

## **Bachelor of Applied Social Science Module Descriptors**

### **Core Psychology Major**

#### **Academic Literacy (NQF 5, 12 credits)**

This module is designed to develop academic and information literacy competency and assists the student with a set of values and skills necessary for academic success. These skills will enable the student to not only comply with the required academic standards of the South African College of Applied Psychology (SACAP) but will also prepare the student for success throughout their academic and professional careers. This module aims to guide the student through developing information literacy competencies, understanding the value of academic honesty and integrity, developing academic reading and writing skills, and finding one's own academic identity and using one's own academic voice.

#### **Introduction to Psychology A (NQF 5, 12 credits)**

This module introduces the student to the diverse field of Psychology and provides an overview of some of the various perspectives that have emerged in Psychology over the years. The student will be introduced to central theories from the numerous sub-fields in the discipline of Psychology, such as Research Psychology, Biological and Neuropsychology, Developmental Psychology, and Cognitive Psychology. Throughout the module, the student will be exposed to South African case studies on various topics.

#### **Introduction to Psychology B (NQF 5, 12 credits)**

This module follows from the Introduction to Psychology A module and continues to provide the student with a broad understanding of the field of Psychology. The module introduces the student to the terminology, theories and principles related to Personality, Social Psychology, Psychology and Health, and Mental Health Issues in the in South African context. Various Psychotherapeutic modalities will be introduced and a broad overview of the field of Organisational Psychology will be explored. Throughout the module, the student will engage with African theories and perspectives in these sub-fields of Psychology as well as South African case studies on the various topics.

#### **Counselling Modalities 1 (NQF 5, 14 credits)**

This module introduces the student to the theoretical foundations of counselling and psychotherapy. Throughout the study of this module, the student will explore various theoretical approaches to counselling and psychotherapy, including the history and development of each theory, key theorists, and the theory's perspective on personality development. In addition, the student will engage with the implications of these on personality theory and counselling modalities. While this module is primarily interested in the theoretical foundations of the different counselling modalities, rather than the

application thereof, basic techniques, therapeutic goals, and processes will be explored. This module focuses on the contextual issues facing counselling and psychotherapy in South Africa, the basic ethical principles requiring consideration in counselling, as well as the following approaches to counselling and psychotherapy: Psychoanalytic Therapy; Jungian Analysis and Therapy; Adlerian Therapy; Existential Therapy; Person-Centred Therapy; and Gestalt Therapy.

### **Counselling Modalities 2 (NQF 5, 14 credits)**

This module continues to introduce the student to the theoretical foundations of counselling and psychotherapy. Throughout this module, the student will gain an understanding of the history and background of various counselling modalities, the theoretical underpinning of each modality, as well as the key theorists for each modality and their perspectives on personality development. In addition, the student will explore the implications of these perspectives on counselling interaction. While this module is primarily interested in the theoretical foundations of the different counselling modalities, rather than the application thereof, basic techniques, therapeutic goals, and processes will be addressed. Counselling Modalities 2 focuses on the following: Behaviour Therapy; Rational Emotive Behaviour Therapy (REBT); Cognitive Therapy; Choice Theory/Reality Therapy; Feminist Therapy; Solution Focused Brief Therapy (SFBT); Narrative Therapy; Affirmative counselling practices; Family Therapy; and an integrative approach to therapy.

### **Diversity in the South African Context (NQF 5, 14 credits)**

This module is designed to engage and explore diversity within South Africa. The purpose of the module is to create awareness of the impact of context and contextualised dynamics that ultimately shape the development of individuals and counselling practice within South Africa. The module also builds on awareness and expands the student's knowledge of issues of diversity. Diversity within this module is explored as a multidimensional combination of culture, worldview and identity, oppression, power, privilege, race, gender, sexuality, vulnerability, spirituality, religion and disability. The student will be equipped with an awareness of the uniqueness of the South African context and an ability to explore South African identity and come to grips with influences that have shaped and continue to shape South African communities, families and individuals. An understanding of ecological systems theory will be grasped and the development of self in the context of community reflected on. Throughout the module, the student's knowledge of specific contexts will be expanded in order to deepen students' critical awareness, respect, and acceptance of cultural worldviews, behaviour, and contextualised dynamics that ultimately shape the development of individuals and counselling practice within South Africa. The module also builds on awareness and knowledge and encourages the student to apply knowledge, while also conceptualising possible action for effective change within the South African context.

### **Developmental Psychology A (NQF 5, 14 credits)**

Developmental Psychology A focuses on themes in developmental psychology and offers an overview of human development at various stages of life, including conception, infancy, childhood and adolescence. The module explores descriptions of specific aspects of human development, including physical, cognitive, personality, and social development. The following theoretical frameworks will be referred to when engaging with human development across the life-span: Freud's theory of psychosexual development, Erikson's theory of psychosocial development, and Piaget and Vygotsky's theories of cognitive development. The student will also be given the opportunity to explore the impact of socio-cultural

contexts on human development, specifically within the South African context, as well as engage with the connection between their life experiences and the theories and process of human development.

