HELDERBERG COLLEGE OF HIGHER EDUCATION

PROSPECTUS 2019

Postal Address:
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Somerset West 7129
South Africa

Physical Address:
27 Annandale Drive
Somerset West 7130
South Africa

Contact Details:
Phone : +27 21 850 7500
Fax : +27 21 850 7547
E-mail : enroll@hbc.ac.za
Web: www.hbc.ac.za

Office Hours:
Monday – Thursday 08:00 - 17:00
Friday 08:00 - 13:00
Helderberg College of Higher Education
A Seventh-day Adventist Institution of Higher Education

**Mission**
Helderberg College of Higher Education exists to deliver quality, values-based higher education within the context of the Seventh-day Adventist educational philosophy in various fields to produce competent graduates for service in the community and the church.

**Vision**
Helderberg College of Higher Education to be the institution of choice for learning excellence in the higher education sector within the territory of the Southern Africa Indian-Ocean Division.

**Focus**
Our educational focus is in the fields of Arts, Business, Education, Health, and Theology.

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

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


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

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

Helderberg College of Higher Education has no partnerships.

Names of Directors

Chairperson .............................................................. Spencer, DC
Manager ................................................................. Injety, VR
Secretary ................................................................. Reinecke, CR
Member of the Board ................................................ Du Preez, GT
Member of the Board ................................................ Kunene, T
Member of the Board ................................................ Letseli, TL
Member of the Board ................................................ Odendaal, EA
Member of the Board ................................................ Tito de Harris, Y

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

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

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

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


You have made the right decision to pursue your higher education studies at an institution with a heritage of providing quality, values-based, holistic education. Established 125 years ago, the College has a distinct mission and a clear set of graduate attributes. You will not only receive an accredited qualification in your chosen field of study, but also an education that will enable you to form a philosophy of life which will serve as a basis for success and contentment.

You will be provided an education that is underpinned by a Christian world-view as expressed in the mission statement of the College. “Adventist Education imparts more than academic knowledge. It seeks to develop the whole person - head, heart, and hand. It seeks to develop a purpose and a philosophy of life, faith in God, respect for the dignity of all human beings, build character akin to that of their Creator, and to promote loving service rather than selfish ambition” (SDA Educational Philosophy, p. 1). “True education means more than the pursuit of a certain course of study. It means more than a preparation for the life that is now. It has to do with the whole being and with the whole period of existence possible to man. It is the harmonious development of the physical, the mental, and the spiritual powers” (White, Education, p. 13).

The educational curricula and extra-curricular activities of the College are prepared and organized to ensure that our graduates possess attributes such as: subject knowledge, cognitive skills, job-related skills, and values and ethics. Education at Helderberg College of Higher Education offers you not only competencies for the job market, but also sound values and character. These distinguishing features of education at Helderberg College of Higher Education will offer you a competitive edge over other applicants and employees in the workplace.

Helderberg College of Higher Education is a Private Higher Education Institution duly registered with the Department of Higher Education and Training of the Government of the Republic of South Africa, and all qualifications offered are accredited by the Council on Higher Education.

Vincent Richard Injety, PhD
President
<table>
<thead>
<tr>
<th>Month</th>
<th>Week 1</th>
<th>Week 2</th>
<th>Week 3</th>
<th>Week 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>January</td>
<td>2</td>
<td>Tues</td>
<td>Working days begin</td>
<td></td>
</tr>
<tr>
<td></td>
<td>23</td>
<td>Wed</td>
<td>Staff Meeting: 09:00 – 12:30 / Lecturers Colloquium Part 1: 14:00 – 17:00</td>
<td></td>
</tr>
<tr>
<td></td>
<td>24</td>
<td>Thu</td>
<td>Lecturers Colloquium Part 2: 09:00 – 13:00</td>
<td></td>
</tr>
<tr>
<td>January</td>
<td>28-29</td>
<td>Mon-Tue</td>
<td>Orientation and compulsory English Placement Test for new students</td>
<td></td>
</tr>
<tr>
<td>Jan-Feb</td>
<td>29-31</td>
<td>Tue-Thu</td>
<td>Registration for all students</td>
<td></td>
</tr>
<tr>
<td>February</td>
<td>01</td>
<td>Fri</td>
<td>College Founding Day</td>
<td></td>
</tr>
<tr>
<td></td>
<td>04</td>
<td>Mon</td>
<td>Opening Assembly at 9:00 – Classes begin at 11.00 / ELI 1st Quarter begins / LATE REGISTRATION FEE IN EFFECT – Application of 15% Absence Policy</td>
<td></td>
</tr>
<tr>
<td></td>
<td>04-08</td>
<td>Mon-Fri</td>
<td>LATE REGISTRATION FEE IN EFFECT</td>
<td></td>
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<tr>
<td></td>
<td>10</td>
<td>Sun</td>
<td>Peninsula Tour for new students</td>
<td></td>
</tr>
<tr>
<td></td>
<td>11</td>
<td>Mon</td>
<td>Staff and Student Consecration Service at 10.00</td>
<td></td>
</tr>
<tr>
<td></td>
<td>11-13</td>
<td>Mon-Wed</td>
<td>FINAL LATE REGISTRATION FEE IN EFFECT</td>
<td></td>
</tr>
<tr>
<td></td>
<td>13</td>
<td>Wed</td>
<td>Final late registration closes at 13.00. Last day to Drop/Add/Change a module. Students may not join classes after this date.</td>
<td></td>
</tr>
<tr>
<td>March</td>
<td>03-10</td>
<td>Sun-Sat</td>
<td>Week in Spiritual Emphasis (WISE)</td>
<td></td>
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<tr>
<td></td>
<td>21</td>
<td>Thu</td>
<td>Public Holiday – Human Rights Day</td>
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<td>22</td>
<td>Fri</td>
<td>College Holiday</td>
<td></td>
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<tr>
<td></td>
<td>25-29</td>
<td>Mon-Fri</td>
<td>Wellness Week</td>
<td></td>
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<tr>
<td></td>
<td>27</td>
<td>Wed</td>
<td>Community Engagement Day</td>
<td></td>
</tr>
<tr>
<td>April</td>
<td>04-12</td>
<td>Thu-Fri</td>
<td>Mid-Semester Examinations / ELI 1st Quarter Examinations Classes end at 13.00.</td>
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</tr>
<tr>
<td></td>
<td>15-22</td>
<td>Mon-Mon</td>
<td>Mid-Semester Break</td>
<td></td>
</tr>
<tr>
<td></td>
<td>19</td>
<td>Fri</td>
<td>Easter – Public Holiday – Good Friday</td>
<td></td>
</tr>
<tr>
<td></td>
<td>22</td>
<td>Mon</td>
<td>Easter – Public Holiday – Family Day</td>
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</tr>
<tr>
<td></td>
<td>23</td>
<td>Tue</td>
<td>Classes resume at 8:00 / ELI 2nd Quarter begins</td>
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<tr>
<td></td>
<td>27</td>
<td>Fri</td>
<td>Public Holiday – Freedom Day</td>
<td></td>
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<tr>
<td>April-May</td>
<td>29-03</td>
<td>Mon-Fri</td>
<td>Library Week</td>
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<tr>
<td>May</td>
<td>1</td>
<td>Wed</td>
<td>Public Holiday – Workers’ Day</td>
<td></td>
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<td>10</td>
<td>Fri</td>
<td>Last day for extracurricular activities</td>
<td></td>
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<tr>
<td></td>
<td>15</td>
<td>Wed</td>
<td>Academic DP for 1st Semester published</td>
<td></td>
</tr>
<tr>
<td></td>
<td>16</td>
<td>Thu</td>
<td>Theology Liaison Committee</td>
<td></td>
</tr>
<tr>
<td></td>
<td>17</td>
<td>Fri</td>
<td>Last day of classes for 1st Semester – Classes end at 13:00</td>
<td></td>
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<tr>
<td></td>
<td>18-19</td>
<td>Sat-Sun</td>
<td>Helderberg College of Higher Education Council (Saturday Evening &amp; Sunday)</td>
<td></td>
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<tr>
<td></td>
<td>20-22</td>
<td>Mon-Wed</td>
<td>Block Study</td>
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<tr>
<td>May-June</td>
<td>20-07</td>
<td>Mon-Fri</td>
<td>RPL Portfolio Course</td>
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<tr>
<td>June</td>
<td>23-07</td>
<td>Thu-Fri</td>
<td>Examinations for 1st Semester / ELI 2nd Quarter Examinations (5th, 6th)</td>
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<tr>
<td></td>
<td>04-20</td>
<td>Tue-Thu</td>
<td>HCOM Session 1</td>
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<td></td>
<td>10</td>
<td>Mon</td>
<td>MID-YEAR BREAK COMMENCES</td>
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<td>11-12</td>
<td>Tues-Wed</td>
<td>Supplementary Exams 1st Semester</td>
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<td>13-14</td>
<td>Thu-Fri</td>
<td>College Holiday</td>
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<tr>
<td></td>
<td>16</td>
<td>Sun</td>
<td>Public Holiday – Youth Day</td>
<td></td>
</tr>
<tr>
<td></td>
<td>17</td>
<td>Mon</td>
<td>Public Holiday – Youth Day observed</td>
<td></td>
</tr>
<tr>
<td></td>
<td>18</td>
<td>Tue</td>
<td>Grades voted and sent to Registrar’s Office.</td>
<td></td>
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</table>
## Second Semester: 09 July – 01 December 2019

<table>
<thead>
<tr>
<th>June-July</th>
<th>23-05</th>
<th>Sun-Fri</th>
<th>SAU/SID Teacher Certification Programme Session 3</th>
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<tbody>
<tr>
<td>July</td>
<td>04-05</td>
<td>Thu-Fri</td>
<td>Staff Training</td>
</tr>
<tr>
<td></td>
<td>09</td>
<td>Tue</td>
<td>Orientation for new students / Registration for all students</td>
</tr>
<tr>
<td></td>
<td>09-11</td>
<td>Tue-Thu</td>
<td>Registration for all students</td>
</tr>
<tr>
<td>15</td>
<td>Mon</td>
<td></td>
<td>Opening Assembly at 9.00 Classes begin at 11.00/ELI 3rd quarter begins</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>LATE REGISTRATION FEE IN EFFECT</td>
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<td></td>
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<td></td>
<td>Application of 15% Absence Policy</td>
</tr>
<tr>
<td>15-19</td>
<td>Mon-Fri</td>
<td></td>
<td>LATE REGISTRATION FEE IN EFFECT</td>
</tr>
<tr>
<td>22-24</td>
<td>Mon-Wed</td>
<td></td>
<td>FINAL LATE REGISTRATION FEE IN EFFECT</td>
</tr>
<tr>
<td>24</td>
<td>Wed</td>
<td></td>
<td>Final late registration closes at 13.00.</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>Last day to Drop/Add/Change a module. Students may not join classes after this date.</td>
</tr>
<tr>
<td>August</td>
<td>09</td>
<td>Fri</td>
<td>Public Holiday – National Woman’s Day</td>
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<tr>
<td></td>
<td>11-17</td>
<td>Sun-Sat</td>
<td>Week in Spiritual Emphasis (WISE)</td>
</tr>
<tr>
<td></td>
<td>21</td>
<td>Wed</td>
<td>Sports Day</td>
</tr>
<tr>
<td>September</td>
<td>02-06</td>
<td>Mon-Fri</td>
<td>Mid-Semester Examinations/ELI 3rd Quarter Examinations 4th, 5th</td>
</tr>
<tr>
<td></td>
<td>09-13</td>
<td>Mon-Fri</td>
<td>Mid-Semester Break</td>
</tr>
<tr>
<td></td>
<td>16</td>
<td>Mon</td>
<td>Classes resume at 8.00/ELI 4th Quarter begins</td>
</tr>
<tr>
<td>Sept-Oct</td>
<td>17-03</td>
<td>Mon-Thu</td>
<td>HCOM Session 2</td>
</tr>
<tr>
<td></td>
<td>24</td>
<td>Tue</td>
<td>Public Holiday – Heritage Day</td>
</tr>
<tr>
<td>October</td>
<td>13-19</td>
<td>Sun-Sat</td>
<td>VOP Week of Prayer</td>
</tr>
<tr>
<td></td>
<td>19-20</td>
<td>Sat-Sun</td>
<td>Helderberg College of Higher Education Council</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(Saturday Evening &amp; Sunday)</td>
</tr>
<tr>
<td></td>
<td>23</td>
<td>Wed</td>
<td>Academic DP for 2nd Semester published</td>
</tr>
<tr>
<td></td>
<td>25</td>
<td>Fri</td>
<td>Last day of classes for 2nd Semester/Classes end at 13.00.</td>
</tr>
<tr>
<td></td>
<td>28-30</td>
<td>Mon-Wed</td>
<td>Block Study</td>
</tr>
<tr>
<td>Oct-Nov</td>
<td>31-15</td>
<td>Thu-Fri</td>
<td>Examinations for 2nd Semester/ELI 4th Quarter Examinations (14th, 15th)</td>
</tr>
<tr>
<td>November</td>
<td>20-22</td>
<td>Wed-Fri</td>
<td>Supplementary Examinations: Graduates Wednesday 21 November only/Non-graduating students 22nd, 23rd November</td>
</tr>
<tr>
<td></td>
<td>22</td>
<td>Fri</td>
<td>Graduates grades to the Records Office</td>
</tr>
<tr>
<td></td>
<td>25</td>
<td>Fri</td>
<td>Graduation Weekend: Consecration Service at 19.00</td>
</tr>
<tr>
<td></td>
<td>30</td>
<td>Sat</td>
<td>Graduation Weekend: Baccalaureate Service at 11.00</td>
</tr>
<tr>
<td>December</td>
<td>01</td>
<td>Sun</td>
<td>Commencement Ceremony at 10.00</td>
</tr>
<tr>
<td></td>
<td>02</td>
<td>Mon</td>
<td>All grades voted and sent to Registrar’s Office</td>
</tr>
<tr>
<td></td>
<td>03</td>
<td>Tue</td>
<td>Staff Year-end Function</td>
</tr>
<tr>
<td>Dec-Jan</td>
<td>16</td>
<td>Mon</td>
<td>Public Holiday – Day of Reconciliation</td>
</tr>
<tr>
<td></td>
<td>23-01</td>
<td>Fri-Tue</td>
<td>College closes at 13:00 on Friday 20 December until 01 January 2020.</td>
</tr>
</tbody>
</table>

Please Note: Helderberg College of Higher Education reserves the right to adjust this Calendar if deemed necessary.
Administration, Faculty and Staff

ADMINISTRATORS

Injety, Vincent PhD  President  injetyv@hbc.ac.za
Reinecke, Charlene PhD  Vice-President: Academic Administration  reineckec@hbc.ac.za
Tito de Harris, Yenny CA(SA)  Director: Financial Administration  harrisy@hbc.ac.za
Letseli, Tankiso DLitt et Phil  Director: Student Services  letselit@hbc.ac.za

ADMINISTRATIVE ASSISTANTS

Petersen, Amanda  Administrative Secretary to President  president@hbc.ac.za
Pillay, Jessie  Administrative Secretary to VPAA  pillayj@hbc.ac.za
Masitise, Yolanda  Administrative Secretary to DFA  finadmin@hbc.ac.za
Songwiqi, Nosipho  Administrative Secretary to DSS  songwiqin@hbc.ac.za

PRESIDENT’S OFFICE

Vacant  Advancement & Marketing Manager
Elden, Swart  Public Relations & Marketing Coordinator  swarte@hbc.ac.za
Nyembe, Vamokuhle  Human Resources Manager  nyembev@hbc.ac.za

ACADEMIC ADMINISTRATION OFFICE

Appollis, Jilian  Quality Assurance Manager  appollisj@hbc.ac.za
Steyn, Pieter  Registrar  steynp@hbc.ac.za
Plaatjes, Millie  Assistant Registrar  records@hbc.ac.za
Rozelda Adams  Admissions & Recruitment Officer  apply@hbc.ac.za
Coetzee, Elainie  New Programmes Coordinator  coetzee@hbc.ac.za

FACULTY DEANS

Sharp, Rina  Dean, Faculty of Arts  sharpr@hbc.ac.za
Injety, Lynda  Dean, Faculty of Business  injetyl@hbc.ac.za
Platts, Adrian  Dean, Faculty of Theology  platts@hbc.ac.za
# LECTURING FACULTY

## Faculty of Arts

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appollis, Jilian</td>
<td>Contract Lecturer</td>
<td><a href="mailto:appollisj@hbc.ac.za">appollisj@hbc.ac.za</a></td>
</tr>
<tr>
<td>Bomester, Olivia</td>
<td>Senior Lecturer</td>
<td><a href="mailto:bomestero@hbc.ac.za">bomestero@hbc.ac.za</a></td>
</tr>
<tr>
<td>De Villiers, Maryanne</td>
<td>Contract Lecturer</td>
<td><a href="mailto:devilliersm@hbc.ac.za">devilliersm@hbc.ac.za</a></td>
</tr>
<tr>
<td>Griff-Griffiths, Linda</td>
<td>Junior Lecturer</td>
<td><a href="mailto:griff-griffithsl@hbc.ac.za">griff-griffithsl@hbc.ac.za</a></td>
</tr>
<tr>
<td>Harebottle, Del</td>
<td>Contract Lecturer</td>
<td><a href="mailto:harebottled@hbc.ac.za">harebottled@hbc.ac.za</a></td>
</tr>
<tr>
<td>Julies, Debbie</td>
<td>Junior Lecturer</td>
<td><a href="mailto:juliesd@hbc.ac.za">juliesd@hbc.ac.za</a></td>
</tr>
<tr>
<td>Kriel, Gerda</td>
<td>Contract Lecturer</td>
<td><a href="mailto:krieg@hbc.ac.za">krieg@hbc.ac.za</a></td>
</tr>
<tr>
<td>Lawrence, Colin</td>
<td>Contract Lecturer</td>
<td><a href="mailto:lawrencec@hbc.ac.za">lawrencec@hbc.ac.za</a></td>
</tr>
<tr>
<td>Naidoo, Rolf</td>
<td>Senior Lecturer</td>
<td><a href="mailto:naidoor@hbc.ac.za">naidoor@hbc.ac.za</a></td>
</tr>
<tr>
<td>Naidu, Sherelle</td>
<td>Lecturer</td>
<td><a href="mailto:naidus@hbc.ac.za">naidus@hbc.ac.za</a></td>
</tr>
<tr>
<td>Ntwana, Thenjiswa</td>
<td>Contract Lecturer</td>
<td><a href="mailto:ntwanat@hbc.ac.za">ntwanat@hbc.ac.za</a></td>
</tr>
<tr>
<td>Prinsloo, Celeste</td>
<td>Contract Lecturer</td>
<td><a href="mailto:prinslooc@hbc.ac.za">prinslooc@hbc.ac.za</a></td>
</tr>
<tr>
<td>Odendaal, Cornelle</td>
<td>Lecturer</td>
<td><a href="mailto:odendaalc@hbc.ac.za">odendaalc@hbc.ac.za</a></td>
</tr>
<tr>
<td>Reinecke. Charlene</td>
<td>Associate Professor</td>
<td><a href="mailto:reinec@hbc.ac.za">reinec@hbc.ac.za</a></td>
</tr>
<tr>
<td>Richard, Chrisna</td>
<td>Contract Lecturer</td>
<td><a href="mailto:richardc@hbc.ac.za">richardc@hbc.ac.za</a></td>
</tr>
<tr>
<td>Sauls, Berenice</td>
<td>Contract Lecturer</td>
<td><a href="mailto:saulsb@hbc.ac.za">saulsb@hbc.ac.za</a></td>
</tr>
<tr>
<td>Sharp, Rina</td>
<td>Senior Lecturer</td>
<td><a href="mailto:sharpr@hbc.ac.za">sharpr@hbc.ac.za</a></td>
</tr>
<tr>
<td>Sutcliffe, Carol</td>
<td>Professor</td>
<td><a href="mailto:sutcliffec@hbc.ac.za">sutcliffec@hbc.ac.za</a></td>
</tr>
<tr>
<td>Wildeman, Val</td>
<td>Contract Lecturer</td>
<td><a href="mailto:wildemanv@hbc.ac.za">wildemanv@hbc.ac.za</a></td>
</tr>
<tr>
<td>Wright, Tracy</td>
<td>Contract Lecturer</td>
<td><a href="mailto:wrightt@hbc.ac.za">wrightt@hbc.ac.za</a></td>
</tr>
<tr>
<td>Zygmont, Conrad</td>
<td>Professor</td>
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## Faculty of Business

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## Faculty of Theology

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About Helderberg College of Higher Education

History, Mission, Philosophy & Values

Who We Are

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

The College’s education philosophy aims at the well-balanced development of the complete person and emphasizes spiritual values as the basis for all educational activities at the institution. Students are encouraged to adopt a positive life-style, which will lead to the highest use of a student's physical, mental, social and spiritual abilities.

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

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

Education at Helderberg College of Higher Education

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

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

Philosophy

The education philosophy of Helderberg College of Higher Education includes the following:
It is a Christian institution established on Biblical principles and ascribing to a high level of professionalism in staff and students. The goal of education is to prepare students for a life of service to society, not only through academic excellence, but also by spiritual advancement, practical usefulness and social awareness.

The staff are committed Christians who believe in a philosophy of life that is in harmony with the teachings of the Seventh-day Adventist Church.

The College upholds the lifestyle principles of the Seventh-day Adventist Church.

The value and dignity of community service is respected and all students are required to participate in practical/community work experiences as a prerequisite to graduation.

The importance of fellowship with others is recognized.

The motivation may best be summed up in the words of Jesus: “Love the Lord your God with all your heart and with all your soul and with all your strength and with all your mind ... and ... love your neighbour as yourself” (Luke 10:27).

**Basic Principles**

The following principles are fundamental to the smooth functioning of the College programme. They help to maintain the quality of the academic atmosphere of the College and the commitment to academic, practical and spiritual excellence. Those who form part of the Helderberg College of Higher Education family will:

- Honour God in all spheres of life and show respect for others.
- Show Christian refinement in speech and action.
- Respect the religious convictions of fellow students and refrain from spreading ungodly philosophies or beliefs.
- Support the religious programmes that form an integral part of life at a Christian College.
- Be strictly honest in all aspects of living.
- Show good citizenship by respecting the laws of the land and upholding the principles of the College.
- Pursue a healthy lifestyle and abstain from the use of illegal drugs and other harmful substances such as tobacco, alcohol
and narcotics, and categorically reject any pornographic material.

- Choose recreation and amusements that refresh and strengthen all the faculties: physical, mental, social and spiritual.
- Exhibit a high sense of modesty, simplicity and cultural refinement in dress, choosing that which is appropriate to the occasion. Classroom dress should be neat and modest, while church dress should be more formal in keeping with the sacredness of the worship experience.
- In keeping with the emphasis in God’s Word on the allure of inner beauty rather than outward adornment, the excessive use of jewellery and cosmetics should be avoided, and students should be responsive to helpful suggestions from the Residence Deans or any staff/faculty members.
- Conduct relationships in a wholesome manner by abstaining from excessive expression of affection in public, from pre-marital sex, and from any other behaviour that could jeopardize future significant relationships and damage self-esteem.
- Use time effectively and meet all appointments punctually and faithfully.
- Respect and value the positive contribution that each culture brings to the whole College family.

**Values**

Quality – *Services*

Integrity – *In all aspects*

Service – *Culture*

Respect – *For all*

Whole-life - *Commitment*

Christ-like – *Attitude*
Objectives

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

**Spiritual:** Helderberg College of Higher Education places great emphasis upon the role of religion in the personal lives of its students. It seeks to develop a high concept of service to God and man and to emphasize the importance of character development based upon the eternal values of the Word of God. Students are encouraged to develop a Christian philosophy of life as a basis for the solution of both personal and social problems.

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

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

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

**History**

Seventh-day Adventist education in South Africa began in 1893 with the establishment of Claremont Union College at Claremont, Cape Town. It was the first College operated by the Seventh-day Adventist denomination outside North America. The College changed location in 1919 and again in 1928 in an attempt to follow more closely the philosophy that motivated it from the beginning. After the first move, the College became known as the South African Training School, and later as
Spioenkop College, located 32 km from Ladysmith in Natal. In 1928 the College was relocated to a 150 ha fruit farm on the slopes of Helderberg Mountain, 5 km from Somerset West, the institution is therefore the product of the seeds sown by the pioneers, both staff and students, of its two predecessors. On the 9th of November 2017 the name of the College was amended to Helderberg College of Higher Education.

Until 1974, the chief administrator of the College was known as the “Principal”. From 1975 to 2001, this position was designated “Rector”, then “President” from 2002. Below is the list of chief administrators over the years:

### Claremont Union College
- E B Miller, 1893 - 1894
- Mrs A Druillard, 1895
- Miss S Peck, 1896
- J L Shaw, 1897 - 1900
- A Ruble, 1901 - 1902
- C H Hayton, 1902 - 1907
- W S Hyatt, 1907
- J F Olmstead, 1908
- C P Crager, 1909 - 1915
- W E Straw, 1916 – 1917

### South African Training School
- J I Robison, 1919
- U Bender, 1920 - 1921
- J D Stickle, 1922

### Spioenkop College
- E D Dick, 1923 - 1927

### Helderberg College
- M P Robison, 1928 - 1933
- G E Shankel, 1934 - 1941
- W E McClure, 1942 - 1946
- M P Robison, 1947 - 1948
- W E McClure, 1949 - 1954
- E L Tarr, 1955 - 1961
- P J van Eck, 1961 - 1965
- H E Marais, 1966 - 1972
- A O Coetzee, 1973 - 1978
- D Birkenstock, 1979 - 1995
- D F Allen, 1996 - 2002
G M Ross, 2003 - 2005
G T du Preez, 2005 - 2010
T L Letseli, 01.01.2011 - 31.01.2011
V R Injety, 08.05.2013 –

Please Note:
On 9 November 2017 the institutions name was legally changed to
Helderberg College of Higher Education.
Policies

**Health & Wellness Policy**

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

**Education at Helderberg College of Higher Education**

*Helderberg College of Higher Education is different from many other tertiary institutions because of its education philosophy.*

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

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

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

**A Substance-Free Campus**
The institution maintains a nicotine, alcohol, and an illegal substance free environment.

**Curriculum Inclusion**
The institutional philosophy is based on the premise that education is the development of the whole being, healthful living is promoted. At least one, but in most cases, two health related modules are therefore included in each programme of study.
The following is an extract from the course description of the module – Principles of Health and HIV/AIDS Education respectively:
“...Principles of health will be examined in light of the learners understanding of healthy lifestyle practices and how these principles may be integrated into individual lifestyles and applied within the greater environmental and social contexts”.
“...This module provides a study on the key components surrounding HIV infection, care and management. In a country where more than 1 in 5 people are HIV positive, this module shares skills training for prevention, information dissemination and basic counselling in HIV and AIDS...”.
The institution also addresses HIV/AIDS, in a separate Policy.

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

**First Aid**
A staff member is a fully qualified nursing sister, and cases requiring first aid are referred to her.

**Psychological Counselling**
Should a student have psychological challenges, the institution has procedures in place whereby a student may be referred to a psychologist, contracted and financed by the institution, for a number of counselling sessions.
Mentoring
Staff members volunteer to be mentors as part of a student mentoring programme at the institution. The following is an extract from the mentoring policy:
“Mentoring at Helderberg College of Higher Education is the process of using selected staff members to provide guidance and support that will help develop the spiritual, career, and academic life of students and assist in their social and cultural adjustment”.

