# 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 it 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.

## Human Resource Management Major

### Human Resource Management 1 (NQF 5, 14 credits)

This module provides a conceptual framework within which to understand organisations and the effective management of their human resources. During this module the student will be introduced to the field of HRM where the key principles and application of the management of staff in an organisation is explained. The first concept in this field of study is the appreciation of its systematic approach to developing and implementing HRM strategies, policies and procedures aligned to the strategy of the organisation, that enable the organisation to achieve its objectives. The students will further be introduced to the concept of human resource (HR) strategy, in order to relate to the systemic role which HR plays in adding value to the organisation and to create the context of the role of the human resource practitioner. HR strategy will be more fully explored in the macro and micro organisational environments during Human Resource Management (HRM) 3. Students are orientated to the specific activities of HR planning; employee engagement and retention; designing organisational structures and job roles; and job analyses.

### Business Management Fundamentals 1 (NQF 5, 14 credits)

This module introduces the student to fundamental practices within business management. Human Resource (HR) practitioners earn credibility within an organisation when they can demonstrate an understanding of the essence of business management balanced with the people dynamics. This module exposes the student to business management as a human activity. Management is positioned as a process of working with and through others, achieving organisational goals and objectives, balancing effectiveness and efficiency, making the most of limited and scarce resources and coping with a changing environment. The importance of good corporate governance is introduced. The classical functions of planning, organising, leading, controlling and decision making will be defined within the context of management functions. The environment within which business management takes place will be described in depth. Business strategy is introduced as a process of developing a vision, formulating a mission statement and analysing the micro and macro business environments. Various e-Business models and related concepts will be explored. The specific corporate governance requirements for risk management and audit processes are explored and more specifically applied to HR management in evaluating a risk register for HR practices in an organisation.

### Employee Relations Management 1 (NQF 6, 15 credits)

This module explains labour legislation in South Africa as it is administered by the Department of Labour in the area of employee relations, which HR practitioners oversee. The purpose of labour legislation is positioned as a way to protect both employers and employees by balancing the power between the parties in the employment relationship. The roles of trade unions, the government, statutory bodies and organisations will be explored as micro and macro influencers of employee relations. The terms labour relations and employee relations are both used interchangeably within the HR profession. South African labour law is a rich mixture of the application of the common law contract of employment and a wide variety of statutory acts. Where the law is not codified in the form of statutory laws, the common law applies, particularly with regard to the employee's contract of employment. The South African Department of Labour's relationship with the International Labour Organisation (ILO) will be contextualised.

**Business Management Fundamentals 2 (NQF 6, 14 credits)**

This module builds on the Business Management Fundamentals 1 module and introduces further fundamental concepts and practices within business management. One of the most critical controls in any business is the tracking of financial results. Another important control is the tracking of the effectiveness of HR Management. Control processes such as financial management and HR measurement procedures, put in place to help ensure that the organisation's goals and objectives are realised, will be examined. Students will contextualise information management in terms of decision-making processes and extend their knowledge to the application of human resources information systems (HRIS). Project management and the practices of good ethical conduct as recommended in the King IV™ Corporate Governance guidelines will be explored.

**Human Resource Management 2 (NQF 6, 14 credits)**

Building on Human Resource Management (HRM) 1, this module covers further functional aspects of HRM as it relates to the human resource value chain. During HRM1 students examined the processes required to source talent and in this module they will explore the processes required to retain and develop talent. Performance Management is introduced as the process of translating the overall strategic objectives into clear objectives for each employee. Theories of motivation are analysed to develop insight into motivation as a management tool and in designing the most appropriate reward systems as a means to retain talent The development of compensation or reward and recognition systems are explored in attracting, retaining and motivating employees. Individuals thrive in an environment where a culture of health and well-being is promoted through employee wellness programmes. The importance of employee wellness is introduced to promote opportunities and guidance that enable individual employees, to engage in effective management of their own physical, mental, spiritual, financial and social well-being.

**Learning and Development (NQF 6, 14 credits)**

This module explores the principles and activities required to create an occupationally competent and engaged workforce. One, which builds organisational capability by providing employees with opportunities to develop new knowledge and skills. South Africa's history as it relates to education means that in many instances, organisations still face the challenge of a limited availability of key technical and professional skills. Planning for training and development starts when reviewing the performance of an individual. The current legislative framework in South Africa encourages the development of workplace skills and assessment of scarce skills. Development is a long term, organisational-focused process that creates learning opportunities, thus making learning and continuous improvement possible within an organisation. Developing individuals includes training and education processes, and focuses on learning to develop the individual and the organisation. It is recognised that many entities today are knowledge-based organisations and remain competitive through the way in which they learn to create new knowledge and use knowledge effectively.