### **Developmental Psychology B (NQF 6, 14 credits)**

This module explores adult lifespan development and ageing within the framework of the major areas of development; inclusive of physical development, cognitive development, personality development, and social development. Key theoretical approaches will be discussed that explain adult development and ageing across the major areas of development. This module adopts a holistic approach to adult development and ageing through consideration of the challenges that people experience as they age, alongside its effects on the person's general health and well-being.

### **Statistics for the Social Sciences (NQF 6, 14 credits)**

This module introduces students to the basic concepts in social science research, and the statistical terminology and notation used when engaging in statistics. Descriptive data analysis techniques namely frequency distributions, measures of central tendency, variability, and probability in statistics will be explored. The underlying principles, practice and ethics in research for the behavioural sciences and various inferential data analysis techniques will be explored. The student will learn how to perform appropriate statistical techniques and how to interpret the results from quantitative analyses making sound conclusions with appropriate inferences.

### **Community Psychology (NQF 6, 14 credits)**

The module introduces the student to the field of community psychology, specifically looking at the historical development of community psychology in the South African context. The unique social challenges faced by communities in South Africa will be explored through its conceptual definitions, looking at the implications for the community and the intervention strategies proposed. This will acquaint the student with the realities faced by many South African citizens. The module further delves into the concept of an African cosmology as well as culture, how the individual perceives themselves existing in a community with others, and how this reality impacts their position and role in the community. Considering that people interact with their social and physical environments and that a community may be considered a social system, with its interacting members comprising of various subsystems within it, students are familiarized with various ecological approaches that are used to better understand the community as a system. This module offers insight into the assessment of a community's needs and existing resources, as well as information on what to consider when planning and implementing a community project. This module further places emphasis on bringing community members together to collaboratively work on empowering the community resulting in greater social change.

### **Social Psychology (NQF 6, 14 credits)**

This module introduces the student to the field of social psychology and explores the social environment in influencing attitudes and behaviour. This module describes social psychology and identifies how it is distinct from, but related to other areas of study within psychology. The history of social psychology will be reviewed by looking at key experiments in social psychology, e.g. Milgram's obedience experiment and the Stanford prison experiment. Various theories of social psychology will be unpacked and how it can be applied to better understand the individual in their social context, with particular emphasis on the

formation of one's social identity, one's perception of the self, prosocial behaviour and anti-social behaviour. The role of cognition and emotion in the establishment of relationships, inclusive of the following key concepts will be explored extensively: attitudes, stereotypes, prejudice and discrimination, conformity, social influence, and the determinants of aggression and happiness.

### **Theories of Personality (NQF 7, 14 credits)**

This module provides students with an opportunity to explore a range of theoretical frameworks that are used in the study of personality. This module further describes the development of the history of the study of personality and critically evaluates core definitions, assumptions and issues within the field of personality psychology. Concepts of assessment and research in the study of personality are described and various types of assessment instruments used in studying personality are explained. Key themes related to individual differences in people with reference to a variety of personality theories, including psychoanalytic, neo-analytic, social-behavioural, humanist, existential and trait theories of personality will be explored. Factors related to the unconscious, temperament, affect regulation and development of personality will be discussed.

### **Psychopathology (NQF 7, 14 credits)**

This module introduces the student to the core theoretical aspects of psychopathology and the different ways in which abnormal behaviours manifest themselves. Students will be introduced to the landscape of mental illness and what distinguishes it from normal experiences, as well as some of the complexity involved in the understanding and diagnosis of mental disorders. Whilst there is a strong focus on the prevailing western systems of classification, namely the DSM-5 and the ICD-10, students will be encouraged to critically engage in some of the benefits, limitations and applicability of these nosology systems broadly, and specifically in a South African context. The module concludes with a critical examination of African Aetiological and Well-Being Perspectives and an overview of ethical considerations related to the diagnosis and treatment of individuals who experience mental illness.

### **Applied Research Methodology (NQF 7, 14 credits)**

This module explores a variety of theoretical and practical approaches to research with a focus on the most widely used research techniques. The module takes the student on a journey of exploring the research process from planning, conceptualisation, measurement, and reviewing methods for data collection, to data analysis. Various paradigms, research designs, and sampling methods will be reviewed, as well as the ethical considerations embedded in these research processes.

### **Research Report (NQF 7, 20 credits)**

This module provides students with an opportunity to engage in the research writing process. Students are provided with a research output which they have to interpret, followed by the writing up of results. Students are guided on their writing of a research report throughout the running of this module with allocated supervision sessions indicated in the module structure. This module seeks to guide students in their journey of scholarly research writing which align with the guidelines provided by the American Psychological Association's guide to APA style writing.