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

Whereas the institution is located on the base of a mountain, most of the buildings are located at various levels above or below ground level. To date certain buildings have access ramps but this is not possible in all buildings. Persons with physical disabilities may find this challenging.

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

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

Student Life

General Academic Information

A holistic view of human life, which includes spiritual, mental and physical development, is fostered by all programmes at Helderberg College of Higher Education. Students are given the opportunity to gain knowledge about God their Creator, themselves and others, as well as the complex world in which they live. Besides modules in their own disciplines, students also acquire basic literacy and numeracy skills, and are exposed to a study of life issues from a Christian perspective. A balanced lifestyle, as well as an appreciation of a meaningful work ethic is also the mark of an education at Helderberg College of Higher Education.

Code of Conduct

The College welcomes students who wish to live in harmony with the principles and standards of the Word of God. No religious tests are applied, but all students are expected to show proper regard for the rules that govern the Christian lifestyle and religious atmosphere that Helderberg College of Higher Education promotes. Resident students are required to attend worship services and to conduct themselves according to the rules laid down in the Student Handbook. By signing the application form a prospective student shows his agreement to do so. The College campus is a non-smoking, alcohol-free, drug-free, and gun-free area. Smoking, consuming alcohol, using illegal drugs, or carrying arms in the dormitories or anywhere on campus will result in immediate disciplinary procedures. Individuals who cannot subscribe to these guidelines might wish to pursue their studies elsewhere.
Language of Instruction

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

Official Channel of Communication

The College utilizes various channels of communication in order to convey information and announcements. Each student is given an email account and password to access their mail. The College uses email as its official channel of communication. The policies and procedures that govern the student life and academic administration are given in the Student Handbook, Prospectus, calendar of events, announcements in assembly, faculty forums, etc. The student is expected to make all efforts to familiarize himself/herself with the policies.

Orientation Programme

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

National Benchmark Test

All first year and new students are required to sit for the compulsory National Benchmark Test if they have not done so before coming to College. The NBT forms part of the orientation programme at the beginning of each year as stipulated in the letter of acceptance and College Calendar. The results of the NBT are used to place students in the appropriate English modules.

College Assembly

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

RESIDENCE ACCOMMODATION

Helderberg College of Higher Education is a residential institution and students are usually required to live on campus. The dormitory facilities include lounge, laundry, Internet access, satellite TV, and recreational facilities. The three-story Salisbury House provides accommodation for about 115 men. Anne Visser House accommodates 138 women. Regulations pertaining to residential life are indicated in the Student Handbook.

MARRIED STUDENT HOUSING

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

CAFETERIA

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

INFORMATION TECHNOLOGY FACILITIES

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

PIETER WESSELS LIBRARY

The Pieter Wessels Library, housed in the renovated former ladies' residence (Meade House), was opened in 1980. Its present holdings of over 73 656 volumes include books, videos, CD’s, DVD’s, and other media. The electronic catalogue of the Library is available on Internet. There are more than 1 934 periodicals available in the
library, comprised of either online (including at least 399 full-text journals) or hard copy formats. Full-text databases include: Academic Search Elite; JSTOR, containing access to more than 1,400 scholarly journals; the Seventh Day Adventist Periodical Index, consisting of more than 40 past and present journals and magazines, and Logos. The Library’s linkup through the SABINET inter-library loan services provides students with access to the holdings of all the major university and general libraries in South Africa. Students therefore have access to the latest information in a wide variety of areas.

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

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

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

International College students with children, who come from non-English educational systems, and who would like to send their children to the Primary or High School, should take note that additional instruction might be required during a “phase-in” process until the child is proficient in English. This can be provided by the English Language Institute operated by Helderberg College of Higher Education.

**Student Services**

**STUDENT SUPPORT SERVICES**

Counselling services are offered to students by the Chaplain. Should students require professional psychological help, Faculty of Arts facilitates referrals to an off-campus psychologist. Student mentoring is offered by a number of staff members. In all faculties tutorials are arranged as a support system for students needing additional help. A Learner Support Programme is in place to provide assistance to students in the areas of academic writing, reading, study skills, time management etc.

**PERSONAL MONEY**

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

**RECREATIONAL FACILITIES**

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

MUSICAL ENSEMBLES
The College Choir performs at various centres in the Western Cape, and periodically undertakes tours to other parts of the country. Membership is by audition.

Students who play band and orchestral instruments are encouraged to bring these to College. In addition to larger organizations, smaller groups such as quartets, trios, men's groups, ladies' groups and other ensembles are encouraged to practice and perform.

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

RELIGIOUS ACTIVITIES
Residential students are expected to attend the daily worship services and Sabbath services that are planned to stimulate growth and maturity in Christian living.
There are three places of worship for Sabbath services on campus:

*Helderberg Church*, completed in mid-1976, includes a pastor's study and a number of rooms for children's Sabbath Schools. The sanctuary provides seating for approximately 900 worshippers.

*All Nations Campus Church* meets in the Anderson Hall. Children's Sabbath School classes are provided jointly at Helderberg College of Higher Education Church.

*Silverleaf Church* meets in the Chapel located at Helderberg High School.

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

**STUDENT FINANCIAL AID – WORK BURSARY PROGRAMME**

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

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

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

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

VISITS

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

Societies & Associations

ALUMNI ASSOCIATION

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

STUDENT ASSOCIATIONS

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

FACULTY OF ARTS FORUM

This Forum is operated by a student committee elected by the students of the Arts Faculty, with a faculty member serving as sponsor and mentor. It serves to provide academic enrichment, as well as arrange social gatherings and cultural activities.

BUSINESS EXPOSURE CLUB

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

THEOLOGY STUDENTS ASSOCIATION
The Theology Students Association (TSA) coordinates the spiritual and social needs of Theology students.

FACULTY OF THEOLOGY FORUM
The Theology Forum meets weekly under the aegis of the Faculty of Theology to address the challenges of the ministry and to provide opportunities for intellectual and spiritual fellowship.

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

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

The Society’s motto is “Cultivating Excellence” and is identified by the three Greek letters AKE, i.e. Alpha, Kappa, and Epsilon.
The Greek letters signify the following:

*Arēte* - moral virtue and excellence;
*Koinonia* - community fellowship; and
*Epistēmē* - knowledge and science.

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

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

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

GENERAL ADMISSIONS REQUIREMENTS

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

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

ACADEMIC ADMISSION REQUIREMENTS

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

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

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

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

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

Admission to English Language Institute
Please note that the minimum age for acceptance into the ELI is 16.

Alternative Routes for Admission

FOUNDATION - YEAR PROGRAMME

Students who wish to enter degree programmes at Helderberg College of Higher Education, but do not have matriculation exemption (before 2009), or do not meet the national minimum requirements for entering into a degree programme in terms of the National Senior Certificate (from 2009 onwards), may apply to enter the Foundation-Year Programme. In the course of this extended year of study students will do modules which will prepare them for the academic standards and rigour of degree studies. For faculty-specific module contents and rules regarding the foundation-year consult the relevant section in this Prospectus. It is the responsibility of the student to apply to Universities South Africa (the former Higher Education South Africa, HESA, or Matriculation Board), for a Certificate of Exemption and to pay the cost thereof. Please note that this is a year-programme and that there is therefore no second semester intake.

MATURE AGE EXEMPTION

1. Prospective students who are at least 23 years of age, and who have passed at least four Senior or school-leaving subjects with 40%, qualify for Mature Age Exemption. At least three of the four subjects must have been passed at the same examination sitting with at least one Higher Grade (HG)
subject. This does not apply to applicants who qualified with the NSC from 2009 onwards.

2. Prospective students who are 45 years of age and above qualify for a certificate of conditional exemption from the matriculation examination, without any particular school qualifications. It is the responsibility of the student to apply to Universities South Africa (the former Higher Education South Africa, HESA, or Matriculation Board) for a Certificate of Exemption and to pay the cost thereof.

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

RECOGNITION OF PRIOR LEARNING

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

ADMISSION OF TRANSFER STUDENTS

Students from registered institutions of higher education may have credits transferred from these institutions without validating examinations (except in certain professional programmes where examinations may be required), provided the following conditions are met:
Transfer credits have to be requested and are not processed automatically. This should be done during the registration process. Original official transcripts should be requested from the Registrar of the former university and sent directly to Helderberg College of Higher Education during the application procedure. The transcript will be evaluated by the Vice-President: Academic Administration and the Faculty Dean.

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

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

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

TRANSFER CREDITS

1. **Credit Accumulation Transfer (CAT) for Completed Programmes:**
   Up to 50% of credits for a completed qualification may be transferred when enrolling for a study programme at Helderberg College of Higher Education.

2. **Credit Accumulation Transfer (CAT) for Incomplete Programmes:**
   Credits that form part of an incomplete qualification from another institution which is accredited by the CHE or an equivalent accrediting body, may be transferred up to a maximum of 50%. At the discretion of the Academic Administration Committee exceptions may be made. Students must complete their final year at the College.

The module outlines from the respective institutions from which transfer credits are applied for are to be provided in order to ascertain content equivalence.
No transfer credits will be accepted with a grade of less than 50% or a C. Transfer credits form part of the cumulative percentage average (%) required in order to graduate.

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

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

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

APPLICATION PROCEDURE
An application form must be completed and submitted together with all required documentation. Applications that are submitted without the required documentation cannot be processed.

The Admissions Committee will evaluate the submitted application form and supporting documents, after which an official response will be sent to the prospective student.

DO NOT PROCEED TO THE COLLEGE UNTIL YOU HAVE RECEIVED A FORMAL NOTICE OF ACCEPTANCE FROM THE ADMISSIONS OFFICE.
INTERNATIONAL STUDENTS

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

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

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

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

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

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

In this case the student will be required to leave South Africa within 7 days.

Students who come late for registration will need to return to their country as no admission is granted after official registration is closed.
**Language of Instruction**

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

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

**Travel Arrangements**

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

**Finance**

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

**Selection Criteria for Admission**

In order to obtain a National Senior Certificate (NSC), a high-school learner must pass seven subjects, four of which are compulsory (two Languages, Life Orientation, and either Mathematics or Mathematical Literacy). Please note that Helderberg College of
Higher Education requires English to be one of the two compulsory languages since the medium of instruction at Helderberg College of Higher Education is English.

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

<table>
<thead>
<tr>
<th>NQF Level</th>
<th>Qualification</th>
<th>Minimum requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Higher Certificate</td>
<td>National Senior Certificate with an achievement rating of 3 (40-49%) obtained in Life Orientation and two other subjects, and a rating of 2 (30-39%) obtained in the other four subjects, together with faculty programme-specific requirements.</td>
</tr>
<tr>
<td>6</td>
<td>Diploma</td>
<td>National Senior Certificate with an achievement rating of 3 (40-49%) or better obtained in four subjects, together with faculty programme-specific requirements. OR Completed Higher Certificate or Advanced Certificate in a cognate field.</td>
</tr>
<tr>
<td>7</td>
<td>Bachelor’s Degree</td>
<td>National Senior Certificate with four subjects from a designated list* that have been passed with an achievement rating of 4 (50-59%) or better, together with faculty programme-specific requirements. OR Completed three-year diploma</td>
</tr>
</tbody>
</table>

*Designated list for Bachelor’s Degree:
Helderberg College of Higher Education uses an Admissions Point Score (APS) to determine admission into its various programmes. The Helderberg College of Higher Education APS in relationship to the NSC rating is as follows:

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

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

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

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

O - Level Passes

Foreign applicants who have:

- Five Ordinary level passes with grades A-C or 1-3, may qualify for admissions into a Diploma or Higher Certificate qualification. Alternatively, they qualify to do the Foundation Year, and upon successful completion of this bridging year they may qualify for admission to a degree programme, on condition that all other requirements of the appropriate degree are met as specified in the Prospectus.

- Foreign applicants who are 23 years and older may qualify for admission to degree programmes if they have four Ordinary level subject passes with grades A-C or 1-3, of which the

<table>
<thead>
<tr>
<th>NCS Rating</th>
<th>%</th>
<th>Helderberg APS</th>
</tr>
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<tbody>
<tr>
<td>7</td>
<td>90-100</td>
<td>8</td>
</tr>
<tr>
<td>6</td>
<td>80-89</td>
<td>7</td>
</tr>
<tr>
<td>5</td>
<td>70-79</td>
<td>6</td>
</tr>
<tr>
<td>4</td>
<td>60-69</td>
<td>5</td>
</tr>
<tr>
<td>3</td>
<td>50-59</td>
<td>4</td>
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<tr>
<td>2</td>
<td>40-49</td>
<td>3</td>
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<tr>
<td>1</td>
<td>30-39</td>
<td>2</td>
</tr>
<tr>
<td>0</td>
<td>0-29</td>
<td>1</td>
</tr>
</tbody>
</table>
examinations have been completed in one sitting and of which English must be one of the subjects that have been passed. In addition, these applicants need to meet all other requirements of the appropriate degree as specified in the Prospectus. They will also need to apply to Universities South Africa for an exemption certificate.

PLEASE TAKE NOTE
All students, except foundation-year students, are welcome to commence their studies at the beginning of the second semester. However, students who commence their studies at this time need to be aware that the duration of their study may be extended, and can only be registered for those modules that do not require pre-requisites. Students will be required to attend the orientation programme at the beginning of that semester.
Academic Procedures

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

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

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

1. Should a student ask a question in class in a language other than English, the question and answer given should be translated into English. Should the explanation be time consuming the matter ought to be dealt with after class in the preferred language.

2. Students will be permitted to write assignments, tests and examinations in the language of their choice, provided the lecturer is sufficiently fluent in that language and permission is obtained beforehand.

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

MODE OF INSTRUCTION
All programmes are offered as on-campus, full-time contact sessions.

REGISTRATION
Registration takes place at the beginning of each semester as set out in the Calendar of Events. When registering at Helderberg College of Higher Education for the first time, new students must ensure that they have their identity document and High School certificate (the original certificate as well as a certified copy). International students should produce their passport with a valid study visa.
Registration is not official until all of the registration procedures have been completed.

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

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

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

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

CHANGES IN REGISTRATION

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

If a module is dropped before the drop/add date, the fees for that module will be refunded. After the drop/add date, fees will not be
refunded for modules dropped and the module will appear on the student’s transcript as a withdrawal.

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

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

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

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

Please find an example of a **Student Enrolment Agreement** on the next page:
PAYMENT AGREEMENT
between
HELDERBERG COLLEGE OF HIGHER EDUCATION
and
__________________________
Parents/Guardians/Sponsor for
__________________________
Student’s Full Names & S/ No.

PARENT/GUARDIAN/SPONSOR INFORMATION

Postal Address: Street Address:

Telephone: Fax:

E-Mail: ID No.

Employer: Occupation:

International students:
From their second-year international students are required to pay 50% of the full registration, tuition and boarding fees during registration. The remaining 50% must be paid by (Date). If a student fails to pay the 50% he/she will be deregistered.

NOTICE
Students, who have not met the first two instalments of their payment plan by the de-registration date (Date) will be immediately de-registered. The student who defaults on their third instalment will not be issued with their examination results until the account has been settled in full.

METHOD OF PAYMENT
An initial payment of 50% of estimated fees budget must be made into our bank account before registration – proof to be faxed to the Finance Office (021) 850 7547 or e-mail to finadmin@hbc.ac.za
Official documentation has to be signed in order for the agreement to be approved.

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

SIGNED THIS __________ DAY OF __________________________, AT _______________________________
(Date)                                     (Month & Year)  (Town & Province)

PARENT/GUARDIAN/SPONSOR SIGNATURE

NAME & SIGNATURE OF WITNESS 1

DIRECTOR: FINANCIAL ADMINISTRATION

NAME & SIGNATURE OF WITNESS 2

TERMS AND CONDITIONS

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

1. In order to qualify for this agreement, the student’s account must have no outstanding balance from the previous semester.

2. An initial payment of 50% of fees must be made into our bank account before registration. Proof to be faxed to the Finance Office.

3. Interest at a rate of 1.5% per month will be levied.

4. Tuition fees are calculated on a set amount, but should the student take more modules, the additional amount must be settled by de-registration date.

5. This agreement excludes deposits (application, a new student, room, housing), registration fee, late registration fees, graduation fees, etc. These are to be paid in advance.

6. Books will cost approximately R4 500 per semester – not included in agreement. The students are to purchase books directly from the suppliers.

7. The College reserves the right to cancel an agreement without notice should payments not have been made as agreed. Payments have to be made based on the contract irrespective of the statements being received or not.

8. Should an agreement be cancelled for any reason, the outstanding balance will be due with immediate effect, the student’s registration will be cancelled and the account will be handed over to a Credit Collector for further action. Collection fees will be for the debtors account.

Kindly supply us with the original signed agreement, a copy of ID of the person responsible for the account, and a deposit slip for the 50%. Without these documents, the student will not be allowed to register.

Bank details:

ABSA Bank
Acc. No.: 4060394706
Bank Code: 632656
Reference No.: Student name or student number.

Finance Office Fax No’s:

(021) 850 7547

Email: Mrs Yolanda Masitise - finadmin@hbc.ac.za
CLASS CONTINUATION

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

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

FREE MODULES

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

Before any free module is taken, and in order for free modules to be credit-bearing, all admission criteria and pre-requisites for the particular module should be met.

Please note the following:

- Free modules not taken cannot be accumulated. It is the student’s responsibility to be aware of this provision and enrol timeously.
- All free modules must be registered by the Registrar’s Office. Modules that include laboratory fees are to be paid for by the student.
- Registration fees are payable by spouses of staff and married students. AVS workers and staff members are exempt from the fee. If more than one module a semester is taken, only one module is free while the full fee must be paid for the remainder.
- The free class policy does not apply to a short course.
- Staff members who take a free class need to obtain permission from their immediate supervisor and the Administration Committee. Classes are taken in the employee’s own time, and if taken during regular working hours, the employee must make up the time.
Applications must be submitted by the last day of class of the preceding semester in order to register for a free module.

**Attendance Requirements**

**CLASS ATTENDANCE**

Regular, punctual class and laboratory attendance is required of all students. Students, who, due to illness or other unforeseen circumstances, miss more than 15% of their total class appointments, will not be able to sit for the final examinations unless authorized by the Academic Administration Committee. Absences exceeding 15% may be approved only by the Academic Administration Committee, and then only in exceptional circumstances. Absences are counted from the date lectures commence, and not from the date when the student starts attending classes. Students who register late will therefore already have accumulated absences.

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

**COLLEGE ASSEMBLY ATTENDANCE**

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

**PROGRESSION RULES**

The progression rules for all programmes of learning are as follows:

1. Before students can progress to the next semester or year of study, the following should be passed:
   - Three modules in a semester with a total of five modules;
   - Three modules in a semester with a total of six modules; and
   - Four modules in a semester with a total of seven modules.
2. Students may take modules from two adjacent study years, provided that they have completed more than half of the modules in the previous semester. If not, the outstanding modules of the previous year’s adjacent semester must be passed before registering for any other modules in the current semester.

3. Students are not allowed to register for modules from more than two adjacent years. Any requests for exceptions, for example, a maximum of 24 credits per semester from the third year, need to be motivated by the Faculty Dean and submitted for approval to the Academic Administration Committee.

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

5. A module which has been failed may be repeated twice. If the module is failed for the third time, the student either needs to change his/her programme of study, or withdraw from the institution. This does not apply to Providers Discretion modules.

6. Students who commence their studies in the second semester of the first year of a programme may only take modules from that semester, and no modules from the second year.

Sequential and Pre-Requisite Modules
A student who fails a pre-requisite module will not be admitted to the sequential module(s). A student may proceed only when a passing grade has been obtained in the failed pre-requisite module. E.g. HRM 145 Human Resources Management I must be completed before proceeding to HRM 221 Human Resources Management II.

All modules, together with their pre-requisites, are listed per Faculty in the Module Description sections in the Prospectus. The Faculty Deans and the Registrar will ensure that students have completed the pre-requisites when they register for sequential modules.
Students who fail sequential modules need to be aware that this will extend their study programme.

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

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

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

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

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

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

CREDIT HOURS
A four-credit module represents one 50-minute lecture per week for the duration of the semester, and takes into account student preparation and examination time. In addition to the contact time, notional learning, which constitutes the credit hours, consists of time spent in laboratories, on assignments, and home study.

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

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

- When a student’s grade average in the previous semester is between 0 and 49% they will be allocated a lighter load of 48 to 56 credits, and be put on Academic Probation. (The 56 credits refers to four modules only, where one or more modules may have more than 12 credits each, and NOT five modules at 12 credits).

- When the cumulative grade average in the previous semester is 50% to 64% a student receives the normal load of 64 to 72 credits as given in the module schedule of the programme. (The 72 credits referred to above is to accommodate the differing module loads of various programmes and NOT six modules at 12 credits).

- A student may apply for a study load of a maximum of 80 credits, or an additional module above the normal study load, to a maximum of 82, if s/he has achieved a grade average of 65% and above in the previous semester, or achieved a cumulative grade average of 65% in previous semesters. The
permission of the Academic Administration Committee must be obtained.

- A prospective graduating student may apply for an overload of a maximum of 80 credits, or an additional module above the normal study load, if s/he has achieved a cumulative grade average of 60% and above in the previous semester, or achieved a cumulative grade average of 60% in previous semesters. The permission of the Academic Administration Committee must be obtained.

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

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

ACADEMIC PROBATION

Students who received a grade average of less than 50% for any semester will be placed on academic probation for the following semester, and will be restricted to a study load of 48 - 56 credits for the semester. The 56 credits refer to four modules only, where one or more modules may have more than 12 credits each, and not five modules at 12 credits. This does not apply to Higher Certificate students.
1. Students who fail a module for three consecutive semesters have to either change their study programme or withdraw from the College.

2. Students on Academic Probation will be asked to change their programme or withdraw from the College if they have an average cumulative grade of less than 50% for three consecutive semesters.

The Registrar will submit the list of those students on academic probation to the Academic Administration Committee, inform the students, and copy the Dean of the Faculty and the parent or sponsor.

DEAN’S LIST OF EXCELLENCE

Every semester the College recognizes students who have excelled in their studies by publishing these students’ names on the Dean’s List of Excellence.

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

- A student must have enrolled for at least 56 or 60 credits, i.e. the minimum number of required credits as per their programme of study as indicated in the Prospectus for the semester and year under consideration.
- The cumulative grade average for the semester should be no less than 75%.
- There should be no letter grade below “B” for the semester.
- In the case of a deferred grade (DG) a minimum credit load of 56 should be maintained.
- The student should have received academic DP for all modules registered for in the semester.
- A student who receives a DG grade for the first part of a year module will not be disadvantaged when their semester average is calculated. The recorded average of the first semester module will be used in calculating their cumulative average.
LOW ENROLMENT MODULES
Please note that modules with low enrolment may not necessarily be offered every year. In certain cases, these modules may be offered on an intensive basis.

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

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

*Graduating students* that have ONE module outstanding in their academic programme *due to having failed the final examination after receiving DP for the module* may request the Academic Administration Committee to complete the module as an intensive.

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

The intensive will be offered only on the following conditions:

- The applicant is a graduating student.
- Only one repeat module (due to having failed the final examination after receiving DP for the module) in addition to the regular semester study load remains in order to complete graduation requirements.
- The intensive will be offered concurrently with the graduand’s regular semester load.
- Granting the intensive will not result in a study overload (the Study Load Policy will apply).
- The module requested is a final year module.
- Granting the intensive is subject to lecturer availability.
- Permission is granted by the Academic Administration Committee.
Procedure for Offering Intensives

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

Procedure for Conducting Intensives

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

- The notional hours required for the module must be adhered to.
- A copy of the module outline similar to the regular semester module.
- The module outline must be submitted to the Faculty Dean and the Vice-President: Academic Administration at the commencement of each semester as with regular modules.
- The module outline will include weekly targets of work to be covered.
- The module outline will list the dates for tests as well as the scope of the tests.
- Assignment topics, together with the due dates, will be listed in the module outline.
- Lectures that will comprehensively cover, explain, and clarify the module content.
- Prepare a full examination that will be written at the conclusion of the intensive.
- The final grade for the intensive, consisting of both formative and summative assessments will be prepared, and is to be moderated at a Faculty meeting.
- The grade will be submitted to the Registrar using the prescribed form.
- The intensive will be completed during the academic semester when it is granted.
Intensive Fee
The student will pay the full module fee as per the number of credits.

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

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

OUT-OF-CLASS ACTIVITIES
All out of class activities which require compulsory student participation should be limited to the first ten weeks of each semester, and should end at least one week before the last day of class in the semester.
When students are required to go on field trips which will necessitate absence from lectures, they must complete a form obtainable from the Faculty Dean offering the module. The lecturer arranging the field trip must first clear all the arrangements with their respective Faculty Dean, and inform the Deans of the other Faculties affected as well as the Vice-President: Academic Administration. Field trips must be planned well in advance.

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

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>80-100%</td>
<td>Distinction</td>
</tr>
<tr>
<td>A-</td>
<td>75-79%</td>
<td>Superior</td>
</tr>
<tr>
<td>B+</td>
<td>70-74%</td>
<td>Above Average</td>
</tr>
<tr>
<td>B</td>
<td>65-69%</td>
<td>Above Average</td>
</tr>
<tr>
<td>B-</td>
<td>60-64%</td>
<td>Average</td>
</tr>
<tr>
<td>C+</td>
<td>55-59%</td>
<td>Average</td>
</tr>
<tr>
<td>C</td>
<td>50-54%</td>
<td>Below Average</td>
</tr>
<tr>
<td>C-</td>
<td>45-49%</td>
<td>Fail*</td>
</tr>
<tr>
<td>D</td>
<td>40-44%</td>
<td>Fail</td>
</tr>
<tr>
<td>F</td>
<td>1-39%</td>
<td>Fail</td>
</tr>
</tbody>
</table>

* Fail, but the student is eligible for a supplementary examination only if stipulated in the module outline.

ADDITIONAL GRADING SYMBOLS

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

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

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

W = Withdrawal from the course: No credit is earned. Students wishing to withdraw from all classes must adhere to the Complete Withdrawal procedure by completing the withdrawal form. Failure to do so will result in recording Failure (F) grades for all modules.

ACADEMIC DUE PERFORMANCE (DP) REQUIREMENTS

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

- Class absences do not exceed 15% of the required class appointments;
- An average formative assessment grade of at least 50%. For Provider’s Discretion modules however, an average grade ranging from 40% - 50% for formative assessment is needed.
- All class assignments have been completed as outlined by the lecturer and handed in on time on the due dates as stipulated in the module outlines.

A student who fails to obtain admission to examinations for a module may not write the final examination for that module. An “F” grade will be awarded unless the required withdrawal form is completed before the final examinations are held. The lecturer will advise the student and the Registrar’s Office before examinations commence.

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

WITHDRAWAL FROM ALL MODULES

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

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

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

FINAL EXAMINATIONS
Examinations are written at the end of each semester. The length of the examination and the number of papers (or sittings) required are stipulated in the module outlines. The average length of any one sitting (paper) is two to three hours. All examinations will be written examinations except in special cases, in which case permission must be obtained from the Academic Administration Committee.

FINAL EXAMINATIONS & SUB-MINIMUM GRADES
In addition to passing the formative assessment for a module with a grade of at least 50%, a sub-minimum grade of 35% is required in final examinations in order for formative and summative assessment to be considered in computing the final grade. In the case of a sub-minimum grade not being obtained in a final examination, the formative assessment mark will not be included in computing the final grade. The sub-minimum grade obtained in the final examination will be entered in the grade report as the final grade.

