

Bachelor of Applied Social Science Module Descriptors

Psychology Core Major

Faculty: Applied Psychology

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.

Counselling Major

Faculty: Applied Psychology

Interpersonal Communication Skills (NQF 5, 14 credits)

This module provides foundational knowledge, skills, and capabilities for effective interpersonal communication. Throughout this module, the student will gain a broad understanding of contemporary interpersonal theory and practice as well as a comprehensive skills-base to work effectively and efficiently with people from diverse backgrounds, with different abilities, and within a variety of contexts. The student will explore the varying ways in which individuals communicate and the various factors that directly and indirectly affect interpersonal relationships and the interpersonal communication process, such as emotions, (dis)ability, culture, conflict, and power relations.

Fundamentals of a Helping Relationship (NQF 5, 14 credits)

This module introduces the student to the essential skills embedded in the helping relationship and prepares the student with the fundamental skills for providing counselling support to others. The module lays a foundation for students in understanding the terminology, key concepts, and the relevant theoretical models related to the profession of counselling. It further teaches the student how to engage in helping relationships and the values that drive these relationships. The module focuses on core counselling skills, such as: attending skills, active listening skills, contracting skills, paraphrasing, summarising, identifying and reflecting feelings, asking questions, the skill of challenging, goal setting and evaluation, and supporting and encouraging the client. The student will explore the value of the counselling environment and the importance of becoming a reflexive practitioner. The Relational Skills Model will be unpacked and comprise of five phases, these are: (i) establishing the relationship, (ii) developing the relationship, (iii) working with the relationship, (iv) the established relationship, and (v) maintaining the relationship.

Ethics in Counselling (NQF 6, 14 credits)

This module explores ethics in the helping professions. It aims to provide students with foundational knowledge about universal ethical principles, ethical reasoning and ethical decision-making models. The module cultivates a sense of ethical commitment in students, as they develop a growing awareness of ethical dilemmas and the impact of their own personal values and biases on the ethical decision-making process. The implications and considerations of applying ethics within a multicultural context will be discussed, as well as the role of ethics from a social justice perspective. This module requires the student's personal involvement and commitment to participate.

Counselling Skills and Process Development (NQF 6, 14 credits)

This module builds on and consolidates counselling competencies gained in Fundamentals of a Helping Relationship and continues to develop the students counselling skills. The module addresses on a deeper level the counselling framework from Fundamentals of a Helping Relationship and places particular focus on the integration of Egan's Skilled Helper Model. The module provides students with an opportunity to further operationalize their helping skills through counselling role plays. Throughout the module, students will be taught to engage in a process of critical self-reflexivity as they sharpen their counselling skills.

Crisis and Trauma Counselling (NQF 6, 14 credits)

This module explores the counselling context with particular reference to people who have experienced situations of crisis and trauma. The module provides the student with the knowledge and skills needed for the effective intervention and management of a crisis. In this module, students would be able to differentiate between a crisis and trauma, and the types of intervention strategies that each requires. This module explores the foundations of trauma counselling related to health, illness, death, the family context and the phenomenology of rape in South Africa. It further provides an understanding of the effects of indirect trauma and introduces the student to the following intervention strategies: brief interventions, cognitive behavioural counselling, narrative practices, and strengths-based interventions. Further areas of foci for this module include the exploration of ways to effectively manage behavioural and emotional responses to crisis and trauma contexts, the assessment of a person who has been exposed to crisis and trauma incidents, as well as how best to respond in such contexts, and when to refer the person for specialist services.

Self-Esteem and Motivation (NQF 6, 14 credits)

This module explores the conceptual and theoretical definitions of self-esteem and motivation and engages the student in a discussion on the key concepts that aid in explaining self-esteem and motivation. The factors that contribute to the varying levels of these constructs in persons will be discussed to better determine which methods and strategies must be employed to enhance self-esteem and motivation in people. Cognition, life experiences, emotion and one's self-concept play a great role in how these concepts manifest and influence one's behaviour. Students will be taken on a journey of critical self-reflection in which they explore the context of their self-esteem and motivation levels and consider various strategies to enhancing it.

