing I	8
ENG 020	Basic English – Language & Vocabulary	20
MTH 040	Math Literacy	12
REB 017	Values, Character, & Personal Enrichment	4
		<b>56</b>
Year 1, Semester 2		
Module Number	Module Name	Credits
CPT 034	Fundamental Computing II	8
EDU 070	Study Skills	12
ENG 082	Academic Language Skills	20
ENG 084	Academic Reading Skills	8
		<b>48</b>
	<b>TOTAL</b>	<b>104</b>

## Foundation Year – BA in Psychology

Year 1, Semester 1		
Module Number	Module Name	Credits
CPT 033	Fundamental Computing I	8
ENG 020	Basic English – Language & Vocabulary	20
MTH 052	Foundation Mathematics I	16
REB 017	Values, Character, & Personal Enrichment	4
		<b>48</b>
Year 1, Semester 2		
Module Number	Module Name	Credits
CPT 034	Fundamental Computing II	8
EDU 070	Study Skills	12
ENG 082	Academic Language & Skills	20
ENG 084	Academic Reading Skills	8
PSY 089	Study Essentials for Psychology	12
		<b>60</b>
	<b>TOTAL</b>	<b>108</b>

## Foundation Year – BA in Theology

Year 1, Semester 1		
Module Number	Module Name	Credits
CPT 033	Fundamental Computing I	8
ENG 020	Basic English – Language & Vocabulary	20
MTH 040	Math Literacy	12
REB 017	Values, Character, & Personal Enrichment	4
		<b>44</b>
Year 1, Semester 2		
Module Number	Module Name	Credits
CPT 034	Fundamental Computing II	8
EDU 070	Study Skills	12
ENG 082	Academic Language Skills	20
ENG 084	Academic Reading Skills	8
SOC 101	Principles of Sociology	12
		<b>60</b>
	<b>TOTAL</b>	<b>104</b>

## Foundation Year – BBA in Management & BCom in HRM

Year 1, Semester 1		
Module Number	Module Name	Credits
CPT 033	Fundamental Computing I	8
ENG 020	Basic English – Language & Vocabulary	20
MGT 096	Foundation Business Skills	12
MTH 052	Foundation Mathematics I	16
REB 017	Values, Character, & Personal Enrichment	4
		<b>60</b>
Year 1, Semester 2		
Module Number	Module Name	Credits
CPT 034	Fundamental Computing II	8
EDU 070	Study Skills	12
ENG 082	Academic Language Skills	20
ENG 084	Academic Reading Skills	8
MTH 061	Foundation Mathematics II	12
		<b>60</b>
	<b>TOTAL</b>	<b>120</b>



## Foundation Year – BCom in Accounting

Year 1, Semester 1		
Module Number	Module Name	Credits
ACC 096	Foundation Accounting	12
CPT 033	Fundamental Computing I	8
ENG 020	Basic English – Language & Vocabulary	20
MTH 052	Foundation Mathematics I	16
REB 017	Values, Character, & Personal Enrichment	4
		<b>60</b>
Year 1, Semester 2		
Module Number	Module Name	Credits
CPT 034	Fundamental Computing II	8
ENG 082	Academic Language Skills	20
EDU 070	Study Skills	12
ENG 084	Academic Reading Skills	8
MTH 061	Foundation Mathematics II	12
		<b>60</b>
	<b>TOTAL</b>	<b>120</b>

## Foundation Year – BEd in Foundation Phase Teaching

Year 1, Semester 1		
Module Number	Module Name	Credits
CPT 033	Fundamental Computing I	8
ENG 020	Basic English – Language & Vocabulary	20
MTH 052	Foundation Mathematics I	16
REB 017	Values, Character, & Personal Enrichment	4
		<b>48</b>
Year 1, Semester 2		
Module Number	Module Name	Credits
CPT 034	Fundamental Computing II	8
EDU 070	Study Skills	12
EDP 089	Fundamentals of Foundation Phase Education	12
ENG 082	Academic Language & Skills	20
ENG 084	Academic Reading Skills	8
		<b>60</b>
	<b>TOTAL</b>	<b>108</b>

## Module Descriptions

### **ACC 096 Foundation Accounting (12 Credits)**

This is an introduction to basic accounting which is designed for students who are doing the foundation program wishing to major in accounting. The module covers the accounting process from the generation of source documentation to the preparation of financial accounts. The module will cover the recording of transactions in general and subsidiary journals, including the cash book and trial balance. Finally, final accounts like Statement of Comprehensive Income, Statement of Financial Position and bank reconciliations will be covered.

### **COM 088 Fundamentals of Communication (12 Credits)**

Fundamentals of Communication provides students with basic writing, reading and presentation skills within the following contexts: Interpersonal, Academic and Public. Through the completion of prescribed reading materials, class discussion, oral presentations and written exercises, students will acquire a range of practical and conceptual skills, which will prepare them for the first year Corporate Communications / Media Studies sequence.

### **CPT 033 Fundamental Computing 1 (8 Credits)**

The module provides students with the mastery of alpha-numeric keyboard using MS Word, with an emphasis on controlled speed, the correct display of basic documents, and a speed objective of 25-30 words per minute. Computerized diagnostic tests identify individual weaknesses and levels of proficiency.

### **CPT 034 Fundamental Computing II (8 Credits)**

The course provides students with keyboarding techniques to master the keyboard by improving their speed and accuracy. The course will also include the use of basic word processing

functions in typing paragraphs, memorandums, letters, papers, reports and advertisements.