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

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

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

Examination Procedures
a. Examinations are written at the end of each semester and cover the semester’s work. No examinations are to be scheduled outside of the official examination period.
b. Students are expected to write all the examinations at the scheduled time and complete all the requirements as prescribed. Students who are absent from an examination will receive an F grade, unless an authentic Medical Certificate confirming their illness is supplied. The Certificate must be submitted before the exam is written.
c. Requests by students for changes to the Provisional Exam Timetable must be motivated by the Faculty Dean to the Registrar. Students who have a clash must see the Registrar immediately after receiving the Provisional Timetable. No changes will be made after the Final Exam Timetable has been published.
d. Students will not be allowed to write examinations without financial clearance. All students need to make sure their financial accounts are in order before examinations.
e. All examinations are to be written examinations, except for examinations in practical modules, unless otherwise approved by the Academic Administration Committee.
f. Only students who have satisfied the DP requirements will be admitted to the examinations.

Submission of Examination Question Papers
The following procedure is followed by lecturers for the submission of examination question papers:
To the Internal Moderator for perusal and completion of the moderation form;
To the Faculty Dean for perusal and signature;
To the External Moderator for moderation and completion of the moderation report;
Submission of the External Moderators report to the Faculty Dean.
Examination question papers are copied by lecturers and submitted to the Registrar’s Office three days before examinations commence.
Lecturers submit a copy of all examination papers and attached memoranda, together with all the signed forms, to the Academic Administration Office ONE WEEK AFTER EXAMINATIONS END.

Examination Rules

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

USE OF COMPUTERS IN EXAMINATIONS
The use of computers during an examination will be permitted only in the following cases:

For a student with a physical disability who is prevented from writing by hand.
Where a lecturer has devised an examination that requires the use of a computer. Lecturers should make arrangements with the ITS Department to use the equipment in the computer laboratory.
Students will not be permitted to bring their own computers into the examination room in order to type their examinations for the following reasons:

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

REMARKING OF TESTS OR EXAMINATIONS

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

- The student approaches the lecturer concerned and together they discuss the test or examination script.
- If the student wishes to continue with their request for a remark, the Faculty Dean will secure an independent lecturer and subject specialist to remark the paper.
- The final remark grade, whether higher or lower than the original grade, will be recorded.
- A fee of R405 will be charged for the remark.
- If the student is not satisfied with the grade, s/he can appeal to the Faculty Dean.
- Should the problem not be solved, the Faculty Dean refers the student to the Vice-President: Academic Administration, who makes the final decision.

EXTERNAL MODERATION OF EXAMS

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

AEGROTAT EXAMINATIONS

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

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

An aegrotat examination will not be granted for a module in which the student has not obtained a Due Performance (DP) Certificate, or where the applicant fails to submit the necessary supporting documents to the Registrar’s Office. The submission of the documents represents a formal application to write the aegrotat examination. An aegrotat examination is administered as a supplementary examination.

The following applies:

a. The supplementary examination fee is charged for each aegrotat examination.

b. The examination shall be written at the next supplementary examination dates, or as specified by the Academic Administration Committee.

c. If the applicant is absent from the examination an ‘F’ grade will automatically be assigned and the student will be required to repeat the module.

d. All modules to be repeated will be charged the regular module fees.

SUPPLEMENTARY EXAMINATIONS

In certain circumstances, provision is made for supplementary examinations. Supplementary examinations are a privilege, not a right. Module outlines indicate whether the lecturer for that module
has stipulated that a supplementary examination is allowed. Provision is made for supplementary examinations for all Higher Certificate in Office Management modules. It is the student’s responsibility to ascertain whether, after the final examination, they qualify for a supplementary examination from the Registrar’s office. A supplementary examination is a written examination.

A student’s formative assessment grade as well as their summative assessment grade for the module is taken into account in order to assess whether they qualify for the examination. If a final grade of between 45% - 49% is achieved, the student qualifies for the supplementary examination. The lecturer and /or the Records Office will inform those students who qualify for the supplementary examination.

Should a student not qualify for the supplementary examination due to a final grade of lower than 45%, the final grade recorded for the module will be the grade obtained in the final examination.

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

- Provision for a supplementary examination is made by the lecturer, the failing grade being between 45% - 49%.
- No supplementary examinations will be allowed to be written after the supplementary examination dates except in an exceptional case where the student is not fit to write at the specified time.
- A fee, as set out in the financial brochure, is charged for each supplementary examination. If a student fails a supplementary examination the module must be repeated.
- It is the responsibility of the student to ascertain whether they have failed any examination, or whether they qualify to write a supplementary examination before leaving for the holidays.
- Supplementary examinations must be written on the date as specified by the Registrar’s Office.
- Supplementary examinations are usually written within 3 – 4 days after the semester examinations have ended. Should a
student miss this examination for whatever reason, they will have to repeat the module by paying the regular fee.

GRADUATING STUDENTS AND SUPPLEMENTARY EXAMINATIONS
Graduating students who fail ONE module in the first semester, regardless of the grade obtained, will be allowed to write a supplementary examination during the supplementary examination period after the conclusion of the first semester examinations. The module referred to pertains to a module that does not make provision for a supplementary examination.

Graduating students who fail one module in the second semester, regardless of the grade obtained, will be allowed to write a supplementary examination the week before graduation. This provision is applicable only to those modules that the graduating student has enrolled for in the final year of study, and for which a final examination has been written and failed. In other words, a graduation supplementary is not granted when the student did not write the final examination due to a lack of academic DP or for any other reason.

Should a graduating student fail two or more modules in either semester, they do not qualify for the ‘graduation supplementary examination’ provision, except in cases where a graduating student has failed more than one module in a semester and the lecturer made provision for a supplementary examination in the module outline. In this case a student may be granted the supplementary examination in addition to the supplementary examination provision available for graduating students.

If a student fails more than one module per semester during the final year s/he has to repeat the modules. A student who does not obtain DP for a module must repeat the module after the graduation.

REPEAT MODULES

- Students must repeat the module work and write the regular examinations for a module in which a failing grade was received. The regular module fee will be paid.
Failed modules must be repeated in residence, unless permission is given to the contrary by the Academic Administration Committee.

Students who fail a module can repeat the module up to three times, after which they will be required to either change their programme of study or discontinue their studies due to academic reasons.

CREDIT BY EXAMINATION / CHALLENGE EXAMINATION POLICY

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

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

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

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

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

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

RPL FOR ADVANCED STANDING

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

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

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

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

- A portfolio of evidence of relevant formal and/or informal learning experience as well as evidence of an appropriate level of knowledge and skill in the field.
- The nature and contents of the portfolio might differ depending on the outcomes against which evidence is being presented, but will generally contain: a motivation statement, a CV outlining experience in the particular field, autobiographical learning history, evidence of work done, as well as references.
- Alternately, or in addition to a portfolio of evidence, the applicant may be required to write a challenge examination which tests the knowledge and skills expected of somebody
who has completed the module for which credit is being sought.

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

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

ACADEMIC DISHONESTY

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

**Definition**

Academic dishonesty is an “intentional act of fraud, in which a student seeks to claim credit for the work or efforts of another without authorization, or uses unauthorized materials or fabricated information in any academic exercise... includ[ing] forgery of academic documents, intentionally impeding or damaging the academic work of others, or assisting other students in acts of dishonesty (Pincus & Schmelkin, 2003, p. 197).

**Forms of Academic Dishonesty**

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

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

Examples of plagiarism and cheating
The following listed examples are representative but are understood to not be exhaustive.

- Including and submitting verbatim as the student’s own work, through purchase or otherwise, part of or an entire extract from another person’s work without the use of quotation marks and crediting the source.
- The use of the ideas, data, or writing of another person without acknowledgement of the source.
- Paraphrasing or summarising another person’s work without proper acknowledgement.
- Cutting and pasting from electronic sources without explicit acknowledgement of the source of the URL or author and/or without explicitly marking the pasted text as a quotation.
- Collusion is submitting a piece of work entirely as the student’s own work when it was produced in collaboration with others, and not declaring this collaboration has taken place (Pecorari, 2013). Unauthorised collaboration between students, failure to attribute assistance received, or failure to follow precisely regulations on group work projects also constitutes collusion. It is a student’s responsibility to ensure that they are entirely clear about the extent of collaboration permitted, and which parts of the work must be their own (APA, 2010).
- Submitting appropriated imagery or creative products without indicating the source of the work.
- Unauthorized transfer and use of another person’s computer file as their own.
- Unauthorized use of another person’s data in completing a computer exercise (Pecorari, 2013).
- Submitting work for assessment that has already been submitted (partially or in full) to fulfil the requirements of another degree course or examination, unless this is specifically provided for in the special regulations for the course. This constitutes self- or auto-plagiarism (APA, 2010).
- Taking unauthorized material into an exam.
- Lying about unauthorized medical and/or other circumstances to get special consideration.
- Taking an examination for someone else or vice versa.
- Illicitly gaining information about the contents of an examination.
- Ensuring the unavailability of books/journals in the library by deliberately miss-shelving them or cutting out chapters/articles.
- Copying from a neighbour during an examination.
- Altering data (for example, making the results of a survey seem more favourable).
- Duplication, i.e. submitting work for one module which had been prepared for another (Carroll, 2002).
- Sharing answers or collaborating with another student on any academic exercise unless specifically authorized by the lecturer.
- Tampering with an examination or other academic requirement after it has been corrected, then returning it for more credit.
- Stealing or attempting to steal an assignment, answer key, or memorandum.
- Submitting substantial portions of the same work for credit in more than one module without the knowledge and approval of all instructors involved
- Allowing their own work to be copied by another student.
- Copying another student’s work with their knowledge.
- Not contributing a fair share to group work that is assessed for a group mark.
- Doing another student’s work for them.
- Submitting jointly written work as if it was an individual piece of work (Griggs University Bulletin, 2009-2011).
- Allowing another student to look at your work on a USB.

References
Oxford Dictionary.
Oxford University Website.
SANCTIONS FOR ACADEMIC DISHONESTY

All cases of academic dishonesty shall be reported. The Academic Administration (AA) Committee will utilize the sanction guidelines below.

The following table outlines the guidelines the Academic Administration Committee may apply:

<table>
<thead>
<tr>
<th>Forms of Academic Dishonesty</th>
<th>1st Offence</th>
<th>2nd Offence</th>
<th>3rd Offence</th>
</tr>
</thead>
</table>
| In case of plagiarism:       | - Write a paper on plagiarism  
- Re-submit the specific assessment task  
- A maximum passing grade of 50% awarded  
**OR**  
**In case of cheating:**  
- Re-submit the specific assessment task  
- A maximum passing grade of 50% awarded  
**OR**  
**Cheating in final exam or summative assessment:**  
Fail Module | **In case of plagiarism and cheating:**  
- No Examination Entrance  
- Fail module | **In case of plagiarism and cheating:**  
- No Examination Entrance  
- Fail module  
- AA Disciplinary Committee ruling, with action of Suspension **OR**  
Expulsion |

<table>
<thead>
<tr>
<th>Ruling</th>
<th>1st Offence</th>
<th>2nd Offence</th>
<th>3rd Offence</th>
</tr>
</thead>
</table>
| - Ruling by Faculty  
- AA Committee registers the offence | - Ruling by Faculty or AA Committee  
- AA Committee registers the offence | Ruling by AA Committee |
<table>
<thead>
<tr>
<th>Appeal Procedure</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>- Letter to student from Faculty within two business days of ruling</td>
<td>- Letter to student from Faculty within two business days of</td>
<td>- Letter to student from AA Committee within two business days</td>
</tr>
<tr>
<td>- Appeal by student to AA Committee within two business days on receipt of ruling</td>
<td>ruling</td>
<td>after ruling</td>
</tr>
<tr>
<td>- Final ruling on appeal by AA Committee</td>
<td>- Final ruling on appeal by AA Committee</td>
<td>- Final ruling on appeal by President</td>
</tr>
</tbody>
</table>

**ACADEMIC GRIEVANCE PROCEDURE**

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

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

The student is referred to the Helderberg College of Higher Education Student Handbook for the appeals procedures for non-academic matters.
GRIEVANCE PROCEDURE FOR GENERAL ACADEMIC MATTERS CONCERNING MORE THAN ONE STUDENT

The appeal must first be presented and discussed with the lecturer concerned. If the students are unable to approach the lecturer, they should report the matter to the Faculty Dean. Should the matter not be resolved at the Faculty Dean’s level, the following line of appeal will be applicable:

- The class representative / class delegation will bring the grievance to the attention of the VPAA.
- A written appeal to the Academic Administration Committee.
- A class delegation of the aggrieved students presents the matter to the President. The President will refer the matter to the Senate for a final decision.

PROCEDURE FOR AN APPEAL ON ACTIONS OF ACADEMIC ADMINISTRATION COMMITTEE

Grounds for Appeal

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

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

Procedure

- The President may make no amendment to the decision of the Academic Administration Committee.
- The President may refer the matter back to the Academic Administration Committee for reconsideration OR
- If no resolution with the above, the President may refer the matter to the Senate.
TRANSCRIPTS
Upon graduation, one transcript will be issued free of charge.

Upon application an official transcript can be issued, for a charge, to another academic institution or other organization as designated by the student. Application for transcripts must be made to the office of the Registrar.

Transcripts will only be issued once clearance has been obtained from the Finance Office. There is a charge of R110 per official transcript. Any postage will be charged in addition to the basic fee. Official transcripts are not issued directly to a student.

STATEMENT OF RESULTS
A statement of results is issued at the end of each semester and only reports the current semester’s performance. Such a statement may not be used for the purposes of obtaining academic credit from other educational institutions and is issued free of charge. The Registrar’s office will make the statement of results available to the student after the last examination each semester on condition their account is up to date. A hard copy of the results will be mailed to the parents/sponsors. Please note that no results will be given over the telephone.

GRADUATION REQUIREMENTS & PROCEDURES

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

Students seeking membership in the Senior Class will be admitted to membership of the graduation class if:
▪ All modules and minimum number of credits for their programme of learning have been completed before graduation on the Helderberg College of Higher Education campus as stipulated by the Prospectus;
▪ They have maintained a satisfactory cumulative average;
All Practicum/Work Integrated Learning requirements have been met and submitted by the due date in the 2\textsuperscript{nd} Semester as set in the Prospectus;

If, in the case of transfer credits, 50\% of the transfer credits of the study programme has not been exceeded. The student must spend final year at the College; and

All character standards are met.

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

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

**GRADUATION IN ABSENTIA**

A graduate who wishes to graduate in absentia must obtain written consent from the President of the College at least three weeks before graduation. Students who fail to give prior notification of absence will be charged an additional fee of R500. Such permission will be granted only in exceptional circumstances. The Senior Class fees will still apply.

**SENIOR CLASS SPONSORS**

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

**SENIOR CLASS FEE**

The senior class fee is listed in the Financial Brochure and has to be paid to the Finance Office before the end of the first semester of the final year. These funds are used by the class for expenses in connection with the graduation exercises.
RESIDENCE REQUIREMENT
No student will be awarded a diploma or degree without having completed at least a year of their studies on campus.

SUPPLEMENTARY QUALIFICATIONS (2nd DEGREE / DIPLOMA)
An additional registration fee is charged for any student registering for a Supplementary Qualification (e.g. second degree or diploma) other than the one the student applied and was registered for. This applies per qualification, i.e. two supplementary qualifications will incur two additional registration fees.

It is possible to graduate with two degrees / diplomas, subject to the following provisions:

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

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

**Higher Certificates:**
With Distinction (75 - 100%)

**Diplomas:**
With Distinction (75 - 100%)

**Degrees:**
Cum Laude 75 - 82% (Honour cord: Royal Blue)
Magna Cum Laude 83 - 90% (Honour cord: Silver)
Summa Cum Laude 91 - 100% (Honour cord: Yellow Gold)
Note. Students completing all the requirements of the Cum Laude Programme will receive a Royal Blue/Light Gold honour cord.

ACADEMIC COLOURS

**Degrees**
Bachelor of Arts (Communication)    Red
Bachelor of Arts (Psychology)        Green
Bachelor of Business Administration  Gold
Bachelor of Commerce                 Gold & Black/Blue/Gold
Bachelor of Arts (Theology)          Purple & White

**Diplomas**
Royal Blue & Gold

**Higher Certificate**
Blue & White
Financial Information

A. SCHEDULE OF FEES

1. APPLICATION FEE

*Effective from 1 January 2019*

- South African students
  R210.00
- Southern African Development Community (SADC) and Southern African Indian Ocean Division (SID)
  R735.00
- International students
  R1 100.00

a. DEPOSIT FOR VISA LETTER

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

b. REGISTRATION FEE (Also see Payment of Fees)

i. A non-refundable registration fee of **R1050** is payable upon registration per semester.

Registration commences on **29 January 2019** (1st Semester) and **09 July 2019** (2nd Semester).

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

**First Semester:**
04/02/2019 – 08/02/2019 = R 1100
11/02/2019 – 13/02/2019 = R 1260

**Second Semester:**
15/07/2019 – 19/07/2019 = R 1100
22/07/2019 – 24/07/2019 = R 1260
c. **TUITION FEES**

<table>
<thead>
<tr>
<th>PROGRAMME OF STUDY</th>
<th>1st Semester</th>
<th>2nd Semester</th>
<th>2nd/3rd/4th Year</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FACULTY OF ARTS</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BA Communication (3 yrs.)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Corporate Communication stream</td>
<td>(R435 per credit)</td>
<td>(R435 per credit)</td>
<td>(R435 per credit)</td>
</tr>
<tr>
<td></td>
<td>R26 100 (60 crs)</td>
<td>R27 840 (64 crs)</td>
<td>R58 290 (134 crs per year)</td>
</tr>
<tr>
<td>Media Studies stream</td>
<td>R26 100 (60 crs)</td>
<td>R26 100 (60 crs)</td>
<td>R54 810 (126 crs per year)</td>
</tr>
<tr>
<td><strong>BA Psychology (3 yrs.)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Counselling stream</td>
<td>R29 580 (68 crs)</td>
<td>R27 840 (64 crs)</td>
<td>R56 550 (130 crs per year)</td>
</tr>
<tr>
<td>Industrial Psychology stream</td>
<td>R29 580 (68 crs)</td>
<td>R31 320 (72 crs)</td>
<td>R56 550 (130 crs per year)</td>
</tr>
<tr>
<td><strong>Foundation Year (1 yr.)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communication</td>
<td><strong>(R300 per credit)</strong></td>
<td><strong>(R300 per credit)</strong></td>
<td><strong>(R300 per credit)</strong></td>
</tr>
<tr>
<td></td>
<td>R18 000 (60 crs)</td>
<td>R16 800 (56 crs)</td>
<td>R34 800 (116 crs per year)</td>
</tr>
<tr>
<td>Psychology</td>
<td>R20 400 (68 crs)</td>
<td>R20 400 (68 crs)</td>
<td>R38 400 (128 crs per year)</td>
</tr>
<tr>
<td><strong>Bachelor of Education (4 yrs.)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Foundation Phase Teaching</td>
<td><strong>(R435 per credit)</strong></td>
<td><strong>(R435 per credit)</strong></td>
<td><strong>(R435 per credit)</strong></td>
</tr>
<tr>
<td></td>
<td>R31 320 (72 crs)</td>
<td>R26 100 (60 crs)</td>
<td>R55 680 (128 crs per year)</td>
</tr>
<tr>
<td>Program Description</td>
<td>Fee 1 (68 crs)</td>
<td>Fee 2 (72 crs)</td>
<td>Fee 3 (128 crs per year)</td>
</tr>
<tr>
<td>----------------------------------------------------------</td>
<td>----------------</td>
<td>----------------</td>
<td>--------------------------</td>
</tr>
<tr>
<td><strong>Foundation Year (1 yr.)</strong> Foundation Phase Teaching</td>
<td><strong>R20 400</strong></td>
<td><strong>R18 000</strong></td>
<td><strong>R38 400</strong></td>
</tr>
<tr>
<td><strong>FACULTY OF BUSINESS</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bachelor of Commerce (4 yrs.) Accounting</td>
<td><strong>R26 100</strong></td>
<td><strong>R26 100</strong></td>
<td><strong>R53 505</strong></td>
</tr>
<tr>
<td><strong>Human Resource Management (3 yrs.)</strong></td>
<td><strong>R29 580</strong></td>
<td><strong>R31 320</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Bachelor of Business Administration (3 yrs.)</strong></td>
<td><strong>R26 100</strong></td>
<td><strong>R26 100</strong></td>
<td><strong>R57 420</strong></td>
</tr>
<tr>
<td>Diploma in Business (3 yrs.) Management</td>
<td><strong>R25 160</strong></td>
<td><strong>R25 160</strong></td>
<td><strong>R46 620</strong></td>
</tr>
<tr>
<td>Accounting</td>
<td><strong>R19 200</strong></td>
<td><strong>R21 600</strong></td>
<td><strong>R40 800</strong></td>
</tr>
<tr>
<td><strong>Foundation Year (1 yr.)</strong> Accounting</td>
<td><strong>R19 200</strong></td>
<td><strong>R21 600</strong></td>
<td><strong>R40 800</strong></td>
</tr>
<tr>
<td>Program</td>
<td>1st Year</td>
<td>2nd Year</td>
<td>3rd Year</td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>---------------------</td>
<td>--------------------</td>
<td>-------------------</td>
</tr>
<tr>
<td><strong>Human Resource Management</strong></td>
<td>R19 200 (64 crs)</td>
<td>R21 600 (72 crs)</td>
<td>R40 800 (136 crs per year)</td>
</tr>
<tr>
<td><strong>Management</strong></td>
<td>R19 200 (64 crs)</td>
<td>R21 600 (72 crs)</td>
<td>R40 800 (136 crs per year)</td>
</tr>
<tr>
<td><strong>Higher Certificate in Office Management (1 yr.)</strong></td>
<td>(R235 per credit)</td>
<td>(R235 per credit)</td>
<td>(R235 per credit)</td>
</tr>
<tr>
<td></td>
<td>R15 040 (72 crs)</td>
<td>R15 040 (68 crs)</td>
<td>R30 080 (128 crs per year)</td>
</tr>
<tr>
<td><strong>FACULTY OF THEOLOGY</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bachelor of Theology (4 yrs.)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Theology</td>
<td>R27 840 (64 crs)</td>
<td>R27 840 (64 crs)</td>
<td>R53 505 (123 crs per year)</td>
</tr>
<tr>
<td><strong>Foundation Year (1 yr.)</strong></td>
<td>(R300 per credit)</td>
<td>(R300 per credit)</td>
<td>(R300 per credit)</td>
</tr>
<tr>
<td></td>
<td>R15 600 (52 crs)</td>
<td>R18 000 (60 crs)</td>
<td>R33 600 (112 crs per year)</td>
</tr>
</tbody>
</table>

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

- A registered student is entitled to free bandwidth of up to 8 GB per week.
- Free access to the swimming pool.
- Free access to the gym and equipment.
d. ENGLISH LANGUAGE INSTITUTE (ELI) Tuition Fees

<table>
<thead>
<tr>
<th>Level</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Level – (First semester)</td>
<td>R30 000* (80 credits per semester)</td>
</tr>
<tr>
<td>2nd Level – (Second semester)</td>
<td>R30 000* (80 Credits per semester)</td>
</tr>
</tbody>
</table>

*Fees include textbooks which must be returned to the College at the end of the semester, but excludes extramural activities, boarding during holidays, or spending money.*

e. BANKING DETAILS

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

Kindly email proof of payment to finadmin@hbc.ac.za or fax the deposit slip to Helderberg College of Higher Education at (021) 850 7547

f. PAYMENT POLICY

No student will be allowed to re-register with the College until all outstanding debt has been settled in full. Students with long overdue balances on their accounts may be handed over to a third party for collection. Any collection/legal costs that may arise from the account being handed over will be for the account of the student. Payment should be made with the collection company concerned.

g. ACCOMMODATION FEES

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

<table>
<thead>
<tr>
<th>Students Accommodation (Excluding Meals)</th>
<th>Per Semester Per Person</th>
<th>Per Annum Per Person</th>
<th>10 % (note 8.1)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>One Person in a Room</strong> <em>(Note 8.7)</em></td>
<td>R10 725</td>
<td>R21 450</td>
<td>R1 100</td>
</tr>
<tr>
<td><strong>Two People in a room</strong></td>
<td>R7 740</td>
<td>R15 480</td>
<td>R775</td>
</tr>
<tr>
<td><strong>Four People in a Room</strong></td>
<td>R3 765</td>
<td>R7 530</td>
<td>R370</td>
</tr>
<tr>
<td><strong>Refundable Room Deposit</strong> <em>(note 8.8)</em></td>
<td></td>
<td>R735</td>
<td>R105</td>
</tr>
<tr>
<td><strong>Curtain Rental</strong> <em>(Men’s Residence)</em></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>High School Accommodation</th>
<th>Per Term</th>
<th>Per Annum</th>
</tr>
</thead>
<tbody>
<tr>
<td>High School Accommodation with 1 meal (Lunch)</td>
<td>R8 765</td>
<td>R35 060</td>
</tr>
<tr>
<td>Refundable Room deposit (once off)</td>
<td>R735</td>
<td></td>
</tr>
<tr>
<td>Curtain Rental fee (Men’s Residence)</td>
<td>R105</td>
<td></td>
</tr>
</tbody>
</table>

**Notes:**

8.1 All students that would like to stay in the residences are required to pay 10% of the fee to secure a room in advance. This is not a deposit, this will be credited to the student account. Please note that this amount is only effective if the student account is cleared.

8.2 All students, including high school boarders, are to load money onto their student cards to purchase meals from the Cafeteria.

8.3 Please note that money for meals is to be paid directly into student’s personal bank account.

8.4 Students who have balances on deposits for the “pay as you eat” option may carry their balances forward to the next semester, or be refunded.

8.5 Students who have refrigerators in their rooms will be charged an additional fee of R250 per month.

8.6 Please note that students will not be allowed to change their boarding options during the semester.
8.7 Boarding fees for College students are the same for the men’s and women’s residences.
8.8 One person per room only if there is availability. Preference is given to senior students.
8.9 The deposit will be refunded to the student after his/her leaving or graduating from the College, provided the room is left in good order, reasonable wear and tear excepted.
8.10 All credit balances are to remain on students’ accounts until they graduate or withdraw from the College. The credit balance will then be returned to the original depositor.
8.11 Interest at a rate of 1.5% per month will be levied on any accounts older than 60 days.
8.12 High school students need to pay R100 per day (excluding meals), if they remain in the residence during school holidays.

9. PAYMENT OF FEES

9.1 South African Students

a. A 5% discount will be given to South African students if the semester tuition fees are paid within the first week of registration.

b. 50% of the semester fees (tuition), 50% of boarding per semester, and the semester registration fee is required before registration. For a returning student any outstanding account must be settled before registration.

c. Interest at a rate of 1% per month will be levied on any accounts older than 60 days.

d. Payments are not dependent on receipt of a statement of account.

e. All credit balances are to remain on students’ accounts until they graduate or withdraw from the College. The credit balance will then be returned to the original depositor.
9.2 International Students

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

b. From their second year, international students are required to pay 50% of the full registration, tuition and boarding fees during registration. The remaining 50% must be paid by 28 February 2019 1st Semester & 31 August 2019 2nd Semester. If a student fails to pay the 50% he/she will be deregistered.