## **Business Management Major**

### **Business Management Philosophy and Concepts (NQF 5, 14 credits)**

This module provides a solid grounding in business management theory and practice. Students apply what they have learnt to theoretical and practical business management scenarios, in which the successes and/or failures of various businesses are investigated. The functions of financial management and marketing management, and the concept of corporate citizenship are explored in outline, while information management, operations management, supply chain/purchasing management, public relations management, and human resource management functions are explored in more depth. The role and the functions of a general manager are addressed and the important issues, challenges, trends, and potential impacts associated with business management in an internationalised and globalised environment are also explored.

### **Microeconomics and Macroeconomics in Business Management (NQF 5, 14 credits)**

This module aims to equip students to be economically literate as a basis for a managerial or entrepreneurial career. The module content includes microeconomic topics such as the theoretical and practical nature of markets, demand and supply, and the concepts of production, cost and revenue. The module content also includes macroeconomic topics such as the nature and importance of the business cycle in the economy, macroeconomic indicators, and issues relating to the role of money and interest rates. Students will be taught how to conduct elementary quantitative and qualitative economic analyses related to issues such as supply and demand, market equilibrium, elasticity, utilities, cost and income, GDP, unemployment, money dynamics, inflation, foreign currency effects, purchasing power, current and financial accounts, borrowing and lending, and contributions to output.

### **Accounting and Finance Fundamentals in Business Management (NQF 6, 14 credits)**

This module provides students with a grounding in the fundamentals of accounting and finance. Students will learn about key accounting and finance concepts such as the business cycle, the accounting equation, types of assets, types of capital, financial structure, profitability, liquidity, solvency and the time value of money. Students will learn what the purpose is of the various types of financial statements. Students will also be introduced to important cost and management accounting principles, such as cost-profit-volume relationships and breakeven analysis, that are essential for a business manager to master. In addition, students will learn the fundamentals of budgeting as a business management tool. Finally, students will learn about the different forms of business organisation, for example companies and partnerships, and the basic legal and financial implications of these business forms. Students will be guided to utilise Excel® throughout the module.

### **Information Systems, Digitalisation and e-Business (NQF 6, 14 credits)**

Information systems, digitalisation and e-Business, are critical to the success of contemporary organisations, and a key to the attainment of sustainable competitive advantage, and their importance continues to escalate, keeping pace with the rapid innovation in information technology. In this module, students will explore the critical components of information systems, namely hardware, software, databases, and networks. Students will learn how these components interact to create optimised information systems. A reality of modern information systems is the pervasive threat of information security breaches. The module offers students the opportunity to explore this critical topic. Students will

learn how information systems can be applied to integrate organisations. In this regard, the development of ever more sophisticated information systems technologies enables business digitalisation and e-Business, which by definition requires the efficient and effective integration of information systems across intra-organisational and inter-organisational boundaries. Students will learn about the digitalisation of business, which refers to the use of digital technologies to change a business model. Students will explore e-Business, which refers to any business process conducted over a computer-mediated network. E-Commerce, a subset of e-Business, refers to the online buying and selling of goods and services. In this module, students will have the opportunity to learn about e-Commerce.

### **Corporate Governance, Ethics and Citizenship in Business Management (NQF 6, 14 credits)**

The purpose of this module is to build students' knowledge, skills, and attitude so that they can effectively manage organisations, or parts of organisations, in an ethical, socially responsible, and sustainable way. A sole focus on the "pure profit" motive is no longer acceptable. In this module students will learn about business-society relations through the theories and practices of corporate citizenship. Students will learn about specific corporate citizenship elements such as business ethics, corporate social responsibility, sustainability, stakeholder management, and the role of organisational culture in supporting good corporate citizenship behaviour. Students will also learn about the pivotal role of leadership and corporate governance frameworks in the establishment and maintenance of good corporate citizenship behaviour.

### **Entrepreneurship and Business Innovation (NQF 6, 14 credits)**

Entrepreneurs have an important role to play in job creation, and the latter is a matter of economic, social and political importance in South Africa, because successful entrepreneurial businesses improve the standard of living of their owners, managers and employees, ultimately creating prosperous communities. The module introduces students to the concepts of entrepreneur, entrepreneurship, intrapreneurship, SMMEs, and the entrepreneurial lifecycle. Key success factors for entrepreneurs, such as creativity, perseverance, and a positive attitude are explored. Students will learn about innovation theory and apply the principles, processes, methods and tools of business innovation to generate possible ideas for consideration as the basis of an entrepreneurial venture. Other topics that will be covered include how to evaluate the feasibility of a business idea, how to draw up a business plan, and how to use Excel<sup>®</sup> to process, analyse, and present quantitative and qualitative data and information to support their business plan. Finally, students will explore the basic principles of project management. To round off their newly acquired knowledge of entrepreneurship and innovation, a project management framework will give students a structured way to ensure that their entrepreneurial business plans are implemented in a disciplined way. The ultimate outcome that the module seeks to achieve is for students to be equipped with the skills to create and implement business opportunities for themselves and become successful entrepreneurs that contribute to economic prosperity for themselves and their communities.