Prerequisite: *CPT 033 Fundamental Computing I*

### **EDP 089 Fundamentals of Foundation Phase Teaching (12 credits)**

This module will focus on the following topics: An introduction to the Theories of learning, the fundamentals of the whole-child approach to education, the educational approach to children with special needs/barriers to learning, child development and play, classroom management and group work. The module will require a minimal amount of observation and report writing particularly of/on Grade R.

### **EDU 070 Study Skills (12 Credits)**

This module is designed to improve academic study skills and introduce resources that will engender success in college-level courses. Topics include basic study skills, memory techniques, note-taking strategies, test-taking techniques, personal improvement strategies, goal setting, and learning resources. Students are also encouraged to monitor, regulate, and take responsibility for their own learning. Upon completion, students should be able to apply the techniques learned to improve their performance in academic courses.

### **ENG 020 Basic English: Language and Vocabulary (20 Credits)**

A module to elevate the level of English in general to a point that will enable active participation in, and understanding of college lectures, procedures, and assignments. There will be a focus on so-called academic literacies which will include skills in reading, writing, listening and verbal communication, as well as developing thinking skills. Discussions, research assignments and presentations will aim at the integration of faith as part of the learning experience, by focusing on Bible-based values and SDA beliefs.

### **ENG 082 Academic Language Skills (20 Credits)**

The English Academic Language Skills module is meant to direct students towards effective ways of developing their academic language proficiency. The classes will therefore provide the initial opportunities for developing academic language proficiency, but students need to take ultimate responsibility for further growth. The module follows a problem-centred and task-based approach, which means that students learn by:

- Solving real academic problems, and
- Undertaking authentic academic tasks.

### **ENG 084 Academic Reading Skills (8 Credits)**

Academic Reading Skills is a skills-development module designed to develop active reading comprehension, flexible reading rates, and strategies to meet varied purposes for reading. Since the development of skills only increases through repeated practice and application, students should expect to do about three hours of reading a week. Students are taught how to read better by improving control of language (understanding, identifying, analysing, criticising), speeding up their reading, coping with texts and applying strategies for learning. The skills focus is the development of a variety of strategic academic reading techniques. In this manner, the students develop the ability to, amongst other skills, successfully gather and process information, distinguish between thematically relevant and irrelevant information, derive the meaning of 'unknown' words by establishing the context based on clues in the text. Suitable, context-specific strategies and methods will be applied in this module.

### **MGT 096 Foundation Business Skills (12 credits)**

This module serves as an introduction to the

business environment, that is, how to create, finance, market, and manage a business. It exposes the student to the basics of economic structures, international trade, entrepreneurship, securities, marketing concepts, management functions, human resources management, information technology, and operations management.

### **MTH 040 Maths Literacy (12 credits)**

This module is designed to satisfy the mathematics requirement of Foundation Year students intending to pursue bachelor's degree studies in Theology and Communication. Emphasis is placed on understanding and appreciating the validity of mathematics in daily life experiences. As such it will cover a revision of numbers, profit & loss, budgets, cost & selling price, break-even analysis, simple & compound interest, banking, loans & investments, inflation, taxation, measurement systems, graphs and probability.

### **MTH 052 Foundation Mathematics I (16 credits)**

This module provides a comprehensive study of basic mathematical skills and will provide a strong mathematical foundation in the application of mathematical concepts, in addition to serving as a basis for further studies in mathematics. Areas of focus include basic arithmetic (e.g. fractions, ratios, discounts, exponents); fundamental algebra (e.g. expressions, algebraic equations, inequalities, graphs); basic statistics (e.g. measures of central tendency, standard deviation, probability, data summary); and basic finance (simple & compound growth, foreign exchange rates). The module therefore focuses on a basic understanding of mathematics concepts.

### **MTH 061 Foundation Mathematics II (12 Credits)**

This module builds on a basic understanding of mathematics concepts as covered under the module MTH 052 Foundation Mathematics I by covering some of the same areas but at a more advanced level. The topics include exponents; equations; inequalities; functions and measures of central tendency. In addition, it introduces students to new topics under the same areas such as simple & compound decay; present & future value; dependent & independent events; histograms and differential calculus.

Prerequisite: *MTH 052 Foundation Mathematics I*

### **PSY 089 Study Essentials for Psychology (12 Credits)**

This module aims to orient students to the academic study of psychology, the methods used to collect and analyse information in the field, and the writing and study skills necessary to manage tertiary study effectively. Students will be given opportunities to deepen their knowledge of psychological theory, apply their critical thinking ability, and cultivate their study and academic writing skills in several formative assessment tasks undertaken during the semester.

### **REB 017 Values, Character, & Personal Enrichment (4 Credits)**

This module is taught as an interdisciplinary module for all foundation-year students at Helderberg College of Higher Education. The module aims to help students to develop values that will assist them to achieve success in a tertiary environment and in their subsequent roles in life. The module will be taught from a faith-based perspective with a focus on the Christian faith.

### **SOC 101 Principles of Sociology (12 Credits)**

The study of Sociology encompasses all the big ideas about society. We shall critically study Sociology and ultimately be able to answer a few questions such as: What does Sociology mean and why do we need to study it? What is culture and society and which identity do I have in all of this? What does it mean to live in a global world? How do work, consumerism, families and intimacy all play a role in the study of Sociology? All these questions will be explored in a fun and interesting way so that we can do introspection into who we are, what we believe in and what we stand for.



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