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

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

e. Interest at a rate of 1.5% per month will be levied on any accounts older than 60 days.

9.3 Sponsored Students

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

i. The organization (name, address, and contact person) that is sponsoring the student;

ii. The duration of the sponsorship;

iii. The amount of the sponsorship; and

iv. Any limitations or restrictions on the sponsorship.
9.4 **New Students**

a. All new students that pay at least 50% for first semester 2019 tuition fees between 1 June and 31 December 2018 will pay 2018 tuition rates.

b. 20% discount on tuition fees will be given to new students enrolling for the following programmes:

- Bachelor of Commerce (Accounting)
- Bachelor of Commerce (Human Resource Management)
- Bachelor of Business Administration (Management)
- Higher Certificate in Office Management (full-time only)
- Diploma in Business Management (Accounting)
- Diploma in Business Management (Management)
- Bachelor of Education (Foundation Phase Teaching)
- Bachelor of Arts in Communication (Corporate Communication & Media Studies streams)

**Please note:**
1. Should the student be placed in a foundation year, this discount will be applicable for the relevant first semester.
2. 20% tuition discount is only applicable to first year students (including transfer students), and only for the first semester.
3. Students may only qualify for one form of discount.

10. BOOKS

Students must purchase their own prescribed textbooks. It is advised that students budget for approximately R4 800 per semester. **Money for books must not be paid into the College account.**
11. INCIDENTAL FEES

- Academic Transcript (postage included) ....................................... R130 per copy
- Auditing a class ................................................................. Regular class tuition fees
- BEd practical Teaching – Police clearance fee ................................ R160
- Certificate of Completion ........................................................... R210
- Change of Programme ............................................................. R80
- Credit by examination ............................................................50% of normal credit Fee
- Graduation Fee ........................................................................ R1400
- *(Students that have been charged a graduation fee and eventually do not graduate will be charged 50% of the fee.)*
- Graduation in absentia ................................................................. R1400
- Intensive modules (per credit) ..................................................... R435
- Practicum / recording fee (excl. Theology) .................................... R190
  (Work Integrated Learning)
- Prospectus (hard copy) ............................................................... R70
- R/D Cheque fee and dishonored debit order ................................... R180
- Re-mark fees ........................................................................... R450
- RPL Course ............................................................................. R1500
- Supplementary / Aegrotat examination ....................................... R360 per module
- Theology Health Expo ............................................................... R100
- Theology Practicum ................................................................. R175

Full Meals cost*:
Breakfast ..................................................................................... R60
Lunch ............................................................................................ R75
Supper ........................................................................................... R70

*Full meals are optional - students may choose which food items they wish to buy from the Cafeteria.

12. INTENSIVES

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

13. MUSIC FEES

Music lesson fees are based on half-hour lessons once per week. These fees are to be paid in cash in advance.

High school and private primary school students ...........R1 300 per quarter
Private student .............................................................................. R1 380
Senior Citizens ............................................................................ R680
College Students ................................................................................................. R1 820
Registration fee ................................................................................................. R85
Sheet music fees ................................................................................................. R175
Instrument hire/practice fee (in music building) R415 per quarter (High School)
Instrument hire/practice fee (in music building) ... R770 per semester (College)

14. RENTAL OF MARRIED STUDENT ACCOMMODATION
   (Unfurnished Accommodation)

Rental per month excluding utilities and services (depending on accommodation) payable in advance not later the 7th of the month.
Rent.................................................................R2 460 – R3 900 / month
Electricity ......................................................... R690–R730 / month
Rent for New Student Housing .................................................. R4 650
Electricity for New Student Housing .................................................. R730
Garbage .................................................................................. R145 / month
Gardening services .......... R65– R90 per visit depending on size
Water .................................................................R85 – R115 / month

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

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

15. OUTSTANDING ACCOUNTS

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

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

a. Tuition & Boarding Fees
   Boarding fees are refundable as follows:
   ▪ Week 1 from the commencement of classes: 100%.
   ▪ Week 2 from the commencement of classes: 75%.
   ▪ Weeks 3 & 4 from the commencement of classes: 50%.
   ▪ After four weeks there will be no reimbursement. The registration fee of R1050 is not refundable upon withdrawal.
   ▪ However, should a student withdraw before the mid-semester break and then return in the following semester, 50% of the tuition fees charged in the previous semester will be credited to the student's account.
   ▪ Should a student withdraw after the mid-semester break the full fees will be charged.

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

c. Refunds on pre-paid annual fees
   A 10% administration fee will be retained.
   Refunds to international students and SA students who have international sponsors.
   Credit balances will be refunded to the original depositor.

17. BOARDING DURING SUMMER OR WINTER SCHOOL (NB. ELI students and High School students)

Students remaining on campus to attend summer or winter school will be charged on a daily basis of R100 per day excluding meals.
18. BOARDING DURING VACATION TIME

- International students remaining on campus for the winter vacation will be charged R100 per day excluding meals.
- Should a student arrive more than two days prior to the beginning of a semester, or stay more than two days after the end of a semester, the vacation charges apply. Registration for vacation boarding is to be done two days prior to the commencement of vacation.

19. ADJUSTMENTS IN FEES

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

B. GENERAL

1. BREAKAGES

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

2. MEDICAL, DENTAL, PSYCHOLOGICAL, AND OPTICAL EXPENSES

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

3. PERSONAL EFFECTS / INSURANCE COVER

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

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

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

**PLEASE NOTE:** A work bursary cannot be presented as payment for registration.

D. GUEST ROOM ACCOMMODATION

Contact the Ladies Dean Mrs Lebohang Pani at (021) 8507 500, extension 267, or e-mail guestrooms@hbc.ac.za in order to make reservations.

Charges are as follows:

<table>
<thead>
<tr>
<th>Room with en-suite bathroom:</th>
<th>Per person per day – sharing</th>
</tr>
</thead>
<tbody>
<tr>
<td>R350</td>
<td></td>
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<tr>
<td>R485</td>
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</table>

<table>
<thead>
<tr>
<th>Ordinary room</th>
<th>Per person per day – single</th>
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<tbody>
<tr>
<td>R260</td>
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<tr>
<td>R375</td>
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</table>

Children aged 12 or under – half price

Please note that **accommodation does not include meals.** Meals can be purchased from the Cafeteria.

**Full Meals at the Cafeteria:**

Breakfast .......................................................... R60.00
Lunch .............................................................. R75.00
Supper .............................................................. R70.00
Children under 2 ................................. Free
Children aged 12 or under .................. Half Price
All payments for room rentals must be made in advance and for the full amount. Proof of payment must be received before confirmation of booking given.
Faculty of Arts

The Faculty of Arts aims to provide quality education that contributes to shape holistically sound students by providing a stimulating, rigorous and globally integrated learning experience that will empower them with productive, innovative skills, enabling graduates to find sustainable creative occupations.

Our programmes provide quality teaching, utilizing an interdisciplinary approach to Communication, Education, and Psychology. Small classes provide enhanced opportunities for discussion, group work, research projects and presentations. Lecturers do not only offer academic instruction and support, but also mentor students on a personal and spiritual level.

Faculty Dean: Rina Sharp, Hons BEd

Lecturing Faculty
Appollis, Jilian – MPhil (Higher Education)
Bomester, Olivia – MA (Psychology)
Griff-Griffiths, Linda – Hons BEd (Foundation Phase Teaching)
Julies, Debbie – Hons BA (Psychology)
Kriel, Gerda – MA (Clinical Psychology)
Lawrence, Colin – Hons BEd
Naidoo, Rolf – PhD (Linguistics)
Naidu, Sherelle – HonsBA (English)
Ntwana, Thenjiswa - MPhil
Odendaal, Cornelle – MEd
Reinecke, Charlene – PhD (Psychology)
Richard, Chrisna – MA (Counselling Psychology)
Sauls, Berenice - MSc
Sutcliffe, Carol – Hons BA (Corporate Communication), DEd
Wildeman, Valencia – BCom Hons (Industrial Psychology)
Wright, Tracy – MA (Photography)
Zygmont, Conrad – PhD (Psychology)
FACULTY MISSION STATEMENT
The Faculty of Arts strives for excellence in education, to produce students with a well-balanced worldview within holistic, Christian, values-based programmes which nurture their spiritual, intellectual, social and physical well-being.

PROGRAMMES OFFERED
Bachelor of Arts in Communication – 3 Years NQF Level 7
Bachelor of Arts (Psychology) – 3 Years NQF Level 7
Bachelor of Education in Foundation Phase Teaching – 4 Years NQF Level 7

ADMISSION REQUIREMENTS
Apart from the general requirements mentioned in the Admissions section, the following apply specifically to the Bachelor of Arts degrees.

APPLICANTS WITH NATIONAL SENIOR CERTIFICATE (FROM 2009)
In addition to the national minimum requirements for a Bachelor’s degree, the following institutional requirements apply.

1. Programme-specific APS scores:

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Minimum APS (Pre-2009)</th>
<th>English</th>
<th>Other Language</th>
<th>Mathematics/Mathematical Literacy</th>
<th>Life Orientation</th>
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</thead>
<tbody>
<tr>
<td>Bachelor of Arts (Communication)</td>
<td>25</td>
<td>4 (50-59%) or better</td>
<td>2 (30-39%) or better</td>
<td>2 (30-39%) or better</td>
<td>4 (50-59%) or better</td>
</tr>
<tr>
<td>Bachelor of Arts (Psychology)</td>
<td>26</td>
<td>4 (50-59%) or better</td>
<td>2 (30-39%) or better</td>
<td>4 (50-59%) or better</td>
<td>4 (50-59%) or better</td>
</tr>
<tr>
<td>Bachelor of Education (Foundation Phase Teaching)</td>
<td>27</td>
<td>4 (50-59%) or better</td>
<td>3 (40-49%) or better</td>
<td>3 (40-49%) or better / 5 (60-69%) or better</td>
<td>4 (50-59%) or better</td>
</tr>
</tbody>
</table>
2. All applicants are required to pass the compulsory National Benchmark Test (NBT) during orientation. Students who fail or do not take the test are required to register for ENG 111 and ENG 112 in lieu of ENG 142.

3. Applicants for the Bachelor of Arts (Psychology) who do not meet the Mathematics/Mathematical Literacy requirements need to register for MTH 049.

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

APPLICANTS WITH SENIOR CERTIFICATE (BEFORE 2009) OR FOREIGN HIGH SCHOOL QUALIFICATION

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

Points Rating Table & Points Rating Calculations Guide

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

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Higher Grade</th>
<th>Standard Grade</th>
<th>A Level</th>
<th>O Level</th>
<th>Subsidiary Level</th>
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<tr>
<td>A</td>
<td>8</td>
<td>6</td>
<td>10</td>
<td>5</td>
<td>Pass 5</td>
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<tr>
<td>B</td>
<td>7</td>
<td>5</td>
<td>9</td>
<td>4</td>
<td></td>
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<tr>
<td>C</td>
<td>6</td>
<td>4</td>
<td>8</td>
<td>3</td>
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</tr>
</tbody>
</table>
Add 2 points for seven Senior Certificate or O-Level subjects.

25 & above - Unconditional acceptance. A full study load may be taken.

18 to 24 - Conditional acceptance. The student may be required to take a lighter study load or remedial language modules from the outset or further study skills modules if their academic progress should be unsatisfactory. If a lightened study load or remedial modules are taken it is unlikely that such students will be able to complete the full course within the minimum prescribed period.

Below 18 - Admission will not be granted.

Guide to Module Information as Listed for Each Programme

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

Please see the end of each programme section for an alphabetical list of Module Descriptions.
Bachelor of Arts in Communication – 3 Years NQF Level 7

PROGRAMME PURPOSE

The BA in Communication prepares students for the corporate and media environment by providing them with a broad-based education. Discipline specific theory is covered and sufficient skills are developed to equip and enable students to operate within the communications industry. Students choose between a specialized focus on either Corporate Communication or Media Studies. The programme of learning prepares students for post graduate or further professional studies. Provision is made for students to engage in work-based learning which exposes them to the actual workplace environment. The programme of learning includes practicum elements in the core modules. In the Corporate Communication stream, most of the theory is directly related to a campus public relations project which is selected for that particular semester. Work Integrated Learning (WIL) takes place the students work in conjunction with the institution’s Marketing Department to research, plan, execute, and evaluate a real-life project on campus. The class reconstitutes itself into a public relations agency, with its own name, logo and slogan. The students are guided through each step of the public relations process by the lecturer. Work Integrated Learning (WIL) takes place within the Media Studies stream by means of the following: field trips; visiting speakers; practical public relations projects requiring team-work; student presentations of course work; and photography, radio and video productions.

PROGRAMME MISSION STATEMENT

Corporate Communication students are prepared to optimize and strategically manage the spectrum of communication activities and processes by an organization in order to achieve its corporate objectives.

Media Studies students are furnished with a broad knowledge and understanding of the dynamic and ever-changing media landscape, both locally and internationally, to utilise different skills to execute content for the different landscapes.
QUALIFICATION OUTCOMES

- The ability to process large amounts of information and reproduce it concisely in written, spoken or image format.
- The ability to research topics effectively and produce research reports in the correct format.
- The language ability to write for various media forms.
- Literacy proficiency in academic and report writing.
- The ability to analyse individual and group behaviour through team-work.
- The ability to reason, solve problems, think critically and analytically, organize information, plan and make use of mnemonic techniques, such as mind maps.
- The skill of writing appropriately for various media forms (print, television and radio) and business communication formats, such as press releases and proposals. Be able to research, plan, promote and execute a public relations event.
- Corporate Communication: The wherewithal to analyze the effectiveness of organizational communication within a corporation and write up a report, including recommendations.
- Media Studies: The skill to research, plan and produce a television or radio programme and a newsletter or magazine professionally.

GRADUATE ATTRIBUTES

- Corporate Communication: Be able to optimize and strategically manage the spectrum of communication activities and processes generated by an organization in order to achieve its corporate objectives.
- Media Studies: Have a broad knowledge and understanding of the dynamic and ever-changing media landscape, both locally and internationally.
- Possess writing skills for various media and business communication formats, such as press releases and proposals. Be able to implement PR events in Corporate and Media settings.
The following general skills have been developed for implementation in the workplace: intercultural communication, conflict management, leadership and teamwork competency, analysis and interpretation of numerical data, oral and literacy proficiency in academic and report writing, ability to analyse individual and group behaviour, systematic problem solving, higher-order analysis, and computer literacy.

Communication students should have developed values of honesty, integrity and transparency, intra- and interpersonal growth, adaptability/flexibility, creativity, empathy, sense of community based on a philosophy of service, as well become self-motivated individuals who can be relied on and who have a strong work ethic. They should possess a deep-seated, intuitive ability to do the right thing when faced with moral and ethical decisions in the workplace, engaging others with empathy, respect, confidentiality, and professionalism.

FURTHER STUDIES
This programme may articulate into an Honours, Masters or Doctoral degree in Communication at many universities in South Africa and world-wide. Further study may be necessary to enter certain career paths. Students may also decide to pursue specialist modules such as Photography, Mediation, Sound Engineering, Editing, Journalism, Communication Management, Advertising, etc.

EMPLOYMENT PROSPECTS
The following career paths may be pursued after the successful completion of the BA Communication degree at Helderberg College of Higher Education:

Corporate Communication: Public relations practitioner, communication consultant, communication strategist, communication manager or advisor, image consultant, reputation manager, issues and trends manager, corporate social investment officer / manager, investor relations manager, or media relations officer.

OR
Media Studies: Journalism in newspapers, magazines, radio, and television, creative media planning and design, advertising, public relations, media research and client management, or coordination of media production. Other possible outcomes are audio-visual media practice, copy and film scriptwriting, and radio and television presenting.

GRADUATION REQUIREMENTS

- All modules passed with a minimum grade of 50%.
- Submission of Work Integrated Learning (WIL) portfolio of evidence by the end of the Midterm Break of the final semester.
- Comply with requirements as contained in the Helderberg College of Higher Education Student Code of Conduct.
Curriculum: Bachelor of Arts in Communication – 3 years
Concentration: Corporate Communication

<table>
<thead>
<tr>
<th>Module Number</th>
<th>Module Name</th>
<th>Cr</th>
<th>NQF Level</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year 1, Semester 1</strong></td>
<td></td>
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</tr>
<tr>
<td>BHS 151</td>
<td>Philosophy of Education &amp; Service</td>
<td>8</td>
<td>5</td>
</tr>
<tr>
<td>COM 102</td>
<td>Communication Theory</td>
<td>8</td>
<td>6</td>
</tr>
<tr>
<td>CPT 118</td>
<td>End User Computing I</td>
<td>8</td>
<td>5</td>
</tr>
<tr>
<td>ENG 142</td>
<td>Academic Writing*</td>
<td>16</td>
<td>6</td>
</tr>
<tr>
<td>MGT 141</td>
<td>Principles of Management</td>
<td>12</td>
<td>6</td>
</tr>
<tr>
<td>REB 117</td>
<td>Values, Character, &amp; Personal Enrichment I</td>
<td>8</td>
<td>5</td>
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<td></td>
<td><strong>Year 1, Semester 2</strong></td>
<td></td>
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<tr>
<td>CPT 125</td>
<td>End User Computing II</td>
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<td>5</td>
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<tr>
<td>ENG 143</td>
<td>Studies in English</td>
<td>16</td>
<td>7</td>
</tr>
<tr>
<td>HLD 122</td>
<td>Principles of Health</td>
<td>8</td>
<td>5</td>
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<tr>
<td>HLD 123</td>
<td>HIV/AIDS Education</td>
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<tr>
<td>PSY 101</td>
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<tr>
<td>SOC 101</td>
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<tr>
<td>BHS 245</td>
<td>Research Methodology &amp; Design</td>
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<td>7</td>
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<td>COM 212</td>
<td>Effective Presentations</td>
<td>12</td>
<td>6</td>
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<td>MGT 245</td>
<td>Human Resources Management</td>
<td>12</td>
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<td>MKT 220</td>
<td>Principles of Marketing</td>
<td>12</td>
<td>7</td>
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<tr>
<td>PRL 201</td>
<td>Public Relations I</td>
<td>12</td>
<td>5</td>
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<tr>
<td>REB 217</td>
<td>Values, Character, &amp; Personal Enrichment II</td>
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<td>5</td>
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<td><strong>Year 2, Semester 2</strong></td>
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<tr>
<td>BHS 246</td>
<td>Research Project</td>
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<tr>
<td>COM 208</td>
<td>Voice &amp; Diction</td>
<td>12</td>
<td>6</td>
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<tr>
<td>COM 222</td>
<td>Intercultural Communication</td>
<td>12</td>
<td>7</td>
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<tr>
<td>COM 225</td>
<td>Information Management</td>
<td>8</td>
<td>7</td>
</tr>
<tr>
<td>COM 299</td>
<td>Work Integrated Learning</td>
<td>16</td>
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<td>PRL 212</td>
<td>Public Relations II</td>
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<td>PSY 225</td>
<td>Industrial Psychology</td>
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<td></td>
<td><strong>Year 3, Semester 1</strong></td>
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<tr>
<td>COM 305</td>
<td>Business Communication</td>
<td>12</td>
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<tr>
<td>COM 320</td>
<td>Interpersonal Communication</td>
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<td>COM 329</td>
<td>Organizational Communication</td>
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<tr>
<td>COM 336</td>
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<td>PRL 310</td>
<td>Advanced Advertising</td>
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<td><strong>Year 3, Semester 2</strong></td>
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<td>COM 328</td>
<td>Corporate Communication</td>
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<td>COM 343</td>
<td>Integrated Marketing Communication</td>
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<td>COM 350</td>
<td>Group Dynamics</td>
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<td>LAW 318</td>
<td>Industrial Relations</td>
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<td>Values, Character, &amp; Personal Enrichment III</td>
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<td></td>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>388</strong></td>
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</tbody>
</table>
Students who fail or do not take the compulsory National Benchmark Test (NBT) during orientation are required to register for ENG111 Principles of English I (16 credits; year 1; semester 1) and ENG 112 Principles of English II (16 credits; year 1; semester 2) in lieu of ENG 142 Academic Writing.

PROGRAMME COMPONENTS
Provider’s discretion modules: 44 credits
Fundamental modules: 36 credits
Core modules: 180 credits
Cognate modules: 24 credits
Concentration: 104 credits
TOTAL: 388 credits
Curriculum: Bachelor of Arts in Communication – 3 Years

Concentration: Media Studies

<table>
<thead>
<tr>
<th>Module Number</th>
<th>Module Name</th>
<th>Credits</th>
<th>NQF Level</th>
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<td>Photography I</td>
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<td>REB 217</td>
<td>Values, Character, &amp; Personal Enrichment II</td>
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<td><strong>TOTAL</strong></td>
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<td>BHS 246</td>
<td>Research Project</td>
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<td>COM 208</td>
<td>Voice &amp; Diction</td>
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<td>COM 222</td>
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<td>COM 251</td>
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<td>COM 299</td>
<td>Work Integrated Learning</td>
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<td>COM 317</td>
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<td>COM 320</td>
<td>Interpersonal Communication</td>
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<tr>
<td>COM 330</td>
<td>Media Criticism</td>
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<td>COM 336</td>
<td>Web Design</td>
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<td>COM 353</td>
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<td>PRL 310</td>
<td>Advanced Advertising</td>
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<td>COM 318</td>
<td>Media Writing II</td>
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<td>COM 350</td>
<td>Group Dynamics</td>
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<td>Values, Character, &amp; Personal Enrichment III</td>
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* Students who fail or do not take the compulsory National Benchmark Test (NBT) during orientation are required to register for ENG 111 Principles of English I (16 credits; year 1; semester 1) and ENG 112 Principles of English II (16 credits; year 1; semester 2) in lieu of ENG 142 Academic Writing.

**PROGRAMME COMPONENTS**

Provider’s discretion modules: 44 credits
Fundamental modules: 36 credits
Core modules: 180 credits
Cognate modules: 24 credits
Concentration: 104 credits

**TOTAL:** 388 credits
MODULE DESCRIPTIONS

BHS 151 Philosophy of Service & Education (8 Credits) NQF 5
This module explores the definition, nature and foundations of True Education and reflects upon issues that have deep significance for our lives as human beings. Traditional, modern and post-modern philosophies of education are examined and its influence and contribution to education at present are considered. The making of a world view is explored with regards to a Christian approach to philosophy and education. Included in this module is the rationale for community engagement, laying the foundation for students to actively participate in a service learning project in their local communities.

BHS 245 Research Methodology & Design (12 Credits) NQF 7
This module gives study to the theory and application of the principles of social science research. It introduces students to the theory of science, examines epistemological claims of various approaches to knowing, and provides students with a rationale for the importance of social science research methods in communication and theology. The module addresses philosophical frameworks, methodologies, strategic planning, and ethical considerations involved in both basic and applied research. Upon successful completion of the module, students should be able to identify topics for inquiry, select the appropriate methods and designs for answering a chosen research question, and formulate a structured plan of research.

BHS 246 Research Project (8 Credits) NQF 7
This module equips the student with the tools and skills needed in order to become an innovative researcher. A complete research project will be undertaken and completed through the duration of the semester, consisting of the following: the formation of a research problem and objectives, writing up a literature review, the operationalization and development of a research design, data collection and analysis, and presentation of findings to both staff and students in the form of an open forum.
Prerequisite: BHS 245 Research Methodology & Design

COM 088 Fundamentals of Communication (12 Credits) NQF 5
The module provides students with basic writing, reading and presentation skills within the following contexts: Interpersonal, Academic and Public. Through the completion of prescribed readings, class discussion, oral presentations and written exercises, students will acquire a range of practical and conceptual skills, which will prepare them for the first year Corporate Communication / Media Studies programme.

COM 102 Communication Theory (8 Credits) NQF 6
This module will study the human communication process, particularly as far as interpersonal, intercultural, group and mass communication is concerned. An understanding of a variety of key concepts will be developed and students will acquire practical knowledge to apply these principles to everyday interactions. It will also help students build communication skills, with particular emphasis on crossing cultural barriers.

COM 115 Photography I (8 Credits) NQF 6
This module covers the basics of photography with the emphasis on digital photography. Some topics covered include: simple image processing; different types of cameras and lenses; shutter speed ISO and aperture; how to get sharper pictures and basic composition skills. Towards the end of the module a photographic outing will be organised to an interesting local venue. The module aims to teach students basic still camera skills, the workings of digital cameras, elements of composition and an introduction to image processing software (Photoshop).

COM 208 Voice & Diction (12 Credits) NQF 6
Through vocal analysis and study of the production and differentiation of sound units in the English language, students identify and develop vocal strengths and identify and remedy vocal problems. By studying pitch, diction, volume, vocal quality and variety, expression and pronunciation, students learn how to use their voices to achieve maximum understanding. The second half of the module emphasises the understanding and application of
vocal theory to develop voice and speaking skills - not only to communication clearly but also as a means of making meaningful contributions to everyday life situations, and in career and community interaction. Students will develop the ability to speak with confidence and power.

**COM 212 Effective Presentations (12 Credits) NQF 6**
This module is designed to assist the student to harness and develop the ability to present information so that individuality, thoughts, feelings and convictions can be conveyed to the audience optimally. Students will continue their study, and practice public oral presentations on subjects of their choice to an interdisciplinary audience. In addition to improving their public speaking skills, they will gain expertise in using presentation aids, analysing oral argument, assessing their own speaking skills, and evaluate the effectiveness of the presentations of others. Principles of persuasion and persuasive skills will also be addressed in order to help the student to be a better communicator.

**COM 215 Photography II (12 Credits) NQF 7**
This module will begin with a brief revision of Photography I, followed by more in-depth theoretical and practical applications. More time will be spent on the following topics: Aesthetics in photography; rules of composition; telling a story; understanding types of lighting; controlled studio lighting; special effects using aperture and shutter speed and flash lighting. Finally, some ethical and copyright issues will be addressed and tips on how to display and sell your photos on the internet. In conjunction with the theory, practical applications will be done. This includes the production of images for a final portfolio, a practical studio lighting workshop, looking at and speaking about photographs and manipulation and enhancement of digital images in Photoshop. *Prerequisite: COM 115 Photography I*

**COM 222 Intercultural Communication (12 Credits) NQF 7**
This module is designed to provide students with knowledge of and an understanding of intercultural theory and practice. As such, it builds intercultural competence, focuses on the application of
intercultural theory and concepts, and on the development of skills which facilitate effective communication in intercultural contexts.

**COM 225 Information Management (12 Credits) NQF 7**
This module will train students in the discipline of information management, its benefits and goals, and how it is implemented in an organisational environment. Students will gain a thorough understanding of concepts related to this discipline, such as technologies, the information age, the Semantic Web, knowledge and organizational learning.

**COM 241 Media Theory (8 Credits) NQF 6**
This is a study of how media affects our popular culture and the lives we live. Beginning with the invention of mass communication and ending with the technology of the World Wide Web, students study each mass medium, using culture as a thematic approach to critically assess the role of media in our lives. By looking at the ownership, control, policy, theory, functions, effects and power of the media, the student needs to critically assess media culture, imperialism, terrorism etc.

**COM 251 Media Production I (12 Credits) NQF 5**
This module will equip Communication students with knowledge in television broadcasting. The students will learn how the television concept works from a mere light up to the small box in the living room when light is converted into pictures. The module will take students throughout the production steps in broadcasting right to the end product, which is the television programme the viewers watch in their homes.