Group Work Skills (NQF 7, 14 credits)

This module provides knowledge, skills and capabilities for effective interpersonal communication in group contexts. In this module, the student gains a broad understanding of contemporary interpersonal theory and practice, and a comprehensive skills-base to work effectively and efficiently with people in a variety of interpersonal situations within diverse social contexts. In this module, the student will develop an understanding of group work including the major types of groups; basic ideas of multicultural perspectives on group work and being a diversity-competent group worker. Ethical and legal issues in working with groups will be explored. Major categories of theoretical approaches to group counselling will be identified and an integrative approach to group work will be developed. A rationale for the importance of adequate preparation and an overview of the main tasks required in group processes will be explored. Characteristics, issues and challenges of designing and working with groups in a variety of settings will be discussed. Throughout this module, the student develops an understanding of the factors and influences that directly and indirectly affect interpersonal and group work communication processes.

Applied Perspectives on Psychosocial and Mental Health Challenges in South Africa (NQF 7, 14 credits)

This module has been designed for students to apply their acquired knowledge, and to provide a synthesis of their academic journey and learned theories in a comprehensive, practical and experiential learning environment. Recognition is afforded to the importance and value of mental health promotion. Students are provided with an opportunity to select a population, group, or individual they would like to work and

to assess their need with the aim of planning and implementing their uniquely designed mental health promotion prevention or intervention plan, strategy or programme. This module adopts a good theoretical approach to developing and evaluating intervention programmes and provide students with a step-by-step guide to mental health promotion, intervention planning and implementation. This module is a student-driven initiative requiring students to direct their learning activities from a more independent stance, supported by the relevant literature, and complemented by two formal fieldwork sessions.

Neuropsychology (NQF 7, 12 credits)

This module introduces the student to neuropsychology as a sub-discipline within the field of psychology that focuses on the physiological and neurological processes that underlie all human behaviour. Neuropsychology is a field that may be applied cross-culturally and is part of any holistic view of human functioning in the South African context. In this module students will be introduced to the manner in which the human nervous system functions and the neural bases of specific cognitive processes, such as language, memory and executive functioning. Further to this, students will gain insight into brain development, recovery from brain injury, and neurological disorders.

Work Integrated Learning (Counselling) (Part 1 and 2) (NQF 7, 20 credits)

Work Integrated Learning is regarded as a rewarding and essential component of a student's learning experience. SACAP's vision is to continue to grow and develop as a centre of excellence for education, research and personal and professional development in the field of applied psychology. An integral component of this vision is to establish links with various psychosocial organisations in the community services, health, welfare, etc. It is intended that such collaborative work will promote excellence in the education and training of students within these fields. The WIL module runs over the course of two academic terms and offers students a comprehensive practical placement within an organisational setting specifically related to various psychosocial fields.

Elective Modules for the Counselling Major

Addiction Counselling (NQF 6, 15 credits)

This elective module provides an overview of addiction, addiction models, and addiction counselling, by examining the theoretical models and counselling approaches used to understand, intervene and treat addictions. A differentiation between substance and non-substance related addictions (process addictions) are explored, providing clarification on the common features and defining characteristics of each. Students will be introduced to various screening tools for the assessment of addiction and learn about common co-occurring disorders. Crisis intervention, individual counselling, group counselling and family counselling will be explored when working in the context of addiction treatment. Treatment and aftercare issues as they relate to gender, ethnicity, sexual orientation, disability and age, will be engaged with. Specific emphasis will be placed on the family of the addict and the children in the family system. Finally, this module concludes with insights into harm reduction, relapse prevention practices as well as 12-step self-help groups.

Counselling in Loss (NQF 6, 15 credits)

This module provides students with the knowledge, skills and attributes to effectively and appropriately work with those experiencing a variety of loss and grief issues. Students study the dynamics of the grieving process and the impact that cultural, social, and religious perspectives and beliefs have on the experience of grief and loss. The module introduces the students to complicated, disenfranchised and ambiguous loss and how to work with and/or refer clients. The aim of the module is to assist the student to integrate their developing knowledge and understanding of the counselling process to confidently and appropriately counsel clients as they move through the grieving and loss process.

Family Work and Relationships (NQF 6, 15 credits)

The module introduces family theories and family therapies, with a focus on viewing the family from a systemic perspective. Various explanatory models will be explored with the aim of understanding family functioning, processes and relationships. This includes intergenerational family therapies, experiential family therapies, strategic family therapies, systemic family therapies, and postmodern family therapies. Students will be equipped with the knowledge and skill to formulate a comprehensive framework from which to work within a family context. This module further gives recognition to the complexities of diversity and multiculturalism that are present within families and various family forms. Furthermore, the module seeks to engage students in a discussion about indigenizing western family therapies for the South African context.