**Organisational Development 1 (NQF 6, 14 credits)**

This module outlines the importance of Organisational Development (OD) in determining the Human Resource strategy of an organisation. This takes place though diagnosing the current situation in respect of culture and performance enablers or inhibitors at an organisational level and facilitating the development of a common view for future improvements. OD then assists in the implementation of the

HR strategy and supporting the organisation in its sustainability objectives. There is thus an interactive relationship between strategy and implementation. The notion of 'business as usual' will be examined as not being a sustainable strategy in the 21$^{st}$ century workplace. Organisations have to adapt in order to thrive in the contexts of a transforming South Africa and increasing global economy. The role of OD as an emerging discipline aimed at improving the effectiveness of the organisation and its employees by means of systemic change programmes and organisation design will be explored during this module.

**Employee Relations Management 2 (NQF 7, 14 credits)**

This module focuses on the establishment and maintenance of cooperative relationships with employees. The labour legislation which was covered in Employee Relations Management 1 will be examined in how these laws are implemented an applied in the workplace. The terms labour relations and employment relations are both used interchangeably within the HR profession. Labour relations is addressed from a systemic perspective as it does not occur in isolation, but rather within a specific economic, political, legal, social and historical context. South Africa is a complex, multicultural society undergoing rapid change, and it is within this environment that labour relations operate. The role of the HR professional in managing labour relations will be positioned as being the formulator and gatekeeper of good employment practices. This includes advocating on existing practices, advising and training both employees and managers, and mediating in conflict situations and negotiations. Students will identify the various stakeholders in the organisation, gain knowledge of the rights and obligations of the employer and employee parties, gain understating of basic labour market principles and be able to describe the role of the HR professional in contributing to the establishment and maintenance of a harmonious relationship. The importance of promoting a climate of open communication with employees, to listen to employee grievances and to respond effectively is emphasised. Students will also be able to apply the procedures relevant to unionised organisations, where there is a collective agreement. Students will learn about the management of grievances, the discipline process, dismissals, unfair labour practices, industrial action and the role of trade unions.

**Human Resource Management 3 (NQF 7, 14 credits)**

This module emphasises that employees are fundamental to the success of any organisation and that people impact every decision made in how a business functions. It explores the importance of positioning Human Resource Management (HRM) as part of organisations' strategic and business plans. HRM strategies are described as processes, practices and functions that need to be aligned with the overall organisational strategy. HRM service delivery is emphasised as the ability to attain high levels of internal customer satisfaction through high delivery of HR products and services for the organisation. Talent and retention strategies are appraised through the construct of managing and developing of careers of employees The roles of the employees, line managers and HR are defined in the context of HR service delivery. The topic of leadership within an organisation is examined through the one-on-one relationship between leader and follower at all levels of the organisation, including senior to middle managers, and team leaders. Furthermore, personal leadership as it applies to the human resource (HR) professional is critically analysed though the lenses of ethical behaviour, organisational ethics and the professional HR code of conduct.

**Organisational Development 2 (NQF 7, 12 credits)**

This module builds on Organisation Development (OD) 1 and exposes the student to more of the fundamental practices of OD. Methodologies such as values creation exercises, organisational visioning and missioning, climate surveys, focus groups and leadership development through coaching and mentoring will be critically explored through theory and experiential learning techniques. The more practical aspects of OD are investigated, such as facilitation skills, the development of a diagnosis and survey process, designing of interventions – individual, interpersonal and team interventions as context appropriate. The concept of large-scale organisational interventions and the role of culture in interventions is addressed. The knowledge economy and how it links to organisational interventions is unearthed. OD is evaluated in terms of how it effects the work environment and the impact of technology. How to practice and implement OD in the virtual world is also explored.

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

The WIL module spans over two academic terms and offers students a comprehensive practical placement within an organisational setting specifically related to various specialised fields. The College has established relationships with organisations within the Human Resource Management (HRM) field providing students with various options to undertake their WIL placement (depending on placement availability). HRM students (both part-time online and full time contact) complete a full-time 3-month placement at an organisation