**COM 299 Work Integrated Learning (16 Credits) NQF 6**
Supervised work experience in journalism, public relations, or another aspect of communication. A total of 160 clock hours of work experience is required to gain 16 credits. These hours should preferably be done in one location, but may be split up among more than one supervisor if necessary.

*Prerequisite: Consent of WIL supervisor*
COM 305 Business Communication (12 Credits) NQF 6
The module covers the essentials of effective business communication. It includes correct language usage required for effective communication and emphasizes the acceptable formats for different forms of business correspondence and reports. It also focuses on developing communication ability in interpersonal communication, oral presentations and conducting business meetings.
Prerequisite: MGT 141 Principles of Management

COM 317 Media Writing I (12 Credits) NQF 6
This module includes approaches to developing students’ writing in a journalistic style. You will learn the basics of journalistic writing for various media (i.e. newspapers, radio, and television), public relations, press releases, basic features and editorials, the importance of the audience for any written communication, as well as the values of timeliness, objectivity and fairness critical to any communication career.

COM 318 Media Writing II (12 Credits) NQF 7
This module will build on what has been learned and practised in Media Writing I. Media Writing II focuses on media practice with a special focus on the different styles of writing ideally required for different genres. You will look at, analyse, practice and produce written pieces for print and the web, as well as programme outlines and scripts for radio and television. Media Writing II is an intensely practical course and aims to provide you with the tools for sourcing and producing relevant stories. You will also look at the ethics lying behind balanced and responsible reporting.
Prerequisite: COM 317 Media Writing I

COM 320 Interpersonal Communication (12 Credits) NQF 7
Interpersonal communication as the primary element in human relationships is studied through variables of the communication process such as non-verbal communication, perception, semantics, and other aspects. An understanding of transactional analysis in communication will assist the student in improving interpersonal communication skills. Emphasis is placed on interpersonal skills for the workplace. Students examine components of interpersonal
communication such as listening, perception, managing conflict, then apply specific strategies to build relationships. Discussions, research assignments and presentations will aim at the integration of faith as part of the learning experience, by focusing on Bible-based values and SDA beliefs.

Prerequisites: COM 101 Communication Theory; and PSY 101 Fundamentals of Psychology

COM 328 Corporate Communication (12 Credits) NQF 7
The course shows how communication functions in an organisation, by looking at the structure of communication in organisations, in particular levels of communication, information channels, hierarchies and communication networks. Various functions of organisational communication are explored using South African case studies to illustrate examples of effective internal and external communication. There is a focus on strategic corporate communication management; strategic issues in the management of Corporate Communication; corporate communication research, and industry contexts. Students will select an actual corporation, perform an assessment survey of its current corporate communication practices, and develop a corporate communications plan for the organisation.

COM 329 Organizational Communication (12 Credits) NQF 7
An advanced module in the structure of the organisation and its communication flow, which covers various definitions and theories of organisational communication, cultural diversity, channels, systems and networks, decision-making and problem-solving groups, and assessment methods of communication within an organisation. An actual assessment of organisational communication practices within an organisation will be conducted, resulting in a research report which will be presented to management.

Prerequisites: COM 101 Communication Theory; PRL 101 Public Relations I; and PRL 212 Public Relations II
COM 330 Media Criticism (12 Credits) NQF 7
This module is a study of communication as a science, dealing with
the process of expression, traffic and interpretation of messages.
The module includes: basic structural and content analysis of
communication; general media science; and the codes of
communication. The importance of both the form and the content
of the message will be qualitatively analysed. The module will
present criteria for a Christian, rational, analytical evaluation of the
mass media. The power of the media to manipulate attitudes and
behaviour will be examined.

COM 336 Web Design (16 Credits) NQF 7
Web design is a study of creating a website from scratch using
various methods. First the student will plan and design his site then
gather tools to perform this task. The site will be built using web
page services, HTML code, images, and other existing websites and
available tools. This site will be made mobile after completion of
the creation of the website. Once the initial design is completed, the
site will be tested and the student will be taught how to maintain
and promote it. The student will also be instructed on how to build
the following: a blog using WordPress; a business site using a
content management system; a multimedia website and a site using
a Wiki.
Prerequisites: CPT 118 End User Computing I; and CPT 125 End
User Computing II

COM 343 Integrated Marketing Communication (8
Credits) NQF 7
This module involves an in-depth study of all the elements of the
marketing communication mix (product, price, place and
promotions) and the promotional or marketing communications
(marcoms) mix and their implementation within an organisation.
The promotional elements include advertising, personal selling,
sales promotion, direct response marketing, publicity/marketing
public relations, sponsorship, relationship marketing and
interactive/internet marketing. Methods of evaluating the
marketing communication effort are also addressed. A practical
project will entail the creation of an integrated marketing
communication’s plan for an actual organisation, based on a research survey to establish market needs.

Prerequisites: COM 101 Communication Theory; PRL 101 Public Relations I; and PRL 212 Public Relations II.

**COM 350 Group Dynamics (12 Credits) NQF 7**
An experiential study of groups in process within organizations for the purpose of problem-solving and team building. Group dynamics is the scientific study of behaviour in groups to advance our knowledge about the nature of groups, group development, and the interrelations between groups and individuals, other groups and larger entities. The student will understand that communication is not just a tool that group members use, but that groups are best regarded as a phenomenon that emerges from communication. This module intends to directly apply existing theory and research to the learning and application of effective group skills.

Prerequisite: COM 101 Communication Theory

**COM 353 Media Production II: Radio (12 Credits) NQF 6**
This module will introduce students to the discipline of radio production and broadcasting. The students will learn how to write for radio, conceptualize ideas and formats for radio programming, as well as recording and editing sound broadcast console operation.

Pre-Requisites: COM 102 Communication Theory; COM 241 Media Theory; and COM 251 Media Production I

**COM 369 Media Production III: Video (16 Credits) NQF 7**
This module will equip Communication students with practical knowledge in television broadcasting. Students will be required to practically demonstrate the three phases of production which are: Pre-production, Production, and Post-production. Students must be able to do the following as a way of making sure that they understand how television programmes are made: (a) Come up with a concept, plan the pre-production, budget, scouting, equipment needed, format of the programme, duration, library footage if any, location permission etc.; (b) Record the actual programme from arranging the interviews, B-Roll footage, re-enacted scenes if need be, lighting, directing, and packaging; and (c) Post-production – students must be able to edit their own
programmes, add basic graphics like Lower Thirds, music/sound track and closing credits.

*Pre-Requisites: COM 251 Media Production I; and COM 352 Media Production II*

**CPT 118 End User Computer I (8 Credits) NQF 5**
This module develops mastery of both the alphabetic and numeric keyboarding on the computer by touch. Basic micro-computer skills will be presented. The emphasis is on accuracy and a minimum speed of 20 words a minute. Computerized diagnostic tests identify individual weaknesses and levels of proficiency. The module will introduce the basic functions of MS Word in typing simple documents.

**CPT 125 End User Computer II (12 Credits) NQF 5**
This module provides an in-depth study of Windows, the Internet, E-mail, Word, Excel, Access and PowerPoint. In Word, students will learn; how to create Word documents, document concepts and terminology, how to modify documents, create letters, memorandums, newsletters, research papers, business cards, resumes, financial reports and a range of other documents that include multiple pages of text. In Excel, students will learn; how to create a professional-looking spreadsheet, enter data into spreadsheets and how to manipulate the data. In PowerPoint, the students will learn; how to create a professional-looking electronic slide show, how to create speaker notes and print hand-out pages. In Access, the students will learn; how to create a database, add tables, fields and records to that database, and how to create queries, forms and reports using the tables in a database.

*Prerequisite: CPT 118 End User Computing I*

**ENG 111 Principles of English I (16 Credits) NQF 5**
English 111 is designed to prepare students for the writing that will be done in all College modules. The module focuses on, amongst others, vocabulary, grammar which involves understanding the communicative function of sentences, understanding relations between parts of texts, metaphorical expressions and other important grammatical concepts. It aims to equip you with the knowledge, experience and skills necessary for the rigour of academic writing. Therefore, the module includes exercises on
structure, mechanics, and instruction in the principles of composition.

**ENG 112 Principles of English II (16 Credits) NQF 6**
The module introduces the student to a broad spectrum of aspects in English study. It aims to develop and provide the student with practice in various writing skills, thereby enabling the student to write effectively in various academic disciplines. It promotes the use of critical thinking and serves to develop the skills of analysing, synthesizing, summarizing and reading from a critical perspective.  
*Prerequisite: ENG 111 Principles of English I*

**ENG 142 Academic Writing (16 Credits) NQF 6**
The module introduces the student to a broad spectrum of aspects in English study. It aims to develop and provide the student with practice in various writing skills thereby enabling the student to write effectively in various academic disciplines. It promotes the use of critical thinking and serves to develop the skills of analysing, synthesizing, summarizing, using grammar correctly, and reading from a critical perspective.  
*Prerequisite: Passing grade in National Benchmark Test (NBT)*

**ENG 143 Studies in English (16 Credits) NQF 7**
This module is a writing course designed to improve critical thinking, reading and writing skills. Students are required to pose and investigate and engage in academic inquiry as a process of positioning and developing their own ideas in relation to others. Students will learn to reflect, critically, on their own reading, writing and research strategies as well as that of their peers when they engage in peer assessment. The social structure and communal concerns of our time are examined in the light of the literature studied. In this module, students develop purposeful essays and develop knowledge of academic writing conventions as they reflect on, assess, and revise their own reading and writing practices. By understanding the importance of language as a God-given ability, personal faith is expanded and developed in this module.  
*Prerequisite: ENG 142 Academic Writing; or ENG 111 Principles of English I and ENG 112 Principles of English II*
HLD 122 Principles of Health: General (8 Credits) NQF 5
This module provides an introduction to health principles within the framework of the Scriptures, the Advent Health message and current medical practice. Principles of health will be examined in light of the learners understanding of healthy lifestyle practices and how these principles may be integrated into individual lifestyles and applied within the greater environmental and social contexts.

HLD 123 HIV/AIDS Education (4 Credits) NQF 5
This module provides a study on the key components surrounding HIV infection, care and management. In a country where more than 1 in 5 people are HIV positive, this module shares skills training for prevention, information dissemination and basic counselling in HIV and AIDS. This pandemic touches the lives and workplaces of every African; this module aims to help prevent, manage and mitigate the impact of HIV/AIDS both in the workplace and community.

LAW 318 Industrial Relations (12 Credits) NQF 7
A study of the theory and practice of industrial relations with the focus on: the South African Industrial Relations system, South African labour history, the legislative framework governing the employment relations, the State as an employer, the State as a regulator, Trade Unions and Employer organizations, Basic Conditions of Employment Act, The Labour Relations Act, Employment Equity Act, Skills Development Act, Health and Safety Act, collective bargaining, industrial action, mergers and acquisition, grievance handling procedures, dispute settlement procedures, and discipline & dismissal procedures.
Prerequisite: MGT 141 Principles of Management

MGT 141 Principles of Management (12 Credits) NQF 6
This module is a study of principles of business management including an analysis of business policies viewed from the standpoint of management process and current issues in management. Topics covered include: the evolution of management thought, business environment, management functions, organization design, strategic planning, managing change, team building and managing business functions:
production, marketing, finance, human resources and information management.

**MGT 245 Human Resources Management (12 Credits) NQF 7**
This module focuses on the context and functions of personnel administration in the organization; administration and management practices in human resource planning, recruitment, selection, advertising, induction, training and development; administration and management practices of job evaluation, performance appraisal, incentive systems, remuneration systems and compensation policies; management of labour turnover and absenteeism; flexitime administration; administration of social responsibility projects; and personnel audits.
*Prerequisite: MGT 141 Principles of Management*

**MKT 220 Principles of Marketing (12 Credits) NQF 7**
This module emphasizes concepts and issues underlying the modern practice of marketing. The role of marketing in the organization and society is examined. Module content includes marketing concepts, marketing environment customer relationship, marketing strategy, consumer behaviour, creating value for target customers, advertising and public relationship, direct and online marketing, and creative competitive advantage. The marketing process is analysed through the four main decision areas of products and services, distribution, promotion and pricing.
*Prerequisite: MGT 141 Principles of Management*

**MTH 040 Math Literacy (12 credits) NQF 5**
This module is designed to satisfy the mathematics requirement of Foundation Year students intending to pursue bachelor’s degree studies in Theology and Arts (excluding Psychology). Emphasis is placed on understanding and appreciating the validity of mathematics in daily life experience. As such it will cover arithmetical operations, real numbers and number systems, using equations to solve practical life problems, compound interest, discounts, sinking funds, basic geometry, descriptive statistics & graphs and trigonometry fundamentals as applicable in everyday life.
PRL 201 Public Relations I (12 Credits) NQF 5
An introductory module that emphasises the process and practice of public relations (hereinafter PR) in contemporary business and not-for-profit institutions. The scope, ethics, development and practice of PR is covered. Public relations in relation to communication, marketing, advertising and the promotional mix is clarified. The concepts in PR that are dealt with are: research, planning of a PR event, effective execution of an event and evaluation of public relations effectiveness. Effective print-ready messages for the mass media and electronic media are taught against the background of a real-life PR event.
Prerequisite: COM 101 Communication Theory

PRL 212 Public Relations II (12 Credits) NQF 6
Examines the characteristics of successful public relations campaigns. Emphasis is given to public relations planning and evaluating. Important areas of emphasis are the planning of effective responses to specific audiences before, during and after periods of crisis, as well as corporate identity programmes, industrial relations and corporate responsibility programmes.
Prerequisite: PRL 101 Public Relations I

PRL 310 Advanced Advertising (12 Credits) NQF 7
This module will cover basic advertising principles and practice; applications of these principles through the creation of advertising ideas, and advertisements for electronic and print media. The content is divided into four main parts: Part One covers the process of advertising and integrated brand promotion in business and society. Part Two deals with advertising planning by way of analysing advertising and integrated brand promotion environments. Part Three entails the preparation of the advertising message. Part Four comprises the placing of the message in conventional and new media.
Prerequisites: COM 102 Communication Theory; PRL 201 Public Relations I; and PRL 212 Public Relations II

PSY 101 Fundamentals of Psychology (12 Credits) NQF 6
This module provides the student with a broad introduction to the principal subject areas that make up the scientific study of human
behaviour. The module is designed to lay a foundation of the structure and basic scope of psychology, helping the student to develop an understanding of psychological processes and how different fields encountered in subsequent modules are related.

**PSY 225 Industrial Psychology (12 Credits) NQF 6**

Industrial psychology is the scientific study of human behaviour in the production, distribution and consumption of the goods and services of society. As an applied science, it has the further objective, apart from explaining behaviour, of providing practical guidelines towards predicting and controlling behaviour, with a view to efficiency and human psychological welfare. This module offers a broad description and examination of the psychology of behaviour at work, including the major theories, their applications in the workplace and research investigations of both. The module will examine job analysis, employee selection, employee training, the performance appraisal process, worker motivation, job satisfaction, worker stress, communication and development, human factors in work design, and work conditions and work safety. A thorough understanding of social scientific research methods and current psychological research findings are emphasised.

*Prerequisite: PSY 101 Fundamentals of Psychology*

**REB 117 Values, Character, & Personal Enrichment I (8 Credits) NQF 5**

This module focuses on the importance of values and character as essential ingredients of successful career and personal enrichment. In line with the mission of the institution to provide values-based education this module covers the values necessary in citizenship, workplace and in personal life. It also covers the values as outlined in the United Nations Charter, and the Christian worldview. The module further explores inward disciplines such as prayer and personal devotions; outward disciplines such as community engagement; and corporate disciplines such as stewardship of environment and abilities, and moral philosophy.
REB 217 Values, Character, & Personal Enrichment II (8 Credits) NQF 5
This module outlines the importance of values and how they are related to character and personal enrichment. These ideas are firstly examined as general concepts and secondly in relation to particular belief systems, specifically in the context of the Seventh-day Adventist Church. The module therefore also highlights the distinctive beliefs of Seventh-day Adventism and their practical worth for character development and personal enrichment in both private and public life.
Prerequisite: REB 117 Values, Character, & Personal Enrichment I

REB 317 Values, Character, & Personal Enrichment III (8 Credits) NQF 5
This module concerns itself with the values, character development and personal enrichment acquired from studying the life of Jesus as revealed in the Gospels. It begins with a brief geographical and historical overview of the holy land. The module then focuses on the values, character development and personal enrichment enshrined in the life and teachings of Jesus Christ. These include the concepts of forgiveness, work ethic and honesty, caring for others, stewardship - caring for the environment, how to deal with stress and discouragement, and servant leadership. Students will also learn from the ultimate sacrifice which Jesus made.
Prerequisite: REB 217 Values, Character, & Personal Enrichment II

SOC 101 Principles of Sociology (12 Credits) NQF 6
A study of the development of sociology as a social science focusing on: sociological theories, how social life is organized, social inequality, social institutions of human societies and change as a characteristic aspect of human societies.
Bachelor of Arts (Psychology) – 3 years NQF Level 7

PROGRAMME PURPOSE
The programme is intended to lead to a general academic Bachelor of Arts degree in Psychology. Students choose between a specialized focus on either Counselling or Industrial Psychology. It is our goal not only to impart knowledge but to encourage students to be independent thinkers, to build character and establish integrity, and prepare students for service. As such, many of the modules are designed to challenge students to think critically and independently. At the same time students are also given opportunities to develop a passion for service which will empower them to deliver services in the community. The BA Psychology programme has been designed to provide a well-rounded, comprehensive, holistic and value-based education. Students are equipped with the necessary theoretical knowledge in psychology and experience in the use of statistics and research methodological tools to conduct empirical research. Graduates are provided with academic knowledge and meta-cognitive abilities needed for articulation into an Honours degree programme in Psychology. It also includes learning experiences intended to build character and attitudes fitted for the context of the work environment and the community at large, based on values which enhance human life. The main Work Integrated Learning (WIL) component of the programme is the PSY 299 Practicum module. This module aims to provide students with the opportunity to transfer the theory and insight they have gained in general modules to a practical setting by volunteering in a human services setting, facilitating the integration of theory and practice in the discipline of psychology.

PROGRAMME MISSION STATEMENT
The Psychology programme’s mission is to transmit knowledge related to the nature of human psychological processes, together with the basic knowledge and skills for further study in psychology and to provide the competence necessary for successful careers.
QUALIFICATION OUTCOMES

- Achieving a breadth and depth of knowledge and understanding of the core subfields of psychology: health and stress; positive psychology; human development; social psychology; personology; counselling skills and therapy; communities; abnormal psychology; psychometric theory and testing; and the history of philosophy and psychology including the major schools and paradigms.

- Counselling stream students will gain knowledge on substance abuse, addictions and treatment; cognitive and neurological processes; human sexuality; family and marriage therapeutic interventions; and exceptionality, special education and related services.

- Industrial psychology stream students will be equipped with content knowledge as regards behaviour at work including job analysis, employee selection, training and motivation, and performance appraisal; the principles of management and human resources management; industrial relations; performance and diversity management; and group dynamics.

- Acquired skills whereby they are capable of independent and group learning.

- The knowledge and skills to critically read academic books, journals and online material, and to carry out their own independent research.

- The attainment of academic writing skills with special expertise in the APA referencing system.

- The accomplishment of particular capabilities and skills necessary to succeed in their lives on a professional, personal, and community basis.

GRADUATE ATTRIBUTES

- An understanding of a broad range of influential theories regarding individual, group and organizational cognition and behaviour from the perspective of various schools of psychology, and from a holistic Christian perspective on human functioning, potential and restoration. Graduates will have synthesized their own eclectic views based on this understanding on a range of key psychological topics.
Developed cognitive and affective abilities valuable in learning, reasoning and problem solving such as meta-cognition, intra- and inter-personal awareness, critical/analytical thinking, organization, adaptability/flexibility, effective communication, collaboration & team work, mnemonic techniques, self-regulation, and planning.

The ability to apply their knowledge of how people function and change in practical ways to better themselves and assist others in areas such as increasing motivation, managing stress, improving concentration, becoming better leaders, monitoring and managing emotions, and generally living healthier and happier lives.

Acquired skills particularly valuable in the work context, such as intercultural communication, conflict management, leadership and teamwork competency, ability to analyse and interpret numerical data, oral and literacy proficiency in academic and report writing, ability to analyse individual and group behaviour, systematic approaches to problem solving, higher-order analysis, computer literacy, and the ability to systematically evaluate or research given topics.

A commitment to conducting themselves with integrity, dependability, fidelity, attention to detail, perseverance, and a strong sense of work ethic; engaging with others with empathy, respect, confidentiality, and professionalism.

FURTHER STUDIES
The BA Psychology degree from Helderberg College of Higher Education places students in a favourable position for acceptance into an Honours programme in Psychology at other South African higher-education institutions. Completion of the Honours degree enables one to apply for an internship master's degree in psychology. Completion of this degree enables students to write the National Board examination. Once this is passed, students may register with the Health Professions Council of South Africa (HPCSA) to become a professional psychologist. Alternatively, after completing their Honours degree, students may apply for a research master’s degree in order to pursue a career as a lecturer or field researcher.
EMPLOYMENT OPPORTUNITIES
The Psychology programme is designed to provide students with a thorough academic grounding in the discipline, and to adequately equip graduates with the lifelong learning skills, attitudes, knowledge and habits that are necessary for further study, and are valued in a number of professional fields. Besides continued studies towards becoming a professional psychologist, lecturer, or field researcher, students may seek employment in areas related to psychology such as social services, human resources, public relations, sales or market research.

GRADUATION REQUIREMENTS
- All modules passed with a minimum grade of 50%.
- Submission of Practicum portfolio of evidence by the end of the Midterm Break of the final semester.
- Comply with the requirements as contained in the *Helderberg College of Higher Education Student Code of Conduct*. 
Curriculum: Bachelor of Arts (Psychology) – 3 years  
Concentration: Counselling

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TOTAL                                                      | 404
Students who fail or do not take the compulsory National Benchmark Test (NBT) during orientation are required to register for ENG 111 Principles of English I (16 credits; year 1; semester 1) and ENG 112 Principles of English II (16 credits; year 1; semester 2) in lieu of ENG 142 Academic Writing.

PROGRAMME COMPONENTS
Provider’s discretion modules: 44 credits
Fundamental modules: 24 credits
Core modules: 212 credits
Cognate modules: 28 credits
Concentration: 96 credits

TOTAL: 404 credits
Curriculum: Bachelor of Arts (Psychology) – 3 years  
Concentration: Industrial Psychology

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PROGRAMME COMPONENTS

Provider’s discretion modules: 44 credits
Fundamental modules 24 credits
Core modules: 212 credits
Cognate modules: 28 credits
Concentration: 96 credits

TOTAL: 404 credits
MODULE DESCRIPTIONS

BHS 151 Philosophy of Education & Service (8 Credits) NQF 5
This module explores the definition, nature and foundations of True Education and reflects upon issues that have deep significance for our lives as human beings. Traditional, modern and post-modern philosophies of education are examined and its influence and contribution to education at present are considered. The making of a world view is explored with regards to a Christian approach to philosophy and education. Included in this module is the rationale for community engagement, laying the foundation for students to actively participate in a service learning project in their local communities.

COM 102 Communication Theory (8 Credits) NQF 6
This module will study the human communication process, particularly as far as interpersonal, intercultural, group and mass communication is concerned. An understanding of a variety of key concepts will be developed and students will acquire practical knowledge to apply these principles to everyday interactions. It will also help students build communication skills, with particular emphasis on crossing cultural barriers.

COM 350 Group Dynamics (12 Credits) NQF 7
An experiential study of groups in process within organizations for the purpose of problem-solving and team building. Group dynamics is the scientific study of behaviour in groups to advance our knowledge about the nature of groups, group development, and the interrelations between groups and individuals, other groups and larger entities. The student will understand that communication is not just a tool that group members use, but that groups are best regarded as a phenomenon that emerges from communication. This module intends to directly apply existing theory and research to the learning and application of effective group skills.
*Prerequisite: COM 101 Communication Theory*
CPT 118 End User Computing I (8 Credits) NQF 5
This module develops mastery of both the alphabetic and numeric keyboarding on the computer by touch. Basic micro-computer skills will be presented. The emphasis is on accuracy and a minimum speed of 20 words a minute. Computerized diagnostic tests identify individual weaknesses and levels of proficiency. The module will introduce the basic functions of MS Word in typing simple documents.

CPT 125 End User Computing II (12 Credits) NQF 5
This module provides an introduction to Windows, the Internet, E-mail, Word, Excel, Access and PowerPoint. In Word, students will learn; how to create Word documents, document concepts and terminology, how to modify documents, create letters, memorandums, newsletters, research papers, business cards, resumes, financial reports and a range of other documents that include multiple pages of text. In Excel, students will learn; how to create a professional-looking spreadsheet, enter data into spreadsheets and how to manipulate the data. In PowerPoint, the students will learn; how to create a professional-looking electronic slide show, how to create speaker notes and print hand-out pages. In Access, the students will learn; how to create a database, add tables, fields and records to that database, and how to create queries, forms and reports using the tables in a database.
Prerequisite: CPT 118 End User Computing I

ENG 111 Principles of English I (16 Credits) NQF 5
English 111 is designed to prepare you for the writing that you will do in all your College modules. The module focuses on, amongst others, vocabulary, grammar which involves understanding the communicative function of sentences, understanding relations between parts of texts, metaphorical expressions and other important grammatical concepts. It aims to equip you with knowledge, experience and skills necessary for the rigour of academic writing. Therefore, the module includes exercises on structure, mechanics, and instruction in the principles of composition.
ENG 112 Principles of English II (16 Credits) NQF 6
The module introduces the student to a broad spectrum of aspects in English study. It aims to develop and provide the student with practice in various writing skills thereby enabling the student to write effectively in various academic disciplines. It promotes the use of critical thinking and serves to develop the skills of analysing, synthesizing, summarizing and reading from a critical perspective.
*Prerequisite: ENG 111 Principles of English I*

ENG 142 Academic Writing (16 Credits) NQF 6
The module introduces the student to a broad spectrum of aspects in English study. It aims to develop and provide the student with practice in various writing skills thereby enabling the student to write effectively in various academic disciplines. It promotes the use of critical thinking and serves to develop the skills of analysing, synthesizing, summarizing, using grammar correctly, and reading from a critical perspective.
*Prerequisite: Passing grade in the National Benchmark Test (NBT)*

HLD 122 Principles of Health: General (8 Credits) NQF 5
This module introduces health principles within the framework of the Scriptures, the Advent Health message and current medical practice. Principles of health will be examined in light of the learners understanding of healthy lifestyle practices and how these principles may be integrated into individual lifestyles and applied within the greater environmental and social contexts.

HLD 123 HIV/AIDS Education (4 Credits) NQF 5
This module provides a study on the key components surrounding HIV infection, care and management. In a country where more than 1 in 5 people are HIV positive, this module shares skills training for prevention, information dissemination and basic counselling in HIV and AIDS. This pandemic touches the lives and workplaces of every African; this module aims to help prevent, manage and mitigate the impact of HIV/AIDS both in the workplace and community.
LAW 218 Industrial Relations (12 Credits) NQF 7
A study of the theory and practice of industrial relations with the focus on: the South African Industrial Relations system, South African labour history, the legislative framework governing the employment relations, the State as an employer, the State as a regulator, Trade Unions and Employer organizations, Basic Conditions of Employment Act, The Labour Relations Act, Employment Equity Act, Skills Development Act, Health and Safety Act, collective bargaining, industrial action, mergers and acquisition, grievance handling procedures, dispute settlement procedures, and discipline & dismissal procedures.  
Prerequisite: MGT 141 Principles of Management

MGT 141 Principles of Management (12 Credits) NQF 6
This module is a study of principles of business management including an analysis of business policies viewed from the standpoint of management process and current issues in management. Topics covered include: the evolution of management thought, business environment, management functions, organization design, strategic planning, managing change, team building and managing business functions: production, marketing, finance, human resources and information management.