Gender, Sexuality and HIV Counselling (NQF 6, 15 credits)

This module offers a theoretical foundation of the key concepts embedded in the study of gender, sexuality and the Human Immunodeficiency Virus (HIV). It further provides students with a good grounding of the issues related to gender, sexuality, and the current HIV discourses in South Africa. This module encourages the student to engage with contemporary material, that is exciting, challenging, and key to our fluid and dynamic identities, intimate relationships, and our social and cultural positions. The student is encouraged to engage in a process of critical self-reflection on their relationship with gender and sexuality in a counselling context. The student will grapple with the complexity of gender-related challenges and the importance of gender and sexuality in a variety of social contexts and circumstances. Additionally, this module scrutinises gender discourses with respect to persons whose gender identities, and/or behaviours are dissimilar from traditional binary gender roles. This module further explores how gender fluidity and non-conforming genders and identities are currently expressed within the South African context. Finally, this module will address the contemporary landscape of HIV, tuberculosis and sexually transmitted infections in South Africa, with special reference to prevention, antiretroviral (ARV) compliance, and the impact of the disclosure of HIV status with specific reference to the adolescent population.

Sports Psychology (NQF 6, 15 credits)

This module introduces the student to the field of sport psychology. This module covers the essential topics pertaining to sport psychology and will enable the student in profiling the athlete, so as to better understand the drivers behind the athlete's performance. The application of psychological theory and research within the context of sport will enable the student to assist athletes and/or coaches improve the athlete's performance and enjoyment in sport. This module concludes with teaching students how to conceptualise and develop a psychological and physical skills training programme.

Working with Children and Adolescents (NQF 6, 15 credits)

Children and adolescents have distinct physical, cognitive and emotional characteristics. As such, the counselling context of young people is unique and different from the counselling context of adults. The differences will be explored in this module with the nuances emphasised and explained. The first few sessions of the module aim to provide students with a theoretical and conceptual framework from which to understand the development and context of young people and moves toward a more practical exploration of the counselling process with a focus on developmentally sensitive counselling skills, the different child-and-adolescent-friendly ways of working with young people in counselling, how to incorporate different forms of media and play in counselling, and fostering an awareness of the ethical dilemmas which they may face. Students are encouraged to think creatively and to develop child-and-adolescent-friendly strategies that will enhance communication and understanding when working with this population. Specific challenges which young people may face, including the family break up, grief, trauma, child abuse, violence, bullying and self-harm, are discussed.

Criminology Major

Faculty: Applied Psychology

Foundations of Criminology (NQF Level 5, 14 credits)

This module provides an introductory overview of the field of criminology, exploring key concepts, and the practicalities of criminology that inform the study of crime and criminal behaviour. Students will examine the nature and extent of crime in contemporary society, the role of various actors within the criminal justice system, and the social, psychological, biological, and structural factors that influence criminal behaviour. Through engagement with South African and international contexts, the module fosters a critical understanding of crime as a social phenomenon and introduces the students to the interdisciplinary nature of criminology, drawing on perspectives from sociology, psychology, and law.

Crime and Society (NQF Level 5, 14 credits)

This module introduces students to the relationship between crime and society and focuses on how social structures, institutions, and inequalities contribute to criminal behaviour. It explores how social contexts, environments, and identities shape both criminal behaviour and societal responses to crime. Key themes include the influence of poverty, inequality, community, family, and identity (including gender, race, and socioeconomic status) on crime and victimisation. Students will be introduced to basic criminological concepts that help explain the social dimensions of crime. The module encourages critical reflection on everyday understanding of crime and builds students' capacity to observe, describe, and interpret crime as a social phenomenon, particularly in South Africa.

Contemporary Crime (NQF Level 6, 14 credits)

This module examines the nature, causes, and impacts of contemporary and emerging forms of crime. It explores how technological advancement, globalisation, and socio-economic change influence the evolution of criminal behaviour. Topics include cybercrime, organised crime, environmental crime (green criminology), terrorism, human trafficking, hate crimes, and corruption. Students will engage with local and international case studies to understand the social, political, and economic dimensions of contemporary crime. The module also addresses challenges in law enforcement, policy responses, and the role of media in shaping public perceptions of these crimes.