### **Human Resource Management Fundamentals (NQF 6, 14 credits)**

The purpose of this module is to provide students with a sound and broad human resource management knowledge base and ability to apply their knowledge and skills in their future roles as business managers or entrepreneurs. In this module, students will learn about the context of human resource management within a business and how the discipline relates to other functions within a company. Students will learn about topics such as human resource planning, recruitment, selection, performance management, employee reward and recognition, staff engagement, and employee wellness. Students will learn about

the Labour Relations, the Basic Conditions of Employment, the Occupational Health and Safety, and the Employment Equity Acts, including the purpose of each Act, their respective scope of application and their implications for business. Finally, students will learn about policies and procedures that will help a manager deal with grievances, discipline and disputes so that they can comply with the principle of procedural and substantive fairness.

### **Marketing (NQF 7, 14 credits)**

The purpose of the module is to provide students with the knowledge and competencies so that they can make effective contributions in marketing thinking and decision making in a corporate environment or in their own entrepreneurial venture. Students will develop an understanding of strategic aspects of marketing such as consumer behaviour, market segmentation, target marketing, and marketing planning decision areas such as product, price, promotion, and distribution strategies. Branding is covered along with marketing communication. Students will learn that customers are at the centre of a marketer's focus and they will explore topics such as customer value proposition and customer retention. Students will learn about the components of the marketing environment and how to do a marketing strengths, weaknesses, opportunities, and threats (SWOT) analysis and assessment. The module covers the role of marketing research and how a marketing information system satisfies the need for marketing intelligence. Students will learn how to develop an integrated marketing plan for a business in the South African market.

### **Financial Management (NQF 7, 15 credits)**

A strong grounding in business finance is critical to enhance entrepreneurs and business managers' chances for running their businesses successfully and to optimise their contributions as decision-makers. In this module, students will study financial management along five broad tracks, namely one: decision management, which considers in which projects or assets they should invest their money; two: how to finance those projects or assets; three: how best to manage working capital; four: specific risks that can impact the financial stability of a business; five: what analysis can management undertake to determine the financial health of the business and what action can they take based on this analysis. Students will learn about some of the techniques used by financial managers in each of these tracks. For example, students will study the time value of money, how to do discounted cash flow analyses, capital budgeting risk assessments, and financial ratio analyses. It is common to colloquially refer to working capital as the lifeblood of a successful business and students will learn what makes it essential to have sufficient liquidity in a business and how to effectively manage the working capital of a business. Apart from working capital, there are other sources of finance such as equity and long term loans that students will explore. There is an optimal capital structure for a business and students will learn how to determine this mix. Whether it is equity or loan capital, capital has a cost and students will learn how to calculate a business' cost of capital. Students will have the opportunity to learn how to use Excel® to perform financial analyses, computations, graphic illustrations, and basic quantitative modelling.

### **Strategy (NQF 7, 12 credits)**

Students will learn about the practice of strategy and how the African context impacts strategic management. The module covers in brief terms the relationship of business ethics, sustainability, and corporate governance to strategic management. Students will learn how to design and implement a strategic management process, encompassing strategic planning, strategic deployment, and strategic control. Other topics covered are the role of the learning organisation, organisational culture, and strategic

leadership in relation to effective strategic management. Students will also learn about strategic enterprise resources and capabilities, as well as the importance of the external business environment for strategic management.

**Work Integrated Learning (Business Management) (Part 1 and 2) (NQF 7, 20 credits)**

The WIL experience for Business Management is designed so that students can gain practical business experience of working in a team during which learners can demonstrate competence in their ability to integrate theory and skills of business management by developing and implementing a business plan for a simple business in a real life situation. In the process, learners will further embed their technical knowledge and skills, deepen their non-technical skills, and have an opportunity to practice ideal team member and manager behaviour. The WIL preparatory workshops (Part 1) span over 10 weeks and are designed to prepare students for the practical implementation of their business plan by focusing on a number of practical skills that are needed within the field. The 10 workshops intend to help the student develop their confidence in their skills for the practical component of their qualification. The WIL practical phase (Part 2) spans over 10 weeks during which students will implement their business plans. Students are expected to apply their knowledge gained throughout their qualification. The practical phase provides the opportunity for the WIL student to work within a team context and apply, in addition to technical skills, also non-technical skills.