MGT 245 Human Resources Management (12 Credits) NQF 7
This module focuses on the context and functions of personnel administration in the organization; administration and management practices in human resource planning, recruitment, selection, advertising, induction, training and development; administration and management practices of job evaluation, performance appraisal, incentive systems, remuneration systems and compensation policies; management of labour turnover and absenteeism; flexitime administration; administration of social responsibility projects; and personnel audits.  
Prerequisite: MGT 141 Principles of Management
MGT 310 Performance Management (12 Credits) NQF 7
A survey of the objectives and issues associated with performance management in organisations. Topics include studies in performance evaluation, job analysis and evaluation, personnel recruitment, selection and assessment, training and development, compensation and benefits and studies in performance evaluation. **Prerequisite:** MGT 141 Principles of Management

MGT 366 Diversity Management (12 Credits) NQF 7
Globalisation and the increasing cultural diversity in the workplace require culturally-aware managers in both domestic and international markets. This module analyses the environment which influence diversity management from both domestic and global perspective. Topics include: the challenges of managing diversity, strategy for meeting the challenges, understanding culture, education, the role of leadership in managing diversity, conflict management, problem solving, performance management, global diversity trend assessment, aligning organizational systems & practices to make diversity work, managing global teams, & leveraging diversity. **Prerequisites:** MGT 245 Human Resources Management; and MGT 310 Performance Management

PSY 089 Study Essentials for Psychology (12 credits) NQF 6
This module aims to orient students to the academic study of psychology, the methods used to collect and analyse information in the field, and the writing and study skills necessary to manage tertiary study effectively. Module topics include the ideology of a scientific approach to psychology, the main perspectives prevalent in modern psychology; the sub-fields of psychology currently emphasized in South Africa; career options and preparation for psychology graduates; and academic planning and study strategies. Students will be given opportunities to deepen their knowledge of psychological theory, apply their critical thinking ability, and cultivate their study and academic writing skills in a number of formative assessment tasks undertaken during the semester.
PSY 105 Principles of Psychology (16 Credits) NQF 6
This module provides the student with an overview of the major fields within psychology, while emphasizing the development of an understanding of the discipline as the scientific study of human behaviour. It is designed to lay a foundation of the structure and basic scope of psychology, helping the student to develop an understanding of psychological processes and how the study of psychology can be applied in the various fields of non-majors. Various topics, including the brain and behaviour, human development, learning, personality and psychological disorders, will be covered, with a focus on refining critical thinking skills.

PSY 108 Health Psychology (12 Credits) NQF 6
This module will include the study of causes for the rise of health psychology; interrelationships between psychology and health related disciplines; models of disease and health care; interrelationships between stressful life events, social support, and wellness; illness behaviour; psychology of addictive behaviour; behavioural health problems, and doing authentic academic tasks. Prerequisite: PSY 105 Principles of Psychology

PSY 140 Faith & Psychology (8 Credits) NQF 6
How are Christians supposed to understand, appreciate, and tackle the issues raised within the discipline of Psychology? As one studies deeper into this field, one realizes that sometimes Psychology can seem disconnected and even antithetical to Christian perspectives on life. This module will attempt to broaden the student’s understanding on the relationship between Christian beliefs about individuals and secular psychological beliefs. Prerequisite: PSY 105 Principles of Psychology

PSY 170 Stress Management (12 Credits) NQF 6
Stress and coping play a significant role in an individual’s functioning and well-being in any context. Students’ academic and future professional lives are likely to be heavily influenced by the efficiency with which they are able to employ positive coping techniques. This module sets out to provide students with a basic understanding of the theory and practice of stress management, including an overview of the signs and symptoms of stress,
identification of stressors in a person’s life, increasing stress
tolerance, and implementing change. This module is geared to
provide students with the practical tools to be able to manage their
stress; the ability to use them effectively will hopefully be instilled
as they are practised.

*Prerequisite: PSY 105 Principles of Psychology*

**PSY 180 Positive Psychology (12 Credits) NQF 6**
Positive Psychology is a developing mosaic of research and theory
from different areas of psychology, tied together by a common
focus on positive aspects of human behaviour. The module
introduces one of the most recent fields in psychology, and
represents a paradigm-shift from pathology to strength-based
psychology. It is a response to the traditional, clinical focus of
psychology that has dominated the last half-century. Various
themes focus on the empirical study of the resilience, virtues, and
psychological well-being of human behaviour.

*Prerequisite: PSY 105 Principles of Psychology*

**PSY 208 Cognitive & Neuropsychology (16 Credits) NQF 7**
This module involves the study of how people perceive, process,
learn, remember and think about information. This necessitates an
understanding of the structure and functioning of the brain;
how these influence cognitive processing; as well as the various
research methods and techniques cognitive scientists have used in
analysing the processes of perception, memory functioning,
problem solving, decision making, reasoning, emotion, and even
spirituality. We will consider theories that aim to explain the
processes involved as well as disorders that arise as a result of
damage to specific brain areas.

*Prerequisite: PSY 105 Principles of Psychology*

**PSY 209 Human Sexuality (12 Credits) NQF 7**
This module seeks to understand the physiological, psychological,
and social aspects of sexual development throughout the life span,
so as to achieve healthy sexual adjustment.

*Prerequisite: PSY 105 Principles of Psychology*
PSY 211 Developmental Psychology I (12 Credits) NQF 7
This module provides an intensive study of current psychological theories relating to environmental and other influences during the prenatal, infant, and childhood years.
*Prerequisite: PSY 105 Principles of Psychology*

PSY 212 Developmental Psychology II (12 Credits) NQF 7
A study of current psychological theories relating to psychological development, maturity, and decline as evidenced during the adolescent, youth, middle age and retirement years.
*Prerequisites: PSY 105 Principles of Psychology; and PSY 211 Developmental Psychology II*

PSY 215 Applied Statistics (16 Credits) NQF 7
Statistical methods form an integral part of the quantitative tools used in research. A basic understanding of statistical terminology is also required to understand and make sense of academic literature within the social sciences. This module aims to provide students with a basic understanding of the theory behind some of the most common statistical procedures needed to complete a successful research project within the quantitative paradigm, and to understand academic literature that makes use of statistical concepts. Students are taught to apply these techniques using various packages available in R, an open source language and environment for data manipulation, statistical computing and graphics.
*Prerequisite: PSY 105 Principles of Psychology*

PSY 221 Treatment of Substance Abuse (12 Credits) NQF 7
This module is designed to help the student expand and integrate knowledge of alcoholism and chemical dependency by addressing relevant contemporary issues and treatment modalities which are in the main stream of the field. In addition, students will learn about empirically validated prevention programmes, substance abuse assessment information, counselling techniques, referral information, as well as relapse prevention and aftercare strategies.
*Prerequisite: PSY 105 Principles of Psychology*
PSY 225 Industrial Psychology (12 Credits) NQF 7
Industrial psychology is the scientific study of human behaviour in the production, distribution and consumption of the goods and services of society. As an applied science, it has the further objective, apart from explaining behaviour, of providing practical guidelines towards predicting and controlling behaviour, with a view to efficiency and human psychological welfare. This module offers a broad description and examination of the psychology of behaviour at work, including the major theories, their applications in the workplace and research investigations of both. The module will examine job analysis, employee selection, employee training, the performance appraisal process, worker motivation, job satisfaction, worker stress, communication and development, human factors in work design, and work conditions and work safety. A thorough understanding of social scientific research methods and current psychological research findings are emphasised.
*Prerequisite: PSY 105 Principles of Psychology*

PSY 229 Social Psychology (12 Credits) NQF 7
Social psychology is defined as the scientific study that seeks to understand the nature and causes of individual behaviour and thought in social situations. This module will deal with the theory, research, and methodology of social psychology, including both classic and contemporary methods.
*Prerequisite: PSY 105 Principles of Psychology*

PSY 231 Research Methods I (12 Credits) NQF 7
This module provides an overview of the theory and application of the principles of social science research. It acquaints students with the theory of science, examines epistemological claims of various approaches to knowing, and provides students with a rationale for the importance of social science research methods in communication, theology, business and psychology. The module addresses philosophical frameworks, methodologies, strategic planning, and ethical considerations involved in both basic and applied research. Upon successful completion of the module, students should be able identify topics for inquiry, select the
appropriate methods and designs for answering a chosen research question, and formulate a structured plan of research.  

Prerequisite: PSY 105 Principles of Psychology

PSY 232 Research Methods II (12 Credits) NQF 7
This module will provide student with the tools and skills needed in order to become an innovative researcher. A complete research project will be undertaken and completed through the duration of the semester, consisting of the following: the formation of a research problem and objectives, writing up a literature review, the operationalization and development of a research design, data collection and analysis, and presentation of findings to both staff and students in the form of an open forum.  

Prerequisites: PSY 105 Principles of Psychology; PSY 215 Applied Statistics; and PSY 232 Research Methods I

PSY 299 Practicum (12 Credits) NQF 6
Supervised field placement in a human services setting. A total of 120 clock hours of volunteer experience is required to gain 12 credits. These hours may be split up among more than one setting if the student so wishes.  

Prerequisite: Consent of the module supervisor and the placement setting management, i.e. the Practicum supervisor

PSY 307 Marriage & Family (12 Credits) NQF 7
This module is designed to examine the fundamental concepts of marriage and family, identifying characteristics of healthy and dysfunctional families along with cultural and other considerations impacting families in today’s dynamic global environment. Family dynamics and interpersonal relationships across the lifespan are examined from family systems, sociological, and ecological perspectives. Major theoretical and therapeutic models assumed by contemporary practitioners of marriage and family counselling are introduced in a brief overview, enabling students to develop an appreciation for the different means of assisting marriages and families in distress. Videos, lectures, and discussions will all be utilized to cover the course materials. Prerequisite: PSY 105 Principles of Psychology
PSY 311 Theories of Personality (16 Credits) NQF 7
This module provides students with an overview of the historically important theories, as well as new models of personality. Each theory will be discussed in terms of its unique development, definitions, concepts, and methods of assessment and empirical research. Theories will be critically evaluated concerning their particular stance on the basic questions of human nature.
Prerequisite: PSY 105 Principles of Psychology

PSY 312 Psychopathology (16 Credits) NQF 7
This module provides an overview of the study of abnormal psychology. The concept of abnormality will be examined from both historical and current perspectives, and issues related to the classification of psychological disorders will be explored. The descriptive taxonomy of the DSM-V will be introduced, and the aetiology, diagnosis, and treatment of selected child, adolescent and adult disorders will be examined. Emphasis will be placed on both awareness and the impact society has on mental illness.
Prerequisite: PSY 105 Principles of Psychology; PSY 311 Theories of Personality

PSY 315 Counselling Skills (16 Credits) NQF 7
This module addresses the basic skills, processes, strategies and concepts of counselling. It provides a concrete sense of what the practice of professional counselling entails and examines the skills, processes and strategies that form the bedrock of counselling in action. Concepts that are covered in the module include the role of the counsellor, the therapeutic relationship, therapeutic communication, the micro-processes involved in counselling, goal setting and the ethical challenges of counselling. The module also incorporates a practical component, giving students the opportunity to gain experience in applying the counselling skills they have learnt whilst, at the same time, contributing counselling service to the community.
Prerequisite: PSY 105 Principles of Psychology

PSY 316 Psychotherapy (16 Credits) NQF 7
This module surveys the major concepts and practices of 12 major contemporary therapeutic models. In so doing, it provides a
framework within students can apply their existing skills and knowledge about counselling. Apart from providing a theoretical overview of a range of divergent psychotherapeutic approaches to counselling and psychotherapy, the module emphasizes the practical application of the concepts covered. It also encourages students to engage in critical appraisal of the various approaches as part of the process of developing their own personal style of counselling.

*Prerequisites: PSY 105 Principles of Psychology; and PSY 315 Counselling Skills*

**PSY 320 Psychological Assessment (12 Credits) NQF 7**
A survey of the theory and practice in individual and group testing in the following areas: the assessment of young children, physically disabled individuals, the mentally challenged, individuals with chronic conditions; cognitive functioning, i.e. intelligence and aptitude; affective behaviour, adjustment and well-being; personality; career counselling; and computer-based assessment. The evaluation of tests and other instruments for measurement, together with their worth and limitations, are emphasized.

*Prerequisites: PSY 105 Principles of Psychology; and PSY 215 Applied Statistics*

**PSY 323 Community Psychology (12 Credits) NQF 7**
Community psychology is concerned with emancipating psychology from an individualist, curative, positivist framework of theory and praxis in order to address communities’ needs, concerns, well-being and empowerment. It is concerned with the application of psychological theory and methods in order to understand and address social issues that affect communities. In keeping with the philosophy, ideological assumptions, and approach of community psychology a significant component of the module involves student first-hand involvement with development and implementation of community-based interventions and research in the Helderberg basin. Students are also challenged to discover the principles of agape and community revealed in the Scriptures.

*Prerequisite: PSY 105 Principles of Psychology*
PSY 341 History & Systems of Psychology (16 Credits)  
NQF 7  
A study of the significant schools, individuals and theories in the field of psychology, together with their contributions to present knowledge of behaviour. Limited to seniors and graduates only, or permission of the lecturer.  
Prerequisite: PSY 105 Principles of Psychology

PSY 371 Psychology of the Exceptional Child (12 Credits)  
NQF 7  
A comprehensive survey of the psychological and education problems faced by exceptional children in the home, school and wider community settings. Procedures for incorporation the exceptional child into the regular classroom are emphasized.  
Prerequisite: PSY 105 Principles of Psychology; and PSY 211 Developmental Psychology I.

REB 117 Values, Character, & Personal Enrichment I (8 Credits)  
NQF 5  
This module focuses on the importance of values and character as essential ingredients of successful career and personal enrichment. In line with the mission of the institution to provide values-based education this module covers the values necessary in citizenship, workplace and in personal life. It also covers the values as outlined in the United Nations Charter, and the Christian worldview. The module further explores inward disciplines such as prayer and personal devotions; outward disciplines such as community engagement; and corporate disciplines such as stewardship of environment and abilities, and moral philosophy.

REB 217 Values, Character, & Personal Enrichment II (8 Credits)  
NQF 5  
This module outlines the importance of values and how they are related to character and personal enrichment. These ideas are firstly examined as general concepts and secondly in relation to particular belief systems, specifically in the context of the Seventh-day Adventist Church. The module therefore also highlights the distinctive beliefs of Seventh-day Adventism and their practical
worth for character development and personal enrichment in both private and public life.

*Prerequisite: REB 117 Values, Character, & Personal Enrichment I*

**REB 317 Values, Character, & Personal Enrichment III (8 Credits) NQF 5**
This module concerns itself with the values, character development and personal enrichment acquired from studying the life of Jesus as revealed in the Gospels. It begins with a brief geographical and historical overview of the holy land. The module then focuses on the values, character development and personal enrichment enshrined in the life and teachings of Jesus Christ. These include the concepts of forgiveness, work ethic and honesty, caring for others, stewardship - caring for the environment, how to deal with stress and discouragement, and servant leadership. Students will also learn from the ultimate sacrifice which Jesus made.

*Prerequisite: REB 217 Values, Character, & Personal Enrichment II*

**SOC 101 Principles of Sociology (12 Credits) NQF 6**
A study of the development of sociology as a social science focusing on: sociological theories, how social life is organized, social inequality, social institutions of human societies and change as a characteristic aspect of human societies.
Bachelor of Education in Foundation Phase Teaching – 4 years
NQF Level 7

PROGRAMME PURPOSE
The purpose of the BEd in Foundation Phase Teaching degree (NQF Level 7) is to equip students with specialized knowledge, skills and competencies related to teaching Grade R to Grade three within the South African context.

This programme will enable students to attain thorough knowledge in theories of teaching and learning and equip them with strong practical teaching skills. The programme requires that students are able to integrate the subject content and pedagogical knowledge in order to facilitate effective learning in the classroom.

The programme provides students with the opportunity to apply newly acquired skills through teaching practice. This gives students the opportunity to step out of the lecture room and gain insight into the real dynamics of the classroom and the teaching profession. Before students are assessed, they are guided and supported through this process by their lecturers.

In addition, the programme will enhance the development of research skills, enable graduates to pursue postgraduate studies, and encourage lifelong learning. With this qualification, graduates will be able to contribute towards the pool of foundation phase specialists who lay the important educational foundation for each learner in the country.

PROGRAMME MISSION STATEMENT
The mission of the Education programme is to transmit knowledge related to the education of teachers who will be passionate, engaged, knowledgeable, effective and compassionate, and who will apply the skills learnt to educate young children to become the leaders of the future.
QUALIFICATION OUTCOMES

After completion of the qualification, students should:

- Demonstrate the acquisition of subject knowledge in Languages, Mathematics, and Life Skills.
- Demonstrate the ability to apply appropriate teaching methods for specialized subjects in the Foundation Phase. In addition, facilitate specific learning in Grade R through emergent language, mathematics, and life skills.
- Have an awareness of the uniqueness and realities of the South African society and the education system which presupposes the need for inclusivity in the classroom.
- Understand the concept of curriculum design, particularly within the context of the National Curriculum Statement (NCS) and the Curriculum Assessment Policy Statement (CAPS).
- Demonstrate a thorough knowledge of the role and purpose of assessment in the teaching and learning process, and be able to design and implement the assessment process.
- Demonstrate professionalism and a positive work ethic, values and moral conduct.
- Demonstrate basic research skills.
- Possess practical teaching skills acquired through work-based learning, thus integrating theory with practice.
- Critically evaluate issues within the South African education system and context and develop approaches to address the diverse needs of the learner.
- Manage the classroom effectively and create an environment conducive to learning.

GRADUATE ATTRIBUTES

Considering the various stakeholders of the programme, this qualification will equip its graduates with skills which will enable them to function professionally within the context of the South African education system.

Students who have successfully completed this qualification will demonstrate the ability to:
Apply knowledge of education and subject-related concepts, skills and values to create a learning environment that accommodates a diversity of learners and communicate effectively in this context.

Interpret, adapt and design appropriate learning materials for the teaching context, sequencing them with sensitivity to the needs of learners.

Read and examine academic and professional texts, as a foundation for pursuing the goal of continued professional development.

Understand the various modes of assessment and integrate assessment into their teaching.

Keep records of assessment results for, *inter alia*, diagnostic and course improvement purposes.

Select, justify and employ a range of teaching methodologies and assessment procedures appropriate to learners and contexts, in the phase, learning area(s) subject(s) or discipline they are required to work in.

Identify and solve problems showing that responsible decisions, using critical and creative thinking skills, have been made in interpreting, designing and managing the Foundation Phase.

Work effectively with others as a member of a teaching team, with learners and with parents and family members.

In order to contribute to the holistic personal development of each learner and social and economic development at large. It is the intention of this programme to make every graduate aware of the importance of:

1) Reflecting on and exploring a variety of strategies to learn more effectively;
2) Participating as a responsible citizen in the life of local, national and global communities;
3) Being culturally and aesthetically sensitive across a range of social contexts;
4) Exploring educational and career opportunities; and
5) Developing entrepreneurial opportunities.

FURTHER STUDIES
This qualification allows for both horizontal and vertical articulation. Vertical articulation can occur with the:
Bachelor of Education (Honours): NQF Level: 8; Post Graduate Diploma in Education: NQF Level 8
Horizontal articulation can occur with:
Advanced Diploma in Education NQF Level 7

EMPLOYMENT OPPORTUNITIES
Students who graduate with a BEd in Foundation Phase Teaching degree, will be able to teach in the following areas in the Education Sector:
- Government Schools (national, provincial, local councils and government-related organisations such as universities, semi-government, etc.)
- Independent Schools
Entrepreneurial opportunities in this field:
- Home schooling
- Self-employment, e.g. contractor, consultant, freelancer

GRADUATION REQUIREMENTS
- All modules passed with a minimum grade of 50%.
- Submission of Practicum portfolio of evidence by the end of the Midterm Break of the final semester.
- Comply with the requirements as contained in the Helderberg College of Higher Education Student Code of Conduct.
Curriculum: Bachelor of Education in Foundation Phase Teaching – 4 years

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**TOTAL:** 532 credits

**PROGRAMME COMPONENTS**

Provider’s discretion modules: 24 credits
Fundamental modules: 24 credits
Core modules: 484 credits

**TOTAL:** 532 credits
MODULE DESCRIPTIONS

AFR 102 Afrikaans I (12 Credits) NQF 5
The aim of the Afrikaans Grammar module is to focus on grammar in order to enhance students’ understanding of basic language concepts as they apply to Afrikaans phonetics, morphology, syntax and semantics. Additional communicative skills in Afrikaans listening, reading, speaking, writing, perceptual abilities and reproduction skills will also receive attention.

AFR 201 Afrikaans II (Additional Language) (12 Credits) NQF 6
The aim of the module Afrikaans II: Literature, is to improve students’ understanding of Afrikaans literature by studying a collection of present day texts comprising different genres and literary topics. The focus of the Afrikaans text on everyday issues will be looked at by making use of topical questions. The study of literature will include an understanding of basic literary concepts in poetry and prose.
Prerequisite: AFR 102 Afrikaans I

AFR 301 Afrikaans III (Method Additional Language) (12 Credits) NQF 6
The aim of the module Afrikaans Method is to acquaint student teachers with the implementation approaches and strategies for the method of Afrikaans in the Foundation Phase classroom by incorporating key aspects of the theory and practice of literacy teaching and learning for Afrikaans as First Additional Language.
Prerequisite: AFR 201 Afrikaans II

BHS 445 Research Methodology & Design (12 Credits) NQF 7
This module provides an introduction to the theory and application of the principles of social sciences research. It introduces students to the theory of science, examines epistemological claims of various approaches to knowing, and provides students with a rationale for the importance of social science research methods in education. The module addresses philosophical frameworks, methodologies, strategic planning, and ethical considerations involved in both
basic and applied research. Upon successful completion of the module, students should be able to identify topics for inquiry, select the appropriate methods and designs for answering a chosen research question, and formulate a structured plan of research.

**BHS 446 Research Project (8 Credits) NQF 7**
This module provides an introduction to the theory and application of the principles of social sciences research. It introduces students to the theory of science, examines epistemological claims of various approaches to knowing, and provides students with a rationale for the importance of social science research methods in education. The module addresses philosophical frameworks, methodologies, strategic planning, and ethical considerations involved in both basic and applied research. Upon successful completion of the module, students should be able to identify topics for inquiry, select the appropriate methods and designs for answering a chosen research question, and formulate a structured plan of research. 
*Prerequisite: BHS 445 Research Methodology & Design*

**CPT 118 End User Computing I (8 Credits) NQF 5**
This module develops mastery of both the alphabetic and numeric keyboarding on the computer by touch. Basic micro-computer skills will be presented. The emphasis is on accuracy and a minimum speed of 20 words a minute. Computerized diagnostic tests identify individual weaknesses and levels of proficiency. The module will introduce the basic functions of MS Word in typing simple documents.

**EDA 202 Art (8 Credits) NQF 6**
This module will focus on the theoretical as well as the practical application of Art in the Foundation Phase. Firstly, it will investigate the concepts of creativity and aesthetics as well as explore the cognitive, affective, psychomotor and imaginative aspects as it applies to ECD. Students will be introduced to a wide variety of visual literacy. They will also be expected to demonstrate ethically responsible behaviour while reflecting on the diversity of children’s art in the Foundation phase, within the context of a multi-cultural society. Time will be allocated to study the content of the Curriculum and Assessment Policy Statement and the
National Curriculum Statement with regards to Foundation Phase. Secondly, students will be involved in the practical application of art and will identify and plan creative age-appropriate art activities for Grade R – 3. This will be reflected in an Art Portfolio which will be part of the formative assessment.

**EDC 101 Pedagogy I: Classroom Management & Voice & Diction (12 Credits) NQF 5**
This module is intended to cover two aspects of initial teacher training in classroom management. They are: Voice Development and Behaviour Management. Voice development focuses on how to develop vocal techniques for clear and meaningful spoken communication. Through voice analysis and the study of voice projection, vocal quality, oral reading skills and correct pronunciation of vowels and consonants, students will lay the foundation of effective speaking skills. Behaviour management focuses on teaching style and how to use appropriate techniques for eliciting good behaviour and how to create a positive atmosphere which is conducive for learning.

**EDC 102 Pedagogy II: Curriculum (12 Credits) NQF 6**
The purpose of this module is to two fold, firstly to expose students to theories in curriculum studies and secondly to facilitate the development of teaching skills. Key elements of curriculum design will be covered. The new Curriculum and Assessment Policy Statement (CAPS) as well as the Revised National Curriculum Statement will be studied. The main objectives of the module are to help students realize that curriculum goes beyond the content of a subject and to become aware of the factors which influence curriculum design. It also aims to empower them with the ability to design curricula and to plan and deliver a lesson successfully.

**EDC 201 Pedagogy III: Teaching & Learning (8 Credits) NQF 6**
Learning is integral to education. This module focuses on learning theories and how these can be applied through various teaching and learning strategies particularly in the Foundation Phase. Study will also be given to other factors which influence and learning e.g. motivation, emotional intelligence, motivation etc. Various
teaching methods which will enhance learning will be explored. The module is intended to ensure that the students as prospective teachers will have sufficient knowledge of the theory of learning to be able to apply it to address the diverse needs learners within the South African context. The importance of regular reflection on practice in order to ascertain effectiveness will be highlighted.

**EDC 202 Pedagogy IV: Assessment (12 Credits) NQF 7**
Assessments are an important tool to help determine how children have developed as well as to substantiate suggestions and document behaviors. In this course, student will learn how to interpret learner performance resulting from assessment. They will gain knowledge about formative and summative assessment methods and learn how to give feedback to learners and parents. They will be able to explain the links between teaching, learning and assessment and critically evaluate the differences between norm-based and criterion-based assessment. They will be able to define the term: ‘continuous assessment’ and implement a variety of assessment strategies. Last but not least they will learn to reflect critically on assessment and evaluation issues, on their own practices and understand why assessment is important.

**EDC 301 Pedagogy V: Barriers & Inclusion (12 Credits) NQF 7**
The purpose of this module is to gain insight into the field of Special Needs Education; the inclusive education policy, the latest trends and theoretical perspectives, and in particular how to identify learners who have special learning, counseling or health needs, how to refer these learners to relevant services and take appropriate action within the learning situation. In addition, the learner will be able to identify barriers to learning and take appropriate action within or outside the learning situation, which includes dealing with problems of absenteeism and dropout. Important note: This module is aimed at facilitating an initial, restricted, sympathetic and confidential response to learners in the form of a referral. It is not intended that educators should attempt to function as psychologists. Educators should find relevant sources or persons to whom learners can be referred.
EDD 402 Education V: Contemporary Issues (8 Credits) NQF 7
This module, Contemporary Issues in Education, explores a wide range of related issues and topics. It considers strengths, weaknesses, reforms, and the rapid changes in education, that face educators today. Some issues are global and many are national. Educators will be empowered to embrace strategies and approaches that will help them meet the many challenges facing education today. Furthermore, this module challenges each student to do an in-depth study of the issues and also provide a more extensive analysis. Topics include: Gender issues in education, Education for equality, Affirmative action in education, Financing education, Business and industry involvement in education, and the provision of adult education.