Criminological Perspectives on Crime and Deviance (NQF Level 6, 14 credits)

This module introduces students to a range of key criminological theories used to understand the drivers and contributory factors of crime and deviance. It traces the development of criminological thought from classical and positivist schools to contemporary, critical and integrative approaches rooted in multidisciplinary perspectives like biological, psychology, and sociology. Students will explore how different theoretical frameworks explain criminal behaviour, social responses to deviance, and the operation of control mechanisms in society. The module encourages critical reflection on the relevance and application of these perspectives in interpreting current crime issues, both globally and within the South African context.

Victimology and Restorative Justice (NQF Level 6, 14 credits)

This module explores the evolving field of victimology alongside restorative justice as an alternative and complementary response to crime and harm. It introduces students to the experiences, needs, and rights of victims of crime and examines the social, emotional, and legal responses to victimisation. Students will critically engage with theories of victimology and analyse the role of victims within traditional and restorative justice systems. Special focus is placed on the South African context, including the legacies of trauma, transitional justice, and community-based restorative practices. Students will explore victim offender dialogue and mediation, reconciliation, and community accountability models.

Policing, Prosecution and Punishment (NQF Level 6, 14 credits)

This module provides an integrated examination of the criminal justice process, focusing on the roles of policing, prosecution, and punishment in maintaining social order and responding to crime. It begins by exploring the structure and function of criminal justice systems, with attention to policing practices and prosecutorial decision-making, and the administration of justice in courts. The module then moves into theories and practices of punishment and correction, covering retribution and utilitarian philosophies, correctional systems, community corrections, and restorative alternatives.

Women in the Justice System (NQF Level 6, 14 credits)

This module critically examines the roles, experiences, and treatment of women within the criminal justice system as offenders and victims. Drawing on feminist criminology, intersectionality and contemporary justice theory, the module explores how gendered power dynamics shape women's interactions with policing, courts, and corrections. Students will analyse issues such as the criminalisation of women, gender-based violence, victim-offender overlap, and sentencing disparities. This module pays particular attention to the South African context while drawing on international case studies for comparative insight and includes the impact of patriarchy, chivalry, poverty, and systemic violence. The module equips students to critically assess the justice system through a gendered lens.

Psycho-criminology (NQF Level 7, 14 credits)

This module explores the intersection of psychology and criminology in understanding criminal and deviant behaviour. It examines the role of psychological disorders in contributing to criminal acts, disorders that may result from being a victim of crime, and how mental illness is conceptualised and treated within the criminal justice system. Students will study the relationship between psychological conditions, such as personality and mood disorders, and their relationship to both offending behaviour and victimisation. Key themes include criminal liability and mental illness, psychopathy, violent crime, sexual offending and serial offending, and suicide and self-harm in correctional settings. South African case studies are used to explore the ethical and forensic dimensions of psycho-criminological practice.

Juvenile Delinquency and Offending Behaviour (NQF Level 7, 14 credits)

This module provides an in-depth exploration of juvenile delinquency and youth offending as a specialised area of criminological study. It critically examines the causes, patterns, and social construction of offending behaviour among children and adolescents. The module investigates how individual, familial, peer, school, and community factors contribute to delinquency. Students will engage with both informal misbehaviours

like gangsterism, truancy, and substance use, and serious or violent youth crime, considering local and global trends. The module also analyses responses to juvenile offending, with a focus on the South African juvenile justice system, including diversion and child-centred legal protections. Case studies and policy debates will be used to apply theory to real-world practice.

Applied Criminology for Forensic and Correctional Settings (NQF Level 7, 14 credits)

This module explores criminological practice within forensic and correctional settings and assists students in developing professional skills. It focuses on how criminological knowledge informs offender profiling, risk assessment, rehabilitation prospects, parole suitability, and victim services. Attention is given to criminogenic needs, typologies of offenders, violence risk factors, and evidence-based practices used to reduce recidivism. South African and international case studies are used to ground theoretical insights in real-world practice. The module prepares students for work or further study in correctional services, criminal justice, and applied research environments.

Demonstrate an understanding of ethical considerations and systemic challenges in applying criminological knowledge in high-risk or restrictive settings.

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 Criminology field, providing students with various options to undertake their WIL placement (depending on placement availability). Criminology students (both part-time online and full-time contact) complete a full-time 3-month placement at an organisation.

Human Resource Management Major

Faculty: Management and Leadership

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 through 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 21st 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 and 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 understanding 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 through 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.

Business Management Major

Faculty: Management and Leadership

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[®] 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.