EDE 301 Education IV: Educational Policy & Law (12 Credits) NQF 7
The module provides students not only with knowledge of a selection of policies and laws relating to the teaching practice, but also provide students with insight on current development in Educational Policy and Law governing education that would stimulate legal and policy investigation. Furthermore, to stimulate public debate surrounding the type of education that we hope to achieve focussing specifically on the legal system which include the constitution, human rights, education legislation and labour law.

EDH 202 Education II: History of Education (12 Credits) NQF 7
This module traces the evolution of the history of education from primitive education up to the present. It will investigate the aims, organization and content of education practices in ancient, medieval, pre-industrial, industrial, colonial, post-colonial and modern times. This will enable the student to critically examine the fundamental part which education plays in the transformation of society. The student should understand how past events in human history have shaped modern education systems and what theories in the arena of teacher education have been developed.
EDM 301 Music, Movement & Drama (12 Credits) NQF 6
This module equips students with skills to teach music, movement and drama effectively in the Foundation Phase of primary school. Emphasis is put on creativity, interpretation, presentation, reflection, participation and collaboration. It includes an introduction to the basic fundamentals of music, movement and drama, motivation for the existence of music, movement and drama in the curriculum, teaching methods for the different aspects of music, movement and drama presentation and the assessment of it.

EDP 089 Fundamentals of Foundation Phase Education (12 Credits) NQF 5
This module will focus on the following topics: An introduction to the theories of learning and the fundamentals of the whole-child approach to education; the educational approach to children with special needs/barriers to learning; child development through play and classroom management; and group work. The module will require a minimal amount of observation and report writing particularly of/on Grade R.

EDP 102 Education I: Philosophy of Education & Service (8 Credits) NQF 5
This module explores the definition, nature and foundations of True Education. Traditional and modern philosophies of education are also examined including current issues in education. The making of a worldview is explored with regards to a Christian approach to philosophy and education. Included in this module is the rational for community engagement, laying the foundation for students to actively participate in a service learning project in their local communities.

EDR 101 Reception Year Emergent Learning (12 Credits) NQF 6
This module is intended to provide the student teacher with the knowledge and skills to be able to teach and educate the reception year learner. It will focus on the teaching of the three learning programmes of the reception year as well as the integrated approach which enhances the development of the learner. The
module also includes suitable learning content, the daily programme, planning indoor/outdoor play areas and assessment in the reception year.

**EDS 201 Natural Science & Technology (12 Credits) NQF 6**

This module comprises of two important sections: Natural Science and Technology. The Natural Sciences have been grouped into four main content areas. This first half of this module will focus on these areas, with reference to the National Curriculum Statement (NCS) and the Curriculum and Assessment Policy Statement (CAPS). The four focus areas (Life and Living; Energy and Change; Matter and Materials and Planet Earth and Beyond) will be discussed under a few important headings. Important scientific process skills are also included in the module content. The second section of this module focusses on Technology. Emphasis is placed on a holistic approach to Technology Education in the Foundation Phase. The module also includes a practical section on how to implement technology education in the foundation Phase. Key topics include the design process as well as technological process skills. This module also highlights the important role of science and technology teaching in the community.

**EDT 102, 201, 202, 301, 302, 401, 402 Practice Teaching I - IV**

The rationale for practical learning experiences is for teachers in training to be able to learn from practice through observing teachers in an authentic school context and to learn through practice by preparing and actively participating in teaching and learning in the appropriate classroom setting. This experience should allow students the opportunity to integrate the theory and competences that they have acquired in their learning programme. Students will learn how to meet the diverse needs of learners in schools through consistently reflecting on their own practice as well as what they observe. Practical learning will always be supervised and will be assessed to ascertain whether the learning outcomes of the practical learning experience have been met. In addition, mentoring should be received from the appropriate stakeholders within the school context and from the institution of
learning. Student teachers enter the participating school as associate members of the teaching profession.  

**Prerequisite: EDT 201: EDR 101 Reception Year Emergent Learning**

**EHD 202 Hand Writing (8 Credits) NQF 5**  
In the Foundation Phase, the aim of teaching handwriting is to teach each child to write legibly, fluently, without strain, and with sufficient speed for all practical purposes. Handwriting is still a necessary skill in our society, and the development of an efficient, individual style depends on the mastery of basic skills, which can be achieved only by competent teaching and regular practice. Children progress through developmental stages before they have the necessary hand-eye co-ordination, fine motor skills and visual discrimination to produce conventional handwriting. These developmental stages are discussed in this module. This module also discusses the main stages in teaching children handwriting which are: teaching grip, letter shapes and movements; teaching ligatures and increasing speed and endurance without loss of quality. Handwriting problems and the solutions to these problems are discussed.

**ENG 144 Academic Writing for Education (8 Credits) NQF 5**  
The English Academic Writing module is meant to direct students towards effective ways of developing their academic language proficiency. The classes will therefore provide the initial opportunities for developing academic language skills in order to communicate productively and perceptively. Students are encouraged to take ultimate responsibility for their further growth. The module follows a problem-centered and task-based approach, which means that students learn by solving real academic problems, and doing authentic academic tasks.

**ENG 145 English I: Language & Grammar (8 Credits) NQF 5**  
English I is designed to prepare students for the writing that they will do in all their college modules. This is a foundational module which focuses on the nature and function of language as well as
introducing students to the study of the human communication process. It aims to guide students to a better knowledge of grammar which involves understanding the communicative function of sentences, understanding relations between parts of texts, metaphorical expressions and other important grammatical concepts. It aims to equip students with knowledge, experience and skills necessary for the rigour of academic discourse.

**ENG 244 English II: Method of English Grade R (8 Credits) NQF 6**

This module is intended to provide the student with the theoretical knowledge needed to teach language and literacy in English Home Language in Grade R. In the Foundation Phase, the skills in the Home Language curriculum are: Listening and speaking; Reading and phonics; and Writing and handwriting. Thinking and Reasoning and Language Structure and Use are integrated into all four language skills (listening, speaking, reading and writing). The student also learns that The Languages Programme is integrated into all other subject areas. Language is used across the curriculum in play and all oral work.

*Prerequisites: ENG 144 Academic Writing for Education; ENG 145 English I: Language & Grammar*

**ENG 345 English III: Literature (8 Credits) NQF 6**

The module is designed as an introduction to children’s literature as a field of critical literature study. It will focus on the selection, reading, analysis and evaluation of stories and poetry which meet the reading and listening interests and needs of children. The development of an appreciation for children’s literature will be undertaken while exploring the rich variety of genres, authors and illustrators.

*Prerequisites: ENG 144 Academic Writing for Education; ENG 145 English I: Language & Grammar*

**ENG 346 English 1st Additional Language I (8 Credits) NQF 6**

In the Foundation Phase, the main skills in the First Additional Language curriculum are: Listening and Speaking; Reading and Phonics; and Writing and Handwriting. Thinking and Reasoning
as well as Language Structure and Use are integrated into all four language skills (listening, speaking, reading and writing). Methodology of English First Additional Language is designed to provide the student with the theoretical knowledge needed to teach the learner these skills with a strong emphasis on building a solid oral foundation. The student also learns that The Languages Programme is integrated into all other subject areas. Language is used across the curriculum in all listening, speaking, reading and writing skills.

**ENG 347 English IV: Method of English Grade 1 to 3 (12 Credits) NQF 6**
This module is intended to provide the student with the theoretical knowledge needed to teach language and literacy in English Home Language in Grades 1, 2 and 3. In the Foundation Phase, the skills in the Home Language curriculum are: Listening and Speaking; Reading and Phonics and Writing and Handwriting. Thinking and Reasoning as well as Language Structure and Use are integrated into all four language skills. The student also learns that the Languages Programme is integrated into all other subject areas. Language is used across the curriculum in all oral work, reading and writing

*Prerequisites: ENG 144 Academic Writing for Education; ENG 145 English I: Language & Grammar; ENG 244 English II: Method of English Grade R*

**ENG 445 English 1st Additional Language II (12 Credits) NQF 6**
In the Foundation Phase, the main skills in the First Additional Language curriculum are: Listening and Speaking; Reading and Phonics; and Writing and Handwriting. Thinking and Reasoning as well as Language Structure and Use are integrated into all four language skills (listening, speaking, reading and writing). Methodology of English First Additional Language is designed to provide the student with the theoretical knowledge needed to teach the learner these skills with a strong emphasis on building a solid oral foundation. The student also learns that The Languages Programme is integrated into all other subject areas. Language is
used across the curriculum in all listening, speaking, reading and writing skills.

*Prerequisite: ENG 346 English First Additional Language I*

**HLD 122 Principles of Health: General (8 credits) NQF 5**
This module introduces health principles within the framework of the Scriptures, the Advent Health message and current medical practices. Principles of health will be examined in light of the learners understanding of healthy lifestyle practices and how these principles may be integrated into individual lifestyles and applied within the greater environmental and social contexts.

**HLD 123 HIV/AIDS Education (4 credits) NQF 5**
This module provides a study on the key components surrounding HIV infection, care and management. In countries where more than 1 in 5 people are HIV positive this module shares skills training for prevention, information dissemination and basic counselling in HIV and AIDS. This pandemic touches the lives and workplaces of every African; this module aims to help prevent, manage and mitigate the impact of HIV/AIDS both in the workplace and community.

**LAN 201 Xhosa: Conversational Language (8 Credits) NQF 5**
This is a foundational module in Xhosa. It will enable students to communicate in Xhosa in an acceptable manner, in possible situations teachers might find themselves in our multi-cultural society. The emphasis will be on conversation. The subject matter is meant as a commencement in the learning of Xhosa and assumes that the student has no knowledge of the language at all.

**MTE 101 Mathematics I (8 Credits) NQF 5**
This module is designed to satisfy the mathematics requirement for students in the B.Ed. Foundation Phase Programme. Mental Arithmetic is a required component of this module. Topics include basic arithmetic operations, ratio and proportion, measurement systems, graphs, data analysis, probability, introductory geometry and basic algebra. Special emphasis is given throughout the module to problem solving techniques including the appropriate use of calculators and computers.
MTE 102 Mathematics II (8 Credits) NQF 6
Enabling children to solve mathematical problems is seen as an important goal of mathematics education. This module aims to introduce students to different approaches to problem solving and investigation in primary schools. An essential element is considering the ways in which problem solving and investigation develop children’s abilities to think and reason mathematically. Students will also develop the ability to analyse and evaluate the difficulty and appropriateness of problems and investigations for different ages and stages of learning, and to construct new contexts, problems and investigations.
*Prerequisite: MTE 202 Mathematics I*

MTE 201 Maths III: FP Maths Teaching (12 Credits) NQF 6
The Numeracy Programme in the Foundation Phase is critical to developing a sense of what mathematics is. In this module, student teachers will gain an understanding of the theoretical frameworks, the development of the intellectual and cognitive processes in the pre-school child as well as the importance of language and concept formation. This will enable them to also understand the process that plays a role in the development of number concept and the development of critical thinking skills which are important in problem solving. Children need to understand the mathematics that they learn in flexible and meaningful ways so that they can apply it with confidence to make sense of the world. This module also discusses the critical factors that contribute to the development of numeracy. It assists the student teacher in interpreting the curriculum of South African mathematics for the foundation phase. This module also provides guidance for foundation phase student teachers on how to support children develop the required knowledge and skills. It will also discuss the role of technology in Mathematics teaching.
*Prerequisite: MTE 101 Mathematics I; MTE 102 Mathematics II*

MTE 301 Mathematics IV: Method of Maths Grade R (8 Credits) NQF 6
The Reception Year forges the link between the child’s pre-school life and the rest of the foundation years. In this module, student teachers will gain an understanding of the development of the intellectual and
cognitive processes of the pre-school child. It also aims to familiarize the student teacher with the principles of integration and play-based learning in order to learn how to facilitate an understanding of the mathematics. The student teacher must learn methods of teaching that will encourage the young learner to discover and internalize mathematics in flexible and meaningful ways. The part that technology plays in the child learning foundation mathematics, will be highlighted as well. Furthermore, the student teacher will get acquainted with the Curriculum and Assessment Policy Statements of South African mathematics with specific reference to the Grade R - foundation phase. Guidance and exposure to appropriate methodologies for this phase will be offered.

Prerequisite: MTE 201 Maths III: FP Maths Teaching

MTE 401 Maths V: Method of Maths Grade 1-3 (12 Credits) NQF 6
Methodology of Mathematics is designed to provide the student with the theoretical knowledge needed to teach the learner about Numbers, Operations and Relationships, Patterns and Functions (algebra), Space and Shape (geometry), Measurement and Data handling. The Student will learn that his approach requires an understanding of the uniqueness of each learner and their unique understanding of mathematics. The student will get better acquainted with the content and requirements as prescribed by the Curriculum and Assessment Policy Statement (CAPS) for Mathematics, and on methods to successfully instruct Grade 1 - 3 learners in mathematics. The continuous process of both informal and formal assessment and an overview of the methods of completing them and giving feedback to learners to enhance the learning experience.

Prerequisite: MTE 301 Maths IV: Method of Maths Grade R

PSY 102 Life Skills I (8 Credits) NQF 5
In this module students will develop a theoretical understanding of the Life Skills concepts of Personal and Social well-being which forms part of the section Beginning Knowledge. It will include a study of the key concepts related to Beginning Knowledge focusing on an understanding of who the foundation phase child is and what will contribute to the child’s well-being, socially, emotionally and
physically. This study area includes social health, emotional health, and relationships with other people and the environment, including values and attitudes. The study area Personal and Social Well-being will include aspects such as nutrition, diseases (including HIV/AIDS), safety, violence, abuse and environmental health.

Foundation Phase teachers in South Africa are learning mediators, leaders, administrators, scholars and researchers who have to be positive to cope in every situation of a child’s life in supporting and developing his or her wholeness. It is therefore important that the students learn what it means to fulfill the various roles that are required of them in the classroom.

**PSY 202 Life Skills II (8 Credits) NQF 6**
Life Skills module II will give students an understanding of beginning knowledge in the Foundation Phase. This module places specific emphasis on social, emotional, physical and cognitive development. This module will focus on assisting student teachers to understand how children acquire and apply life skills and knowledge in the foundation phase in ways that are meaningful to their own lives. An understanding of the relationship between people and the environment will be looked at, as well as learning how to equip students with knowledge, skills and values for self-fulfilment as citizens of the democratic South Africa. Students will understand that Foundation Phase learners are part of a broader community and should thus be able to see their own identities in harmony with those of others. The module will give students a better understanding of the diversity of people across all races, genders and socio-economic contexts.

*Prerequisite: PSY 102 Life Skills I*

**PSY 302 Life Skills III: Method (8 Credits) NQF 6**
The module will focus on assisting student teachers to understand how children acquire and apply life skills and knowledge in the Foundation Phase in ways that are meaningful to their own lives. Central to the holistic development of learners is the development of a healthy self-concept and therefore the different areas of development are integrated with the development of the self, in the life of the student as well as the learner. Students will learn how to
develop adequate programme materials, as well as teaching, learning and assessment strategies to facilitate multi-religious and multi-cultural teaching and learning situations in the Foundation Phase. The purpose of this module is to enable students to improve and develop their content knowledge, together with a pedagogical content knowledge base of the Life Orientation Learning Area, as found in the Curriculum and Assessment Policy Statement 2012, (CAPS).

Prerequisite: PSY 202 Life Skills II

**PSY 401 Educational Psychology I (8 Credits) NQF 6**
Educational Psychology (I) places emphasis on child development and learning. This module has been designed to introduce psychological principles, theories, and methodologies to issues of teaching and learning in schools i.e. cognitive, language, social, moral and emotional development. In addition, it will cover the management of serious behavioural problems and how these can be prevented. The module is intended to ensure that the students as future teachers will have adequate knowledge of the theory of learning, to be applied to address the needs of learners e.g. behavioural, social and constructive approaches to learning and instruction. It also serves as a prerequisite to Educational Psychology (II).

**PSY 402 Educational Psychology II (12 Credits) NQF 7**
This module aims to apply the principles of educational psychology in the South African context. It is designed to aid teachers/educators to enhance the learning experience of students in a developing country. This module draws on the theoretical perspectives in educational psychology that are especially relevant in order to understand and address the unique challenges of education in South Africa. Educational Psychology (II) aims to enlighten future educators about how economic, social, and cultural factors impact the South African learner.

Prerequisite: PSY 401 Educational Psychology I
REB 117 Values, Character & Personal Enrichment I (8 credits) NQF 5
This module focuses on the importance of values and character as essential ingredients of successful career and personal enrichment. In line with the mission of the institution to provide values-based education this module covers the values necessary in citizenship, workplace and in personal life. It also covers the values as outlined in the United Nations Charter, and the Christian worldview. The module further explores inward disciplines such as prayer and personal devotions; outward disciplines such as community engagement; and corporate disciplines such as stewardship of environment and abilities, and moral philosophy.

REB 217 Values, Character & Personal Enrichment II (8 Credits) NQF 5
This module outlines the importance of values and how they are related to character and personal enrichment. These ideas are firstly examined as general concepts and secondly in relation to particular belief systems, specifically in the context of the Seventh-day Adventist Church. The module therefore also highlights the distinctive beliefs of Seventh-day Adventism and their practical worth for character development and personal enrichment in both private and public life.
Prerequisite: REB 117 Values, Character & Personal Enrichment I

REB 317 Values, Character, & Personal Enrichment III (8 Credits) NQF 5
This module concerns itself with the values, character development and personal enrichment acquired from studying the life of Jesus as revealed in the Gospels. It begins with a brief geographical and historical overview of the holy land. The module then focuses on the values, character development and personal enrichment enshrined in the life and teachings of Jesus Christ. These include the concepts of forgiveness, work ethic and honesty, caring for others, stewardship - caring for the environment, how to deal with stress and discouragement, and servant leadership. Students will also learn from the ultimate sacrifice which Jesus made.
Prerequisite: REB 217 Values, Character, & Personal Enrichment II
REP 403 Professional Ethics & Governance (8 Credits)  
NQF 7  
The module aims to highlight the code of Professional Ethics that describes the values that are central to the educator’s professional practice. Furthermore, to provoke thinking, stimulating debate and discussion about ethical issues and to sharpen the students’ understanding of ethical issues and their ability to act ethically. Students should also investigate how personal professional development of educators are linked to the ethical development of the whole school, creating an ethos that builds professionalism and accountability. The second part is to assess the extent of transformation and the nature of participation in School Governance.

English Language Institute

PROGRAMME PURPOSE

The English Language programme is designed to encourage students to communicate fluently and clearly in spoken and written English. The programme prepares them for further study, or the English workplace.

MISSION STATEMENT

Our mission is to develop young men and women with enquiring, creative minds in an environment of love, trust and respect for the dignity of all. We seek to develop the spiritual, mental, physical and emotional faculties of all our students, in order for them to reach their full potential and then to leave here and serve their communities with care and compassion.

PROGRAMME OUTCOME

The objective of the programme is for students to demonstrate proficiency in both written and spoken English.

FURTHER STUDIES

Completing one or more of the English as a Second Language levels in the ELI would contribute to being admitted to an English undergraduate or graduate programme internationally.
COMPLETION REQUIREMENTS

Obtaining a 60% pass in each of the four aspects in a particular level will enable the student to proceed to the next level.

Curriculum

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MODULE DESCRIPTIONS

Each level is comprised of four aspects, that is Speaking/Listening, Reading, Writing and Grammar.

**Beginner Level**

The beginner level is a foundation module for absolute beginners. There are some simple skills at work which incorporates manageable communicative activities. The module is comprised of social and functional language. This level excludes the requirement of prior learning, with the exception of reading and writing skills in the student’s mother tongue.

**Elementary Level**

Language is tightly controlled and graded since there are only one or two words recognisable to the student. As the module progresses, the content becomes more intensive. This gives students practice in dealing with new vocabulary and basic grammar usage in both oral and written communication. The student would have completed the Beginner level or have equivalent proficiency before starting the Elementary level.

**Pre-Intermediate Level**

This level provides the more advanced student with grammar instruction, a range of readings and exercises to further their listening and speaking, as well as their reading and writing skills. The student would have completed the Elementary level or have equivalent proficiency before starting the Pre-Intermediate level.

**Intermediate Level**

This level includes more discussions and role plays. More advanced grammar and vocabulary concepts are introduced, while group and independent learning is encouraged. Students are exposed to a variety of writing skills. The student would have completed the Pre-Intermediate level or have equivalent proficiency before starting the Intermediate level.
Upper-Intermediate Level

Students are exposed to a variety of challenging and interesting texts. They are encouraged to give their own opinion and participate and discussions and role plays. More challenging grammar, vocabulary, listening and pronunciation exercises are used. The student would have completed the Intermediate level or have equivalent proficiency before starting the Upper-Intermediate level.

Advanced Level

This level utilizes authentic interviews, radio programmes, literature, discussions, and a variety of writing genres. More challenging grammar and vocabulary concepts are taught. The student would have completed the Upper-Intermediate level or have equivalent proficiency before starting the Advanced level.

TOEFL Preparation

The course emphasises listening, reading comprehension, writing and speaking skills with a variety of test simulations. The course is designed to build confidence in written and spoken English and prepares the student for the TOEFL test. The student would have completed the Advanced level or have equivalent proficiency before starting the TOEFL preparatory course.

ELI Calendar 2019

1\textsuperscript{st} Quarter February 04 – March 12
2\textsuperscript{nd} Quarter April 23 – June 7

Mid-Year Break: June 10 – July 8

3\textsuperscript{rd} Quarter July 15 – September 6
4\textsuperscript{th} Quarter September 16 – November 15
Faculty of Business

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

Faculty Dean: Lynda Injety, BCom Hons (Human Resource Management); PGJMC; PGDHE

Lecturing Faculty
Hamilton, Ronelle – BCom Hons (Accounting)
Heyns, Mariè – BCom; HED; BA Hons (Socio Informatics)
Injety, Vincent – PhD (Management)
Masitise, Mitchell – BBA, PGD (Accounting)
Musvosvi, Gelyn – MBA (Accounting), PGDHE
Ndhlovu, Mary – MSc (Finance & Investment)
Plaatjes, Rico – BCom Hons (Industrial Psychology)
Smit, Madelyn – LLM
Tito de Harris, Yenny – BBA (Accounting), PGD (Accounting), CA(SA)
Tshabalala, Sandra – BA Hons (Organisational Psychology)
Wagaw, Maritu – PhD (Economics)

FACULTY MISSION STATEMENT

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

PROGRAMMES OFFERED

The following Accounting programmes are offered:

- Bachelor of Commerce (Accounting) - 4 Year Degree NQF Level 7
- Diploma in Business Management (Accounting) - 3 Year Diploma NQF Level 6
The Human Resource Management programme leads to a:
- Bachelor of Commerce in Human Resource Management - 3 Year Degree NQF Level 7

The following Management programmes are offered:
- Bachelor of Business Administration in Management - 3 Year Degree NQF Level 7
- Diploma in Business Management (Management) - 3 Year Diploma NQF Level 6

The Office Management programme leads to a:
- Higher Certificate in Office Management - 1 Year NQF Level 5

ADMISSION REQUIREMENTS
Apart from the general requirements mentioned in the Admissions section, and apart from the specific requirements mentioned in each programme below, the following apply specifically to the Diplomas and Degrees offered in the Faculty of Business.
APPLICANTS WITH NATIONAL SENIOR CERTIFICATE (FROM 2009)

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

1. Programme-specific APS scores:

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Minimum APS (Pre-2009)</th>
<th>English</th>
<th>Other Language</th>
<th>Mathematics/ Mathematical Literacy</th>
<th>Life Orientation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Commerce (Accounting)</td>
<td>27</td>
<td>4 (50-59%) or better</td>
<td>2 (30-39%) or better</td>
<td>4 (50-59%) or better for Mathematics 5 (60-69%) or better for Mathematical Literacy</td>
<td>2 (30-39%) or better</td>
</tr>
<tr>
<td>Bachelor of Business Administration (Management)</td>
<td>25</td>
<td>4 (50-59%) or better</td>
<td>2 (30-39%) or better</td>
<td>3 (40-49%) or better</td>
<td>2 (30-39%) or better</td>
</tr>
<tr>
<td>Bachelor of Commerce (Human Resource Management)</td>
<td>25</td>
<td>4 (50-59%) or better</td>
<td>2 (30-39%) or better</td>
<td>3 (40-49%) or better</td>
<td>2 (30-39%) or better</td>
</tr>
</tbody>
</table>

2. Students who have completed a Diploma in a cognate field at Helderberg College of Higher Education or at another recognized higher education institution can be admitted into the Bachelor of Business Administration and may present their accumulated credits for admission.

3. Students who have completed a Higher Certificate in Office Management or a Higher Certificate in a cognate field can be admitted to the Bachelor of Business Administration.

4. All applicants are required to pass the compulsory National Benchmark Test (NBT) during orientation. Students who fail or do not take the test are required to register for ENG 111 and ENG 112 in lieu of ENG 142.
5. Applicants, who do not meet the Mathematics/Mathematical Literacy requirements are required to take MTH 049 and MTH 060.

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

APPLICANTS WITH SENIOR CERTIFICATE (BEFORE 2009) OR FOREIGN HIGH SCHOOL QUALIFICATION

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

The following stipulations apply:

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

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

Points Rating Table & Points Rating Calculations for Degrees & Diplomas

Admission is by selection based on academic merit. Academic merit is determined according to an admission rating system known as the M-score (see the table below) that is in use at most South African universities. This points rating is calculated from the symbols

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awarded to the student in the matriculation, O-Level or A-Level examinations.

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Higher Grade</th>
<th>Standard Grade</th>
<th>A Level</th>
<th>O Level</th>
<th>Subsidiary Level</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>8</td>
<td>6</td>
<td>10</td>
<td>5</td>
<td>Pass 5</td>
</tr>
<tr>
<td>B</td>
<td>7</td>
<td>5</td>
<td>9</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>6</td>
<td>4</td>
<td>8</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>5</td>
<td>3</td>
<td>7</td>
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<tr>
<td>E</td>
<td>4</td>
<td>2</td>
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<tr>
<td>F</td>
<td>3</td>
<td>1</td>
<td>0</td>
<td></td>
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</tr>
</tbody>
</table>

If applying for a Business Degree, double the points for Mathematics. If applying for a Business Diploma, double the points for Mathematics and Accounting (if taken). Add 2 points for seven Senior Certificate or O-Level subjects.

Above 35 - Unconditional acceptance. A full study-load may be taken
29 to 34 - Conditional acceptances. The student may be required to take a lighter study load if their academic performance is not satisfactory, i.e. fails a subject, is placed on academic probation, or obtains a low Cumulative Average.

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

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

Guide to Module Information as Listed for Each Programme
Module number is given first in a letter and number format. The module name follows. The number of credit hours assigned to the module is then given. Four semester credit hours represent one 50-minute lecture per week for the duration of the semester, which takes into consideration student preparation and examination time.

Please see the end of the Faculty of Business section for an alphabetical list of Module Descriptions.
Bachelor of Commerce (Accounting) 4 Years NQF Level 7

PROGRAMME PURPOSE

The BCom (Accounting) programme prepares students for the rapidly changing business environment by giving them a broad-based education. This includes a broad background of the free-enterprise system, developed through several disciplines of commerce, concentrating on accounting and management. Core modules include financial accounting, auditing, taxation, business finance, and cost and management accounting. Sufficient theory is covered to prepare students for postgraduate studies. The degree provides a foundation for further studies in accounting and finance. In addition, students are provided with the basic business skills required for initial job placement. The programme also makes provision for a 10-week work-based learning component in their third year which provides the student with exposure to practical business situations and gives them ‘hands-on’ experience. Furthermore, it equips the student with an opportunity to apply theoretical knowledge to real work situations.

PROGRAMME MISSION STATEMENT

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

QUALIFICATION OUTCOMES

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

GRADUATE ATTRIBUTES
 The acquisition of subject knowledge at NQF Level 7 in the areas of Financial Accounting, International Financial Reporting Standards (IFRS), Cost and Management Accounting, Finance, Auditing, Commercial and Corporate law, Taxation, Organisational functioning, Information systems design and development, Economics, and Quantitative methods.
 Possessing cognitive skills particularly in report writing, computer literacy, and the ability to identify, find, evaluate, organize, and manage information and evidence; analyse, reason logically and conceptualise issues; solve problems and construct arguments; interpret data and report, engage in ethical reasoning; think and act critically; adapt and respond positively to challenges; receive, evaluate and react to new ideas; appreciate the ethical dimensions of situations and appreciate processes of professional adaptation and behaviour.
 The ability to be flexible in new/different situations, act strategically; think and act independently; tolerate ambiguity; think creatively; present, discuss and defend views; transfer and receive knowledge; negotiate with people from different backgrounds and different value systems; understand group dynamics.
 An ability to collaborate with colleagues, enhance the lifelong learning opportunities for responsible citizenship and personal satisfaction where accounting and business dimensions are critical ingredients.
 Empowered to develop a spirit of service and commitment with integrity in their profession, and enriched to contribute to society with good citizenship.
FURTHER STUDIES

The BCom (Accounting) programme may articulate into the pursuit of further studies in accounting and finance. Depending on the admission requirements of institutions applied to, graduates who in due course wish to qualify as Chartered Accountants may have to complete an additional programme at postgraduate level, that is, in some cases graduates may have to complete a Postgraduate Diploma in Accounting, while others may be required to complete certain additional pre-requisite modules. *It is emphasized that admission to any post-graduate degree programme is the prerogative of the specific institution applied to.*

The Association of Chartered Certified Accountants (ACCA) is an international body for professional accountants. The Helderberg College of Higher Education BCom (Accounting) programme holds *Fundamentals Level* exemption accreditation by ACCA. ACCA will award exemption to Accounting graduates for the following Fundamental Knowledge and Fundamental Skills papers: The Accountant in Business (F1); Management Accounting (F2); Financial Accounting (F3); Corporate & Business Law (F4); Taxation (F6); Financial Reporting (F7); Audit & Assurance (F8); and Financial Management (F9). Graduates will therefore be assured of receiving the appropriate level of exemption immediately upon registration with ACCA if they were to pursue further studies for ACCA Accountancy qualifications.

EMPLOYMENT OPPORTUNITIES

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

GRADUATION REQUIREMENTS

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

Curriculum: Bachelor of Commerce (Accounting) – 4 years

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

| **Year 1, Semester 2**                             |                                                 |         |           |
| ACC 152       | Financial Accounting IB                    | 16      | 6         |
| BHS 151       | Philosophy of Education & Service          | 8       | 5         |
| CPT 125       | End User Computing II                      | 12      | 5         |
| HLD 122       | Principles of Health                       | 8       | 5         |
| HLD 123       | HIV/AIDS Education                         | 4       | 5         |
| MTH 122       | Business Mathematics                       | 12      | 5         |
|               | **Total**                                  | **60**  |           |

| **Year 2, Semester 1**                             |                                                 |         |           |
| ACC 222       | Taxation Fundamentals                      | 12      | 6         |
| ACC 241       | Financial Accounting IIA                   | 16      | 7         |
| ECN 221       | Micro Economics                            | 12      | 6         |
| MGT 245       | Human Resources Management                 | 12      | 6         |
| MKT 220       | Principles of Marketing                    | 12      | 6         |
| REB 217       | Values, Character, & Personal Enrichment II| 8       | 5         |
|               | **Total**                                  | **72**  |           |

| **Year 2, Semester 2**                             |                                                 |         |           |
| ACC 242       | Financial Accounting IIB                   | 16      | 7         |
| CPT 244       | Intermediate Excel                         | 12      | 6         |
| ECN 222       | Macro Economics                            | 12      | 6         |
| LAW 215       | Business Law I                             | 12      | 6         |
| MTH 225       | Business Statistics                        | 12      | 6         |
|               | **Total**                                  | **64**  |           |

| **Year 3, Semester 1**                             |                                                 |         |           |
| ACC 329       | Information Technology for Business         | 12      | 7         |
| ACC 351       | Cost & Management Accounting I             | 12      | 7         |
| FNC 387       | Business Finance                            | 12      | 6         |
| LAW 315       | Business Law II                            | 8       | 7         |
| LAW 325       | Company Law                                | 12      | 7         |
|               | **Total**                                  | **56**  |           |

| **Year 3, Semester 2**                             |                                                 |         |           |
| ACC 313       | Pastel                                     | 12      | 7         |
| ACC 352       | Cost & Management Accounting II            | 12      | 7         |
| ACC 380       | International Financial Reporting Standards | 8       | 6         |
| ACC 383       | Fundamentals of Auditing                   | 12      | 6         |
| ACC 391       | Work Integrated Learning                   | 12      | 7         |
| FNC 399       | Corporate Finance                          | 12      | 7         |
| REB 317       | Values, Character, & Personal Enrichment III| 8      | 5         |
|               | **Total**                                  | **76**  |           |
Students who do not meet the minimum English Literacy score, or do not take the compulsory National Benchmark Test (NBT) during registration are required to register for ENG111 Principles of English I (16 credits; year 1; semester 1) and ENG 112 Principles of English II (16 credits; year 1; semester 2) in lieu of ENG 142 Academic Writing.

PROGRAMME COMPONENTS

Provider’s discretion modules: 44 credits
Fundamental modules: 80 credits
Core modules: 228 credits
Cognate modules: 156 credits
TOTAL: 508 credits
Bachelor of Business Administration in Management – 3 Years
NQF Level 7

PROGRAMME PURPOSE
The purpose of the BBA Management programme is to provide graduates with management, administrative, and technological specific course work necessary to succeed in management and supervisory positions within the business environment surrounding their specific technical or professional field of study. Sufficient theory is covered to prepare students for postgraduate studies. Students are equipped with the basic research methodology skills and the tools needed to conduct research. In addition, students are provided with business skills required for initial job placement. The programme also makes provision for a work-based learning component which provides the student with exposure to practical business situations and gives them ‘hands-on’ experience. Furthermore, it equips the student with an opportunity to apply theoretical knowledge to real work situations.

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

QUALIFICATION OUTCOMES
- Manage performance through an organisational culture.
- Know how to coach workers to increase their performance.
- Develop a structural thinking ability to translate management problems into tangible research questions.
- Create a research project plan that include (i) problem identification (ii) research design (iii) data collection design (iv) sampling design (v) data analysis and solution generation.
- Identify and evaluate an organization’s environment, its resources and competitive capabilities and opportunities for gaining sustainable competitive advantage.
- Evaluate the implication of various strategies on functional action alternatives, make sound strategic decisions and function.
effectively as part of an organization’s strategy-implementing team.
- Identify business opportunities and start new ventures.
- Investigate the causes of new business failure and identify ways to reduce business failure.
- Develop analytic and problem solving skills through participation in individual and group work projects.
- Analyse and organize information.
- Examine the monetary, trade and regulatory frameworks within which international business transactions take place.
- Diagnose the multicultural and socio-economic aspects of the environments in which international firms operate.
- Understand various elements of the business environment and responding to the ever-changing business environment.
- Train students for leadership challenges and responsibilities.
- Develop necessary skills for preparation of viable business plans, marketing plans, strategic plans.
- Know how to prepare and interpret of financial statements.
- Know how to apply basic financial management tools in the decision-making process.

GRADUATE ATTRIBUTES
- The ability to locate, analyse, evaluate and synthesise information from a wide variety of sources in a planned and timely manner.
- An ability to apply effective, creative and innovative solutions, both independently and cooperatively, to current and future problems.
- Skills of a high order in interpersonal understanding, teamwork and communication.
- A proficiency in the appropriate application of computer technologies.
• A commitment to continuous learning and the capacity to maintain intellectual curiosity throughout life.
• A commitment to the highest standards of professional endeavour and the ability to take a leadership role in the community.
• An awareness of ethical, social and cultural issues within a global context and their importance in the exercise of professional skills and responsibilities.

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

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

GRADUATION REQUIREMENTS
• Complete and pass all the required modules of the programme as outlined in the Prospectus with a minimum grade of 50%.
• Submission of Work Integrated Learning (WIL) portfolio of evidence by the end of the Midterm Break of the final semester.
• Comply with the requirements as contained in the Helderberg College of Higher Education Student Code of Conduct.
**Bachelor of Business Administration in Management – 3 years**

<table>
<thead>
<tr>
<th>Module Number</th>
<th>Module Name</th>
<th>Credits</th>
<th>NQF Level</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year 1, Semester 1</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ACC 155</td>
<td>Business Accounting IA</td>
<td>16</td>
<td>6</td>
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<tr>
<td>CPT 118</td>
<td>End User Computing I</td>
<td>8</td>
<td>5</td>
</tr>
<tr>
<td>ENG 142</td>
<td>Academic Writing*</td>
<td>16</td>
<td>6</td>
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<td>6</td>
</tr>
<tr>
<td>REB 117</td>
<td>Values, Character, &amp; Personal Enrichment I</td>
<td>8</td>
<td>5</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td>60</td>
<td></td>
</tr>
</tbody>
</table>

| **Year 1, Semester 2** |                                                          |         |           |
| ACC 156          | Business Accounting IB                                   | 16      | 6         |
| BHS 151          | Philosophy of Education & Service                         | 8       | 5         |
| CPT 125          | End User Computing II                                    | 12      | 5         |
| HLD 122          | Principles of Health                                     | 8       | 5         |
| HLD 123          | HIV/AIDS Education                                       | 4       | 5         |
| MTH 106          | Commercial & Financial Mathematics                       | 12      | 5         |
| **TOTAL**        |                                                          | 60      |           |

| **Year 2, Semester 1** |                                                          |         |           |
| ECN 221          | Micro Economics                                          | 12      | 6         |
| FNC 287          | Business Finance                                         | 12      | 6         |
| MGT 207          | Business Communication                                   | 12      | 6         |
| MGT 245          | Human Resources Management                               | 12      | 6         |
| MKT 220          | Principles of Marketing                                  | 12      | 6         |
| REB 217          | Values, Character, & Personal Enrichment II              | 8       | 5         |
| **TOTAL**        |                                                          | 68      |           |

| **Year 2, Semester 2** |                                                          |         |           |
| ECN 222          | Macro Economics                                          | 12      | 6         |
| LAW 215          | Business Law I                                           | 12      | 6         |
| LAW 218          | Industrial Relations                                     | 12      | 7         |
| MGT 230          | Project Management                                       | 12      | 7         |
| MGT 238          | Supply & Purchase Management                             | 12      | 7         |
| MGT 292          | Work Integrated Learning                                 | 12      | 7         |
| MTH 225          | Business Statistics                                      | 12      | 6         |
| **TOTAL**        |                                                          | 84      |           |

| **Year 3, Semester 1** |                                                          |         |           |
| MGT 305          | Insurance & Risk Management                              | 12      | 7         |
| MGT 310          | Performance Management                                   | 12      | 7         |
| MGT 315          | Production & Operations Management                       | 12      | 7         |
| MGT 325          | Entrepreneurship                                         | 12      | 6         |
| MGT 345          | Business Research Methods                                | 12      | 7         |
| MGT 366          | Diversity Management                                     | 12      | 7         |
| **TOTAL**        |                                                          | 72      |           |

| **Year 3, Semester 2** |                                                          |         |           |
| MGT 316          | International Management                                 | 12      | 7         |
| MGT 320          | Organizational Behaviour                                 | 12      | 7         |
| MGT 350          | Business Ethics                                          | 12      | 7         |
| MGT 380          | Business Research Project                                | 8       | 7         |
| MGT 390          | Business Strategy                                        | 12      | 7         |
| REB 317          | Values, Character & Personal Enrichment III              | 8       | 5         |
| **TOTAL**        |                                                          | 64      |           |

| **TOTAL**        |                                                          | 408     |           |
* Students who do not meet the minimum English Language score, or do not take the compulsory National Benchmark Test (NBT) during orientation are required to register for ENG 111 Principles of English I (16 credits; year 1; semester 1) and ENG 112 Principles of English II (16 credits; year 1; semester 2) in lieu of ENG 142 Academic Writing.

PROGRAMME COMPONENTS

Provider’s discretion modules: 44 credits
Fundamental modules: 48 credits
Core modules: 172 credits
Cognate modules: 140 credits

TOTAL: 408 CREDITS
Bachelor of Commerce in Human Resource Management—3 Years NQF Level 7

PROGRAMME PURPOSE

The purpose of the BCom Human Resource Management programme is to provide graduates with specialized knowledge in managing the human resources in private and public organizations. It provides competencies in the area of recruitment, selection, induction, training, motivation and performance management of the workforce. In addition, the programme provides the graduates with competencies needed to deal with employee productivity, unions, litigation, and applying ethics in an organization.

Graduates will have knowledge in the areas of human resource management, industrial psychology, and legal matters as applicable to employees. The programme enables graduates to serve as HR Managers at the supervisory-level and managerial positions within the business environment they operate.

Theory is covered in the fields of: human resource management, industrial psychology, labour law, business research methodology and the tools needed to conduct research to prepare students for postgraduate studies. In addition, students are provided with job-related skills required for job placement in the area of HR. The programme also makes provision for work-based learning which provides graduates exposure to practical HR situations and gives them ‘hands-on’ experience.

PROGRAMME MISSION STATEMENT

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

- Demonstration of knowledge, skills and competencies applicable to managing human resources within an organization with an emphasis on workforce planning, labour relations, employee compensation, training and development, industrial psychology, employee assessment, strategic management, legislation, regulations and policies, and diversity in the workplace.

- Have an understanding of the management of business operations which has implications for a Human Resource Manager.

- Demonstration of ability to apply, analyse and evaluate theories, principles and practices to familiar and unfamiliar contexts to be effective human resource managers.

- Demonstration of the ability to identify problems in human resource management and practices, select appropriate methods of investigation enquiry and interventions, creating and evaluating solutions and new knowledge.

- Demonstration of effective communication skills by being able to present and communicate complex information reliably and coherently with well-formed arguments by using appropriate academic, professional or occupational conventions, formats, technologies, and discourse.

- Demonstration of an ability to acquire and use skills that will lead to life-long learning within and without the workplace that includes the ability to gather valid, relevant and appropriate information from a variety of sources, assessing own knowledge, skills and needs, being self-directed, cooperative and collaborating with others.

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

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

FURTHER STUDIES

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

EMPLOYMENT OPPORTUNITIES

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

- Complete and pass all the required modules of the programme as outlined in the Prospectus with a minimum grade of 50%.
- Submission of Work Integrated Learning (WIL) portfolio of evidence by the end of the Midterm Break of the final semester.
- Comply with the requirements as contained in the *Helderberg College of Higher Education Student Code of Conduct.*
Bachelor of Commerce in Human Resource Management – 3 years

<table>
<thead>
<tr>
<th>Module Number</th>
<th>Module Name</th>
<th>Credits</th>
<th>NQF Level</th>
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<tr>
<td>ACC 130</td>
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<td>ENG 142</td>
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<td>MGT 145</td>
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<td>HIV/AIDS in the Workplace</td>
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<td>MGT 221</td>
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<td>MGT 231</td>
<td>Industrial Psychology IIA: Labour History &amp; Policy Studies</td>
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<td>MGT 232</td>
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<td>REB 217</td>
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<td>ECN 222</td>
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<tr>
<td>HLD 226</td>
<td>Personal Health &amp; Safety</td>
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<td>LAW 216</td>
<td>Business Law II: HRM</td>
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<td>MGT 222</td>
<td>HRM IIB: Organizational Behaviour</td>
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<td>MGT 250</td>
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<td>LAW 326</td>
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<td>MGT 311</td>
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<td>MGT 315</td>
<td>Production &amp; Operations Management</td>
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<td>MGT 338</td>
<td>Industrial Psychology IIIA: Negotiation, Mediation &amp; Bar.</td>
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<td>MGT 312</td>
<td>HRM IIB: HR Development</td>
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<td>MGT 339</td>
<td>Industrial Psychology IIB: Psychometrics</td>
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<td>MGT 380</td>
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<td>REB 317</td>
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<td><strong>TOTAL</strong></td>
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<td>56</td>
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</table>
* Students who do not meet the minimum English Language score, or do not take the compulsory National Benchmark Test (NBT) during orientation are required to register for ENG 111 Principles of English I (16 credits; year 1; semester 1) and ENG 112 Principles of English II (16 credits; year 1; semester 2) in lieu of ENG 142 Academic Writing.

PROGRAMME COMPONENTS
Provider’s discretion modules: 44 credits
Fundamental modules: 48 credits
Core modules: 192 credits
Cognate modules: 108 credits
TOTAL: 392 CREDITS
Diploma in Business Management (3 years)
The 3-year Diploma in Business Management programme (NQF Level 6) is offered with concentrations in Accounting, Management, or Marketing. Completion of one of these programmes enables the student to enter the business world with sound training in their chosen area of specialization.

ADMISSION REQUIREMENTS AND STUDY LOAD PROVISIONS
Apart from the general requirements mentioned in the Admissions section, the following apply specifically to the Diploma in Business Management.

APPLICANTS WITH NATIONAL SENIOR CERTIFICATE (FROM 2009)
In addition to the national minimum requirements for a Diploma as set out above, the following institutional requirements apply.

1. Programme-specific APS scores:

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Minimum APS (Pre 2009)</th>
<th>English</th>
<th>Other Language</th>
<th>Mathematics/Mathematical Literacy</th>
<th>Life Orientation</th>
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</thead>
<tbody>
<tr>
<td>Diploma in Business Management (Accounting)</td>
<td>20</td>
<td>3 (40-49%) or better</td>
<td>2 (30-39%) or better</td>
<td>3 (40-49%) or better</td>
<td>2 (30-39%) or better</td>
</tr>
<tr>
<td>Diploma in Business Management (Management)</td>
<td>20</td>
<td>3 (40-49%) or better</td>
<td>2 (30-39%) or better</td>
<td>2 (30-39%) or better</td>
<td>2 (30-39%) or better</td>
</tr>
</tbody>
</table>

2. Students who have completed a Higher Certificate in a cognate field at another recognized higher education institution can be admitted into the Diploma in Business Management and may present their accumulated credits for admission.

3. All applicants are required to pass the compulsory National Benchmark Test (NBT) during orientation. Students who fail or do not take the examination are required to register for ENG 111 and ENG 112 in lieu of ENG 142.
4. Applicants for the Diploma in Business Management (Accounting), who do not meet the Mathematics/Mathematical Literacy requirements are required to take MTH 050 and MTH 060.

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

APPLICANTS WITH SENIOR CERTIFICATE (BEFORE 2009) OR FOREIGN HIGH SCHOOL QUALIFICATIONS

Students must be in possession of a Senior Certificate or equivalent with at least an E symbol on the higher grade for English. For students who have completed High School under the British system of education, five O-Level subjects including English are required as a minimum.

A pass in at least General Education Certificate Mathematics (Grade 9/Std 7) is required, while a pass in Further Education Certificate (Senior Certificate) Mathematics and Accounting is a strong recommendation.

Admission is by selection based on academic merit. Academic merit is determined according to an admission rating system that is calculated from the symbols received in the Senior Certificate exam.

Points Rating Table & Points Rating Calculations for Degrees & Diplomas

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

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Higher Grade</th>
<th>Standard Grade</th>
<th>A Level</th>
<th>O Level</th>
<th>Subsidiary Level</th>
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<td>A</td>
<td>8</td>
<td>6</td>
<td>10</td>
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<td>Pass 5</td>
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<td>B</td>
<td>7</td>
<td>5</td>
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<td>C</td>
<td>6</td>
<td>4</td>
<td>8</td>
<td>3</td>
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<tr>
<td>D</td>
<td>5</td>
<td>3</td>
<td>7</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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If applying for a Business Degree, double the points for Mathematics.
If applying for a Business Diploma, double the points for Mathematics and Accounting (if taken). Add 2 points for seven Senior Certificate or O-Level subjects.

Above 25 points - Unconditional acceptance. A full study-load may be taken

20 to 24 points - Conditional acceptance. The student may be required to take a lighter study load if their academic performance is not satisfactory, i.e. fails a subject, is placed on academic probation.

Below 20 points - Admission will not be granted to the diploma programme.

GRADUATION REQUIREMENTS

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

Guide to Module Information as Listed for Each Programme

Module number is given first in a letter and number format. The module name follows. The number of credit hours assigned to the module is then given. Four semester credit hours represent one 50-minute lecture per week for the duration of the semester, which takes into consideration student preparation and examination time.
Diploma in Business Management (Accounting) – 3 years NQF Level 6

PROGRAMME PURPOSE

The Diploma in Business Management programme focuses on Accounting and related subjects. It aims to equip students with both theoretical and practical accounting knowledge, along with the skills required to meet the middle management needs of employing organisations. The programme design is focused on a vocational orientation. Graduates would have acquired a basic understanding of investment appraisal techniques, sources of finance, tax and auditing fundamentals, and a broad understanding of financial accounting. In addition, they would have acquired the practical skills which would enable them to process accounting transactions and draft financial statements both manually and using computerized systems in a non-profit organization, small or medium enterprise, and large corporations.

PROGRAMME MISSION STATEMENT

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

QUALIFICATION OUTCOMES

- Demonstrate the ability to process accounting transactions and draft financial statements using a computerised information system.
- Demonstrate the ability to calculate individual tax liability in compliance with tax law.
- Obtain a basic understanding of the fundamentals of auditing.
- Gain an understanding of costing and management accounting.
- Acquire a basic understanding of investment appraisal techniques and sources of finance.
- Demonstrate an appreciation of good principles of management.
 Obtain a broad understanding of financial accounting and business related areas, with a practical focus on values such as integrity, competence and dedication to service.

**GRADUATE ATTRIBUTES**

- Acquire subject knowledge at NQF Level 6 in the areas of financial accounting, economics, Pastel, taxation, company law, cost and management accounting, auditing, principles of finance and business ethics.
- A commitment to continuous learning and sharing of knowledge, and the capacity to maintain intellectual curiosity.
- Develop expertise in numeracy, quantitative literacy, computer literacy and technical ability.
- The ability to plan in advance and think strategically and independently.
- Gain a talent for clear expression, both oral and written.
- Develop practical skills in forming good office etiquette and good work habits which include team work and presentation skills.
- Develop the ability to recognize problem situations and offer an appropriate approach to problem-solving.
- The facility to deal with different cultural practices.
- A commitment to the highest standards of endeavour and the ability to take on leadership roles.
- An awareness of pertinent ethical, social and cultural issues and their importance in the exercise of professional skills and responsibilities.
- Empowered to develop a spirit of service and commitment with integrity in their profession, and enriched to contribute to society with good citizenship.

**FURTHER STUDIES**

The diploma forms the basis from which a bachelor’s degree in accounting and other related areas may be pursued.

**EMPLOYMENT OPPORTUNITIES**

This qualification may lead to employment as an assistant accountant, assistant internal auditor, account manager, assistant finance officer or accountant among others.
GRADUATION REQUIREMENTS

- Complete and pass all the required modules of the programme as outlined in the Prospectus with a minimum grade of 50%, except for all Accounting modules which require a minimum grade of 55%.
- Submission of Work Integrated Learning (WIL) portfolio of evidence by the end of the Midterm Break of the final semester.
- Comply with the requirements as contained in the *Helderberg College of Higher Education Student Code of Conduct.*
Curriculum: Diploma in Business Management (Accounting) – 3 years

<table>
<thead>
<tr>
<th>Module Number</th>
<th>Module Name</th>
<th>Credits</th>
<th>NQF Level</th>
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<td><strong>Year 1, Semester 1</strong></td>
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<td>ACC 130</td>
<td>Introduction to Accounts IA</td>
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<td>CPT 118</td>
<td>End User Computing I</td>
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<td>Cost &amp; Management Accounting I</td>
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</table>
Students who do not meet the minimum English Language score, or do not take the compulsory National Benchmark Test (NBT) during orientation are required to register for ENG 111 Principles of English I (16 credits; year 1; semester 1) and ENG 112 Principles of English II (16 credits; year 1; semester 2) in lieu of ENG 142 Academic Writing.

PROGRAMME COMPONENTS
Provider’s discretion modules: 44 credits
Fundamental modules: 72 credits
Core modules: 124 credits
Cognate modules: 140 credits
TOTAL: 380 Credits
Diploma in Business Management (Management) – 3 Years NQF Level 6

PROGRAMME PURPOSE

The purpose of the Diploma in Business Management programme is to equip graduates with background knowledge of the business environment and free enterprise system within the framework of moral and ethical guidelines. The focus of the programme is on acquiring skills which will facilitate interaction with people, ability to plan in advance and think strategically and to communicate information effectively, both orally and in written form. In addition, they will have acquired skills for clerical level managerial jobs in business organizations. In the programme students would acquire knowledge in the following areas which would provide them with sufficient knowledge and theory in business, to articulate into a degree in the business field. The areas are: business accounting, managing stress, insurance and risk management, business communication, performance management, retail management, small business management, industrial relations, supply and purchase management and business ethics. The programme also makes provision for a work-based learning component which provides the student with exposure to practical business situations and gives them ‘hands-on’ experience. Furthermore, it equips the student with an opportunity to apply theoretical knowledge to real work situations. In this context they are to be cognisant of the pertinent ethical, social and cultural issues and their importance in the exercise of professional skills and responsibilities.

PROGRAMME MISSION STATEMENT

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

Upon successful completion of the Management diploma programme graduates can expect the following:

- Demonstrate a broad background knowledge of the free enterprise system within the framework of moral and ethical guidelines.
- Demonstrate an understanding of the business environment.
- Acquire appropriate academic education and business skills required for junior level managerial jobs in business organization.
- Obtain the necessary academic background for entrance into a degree programme.
- Demonstrate a combination of skills with values such as honesty, integrity, and dedication.

GRADUATE ATTRIBUTES

The Management diploma programme is structured to provide opportunities for successful graduates to develop the following knowledge, skills, competencies, attitudes and values as part of their learning and growth while at Helderberg College of Higher Education:

- Acquire subject knowledge at NQF Level 6 in the areas of business accounting, managing stress, insurance and risk management, business communication, performance management, retail management, small business management, industrial relations, supply and purchase management and business ethics.
- A commitment to continuous learning and sharing of knowledge, and the capacity to maintain intellectual curiosity
- Develop skills in understanding self, and interacting with people;
- The ability to plan in advance and think strategically and independently;
- A talent for clear expression, both oral and written.
- Develop practical skills in forming good office etiquette and good work habits which include team work and presentation skills.
- Develop job specific skills such as the ability to communicate information, via diverse media, to general audiences.
- A commitment to the highest standards of endeavour and the ability to take on leadership roles.
- An awareness of pertinent ethical, social and cultural issues and their importance in the exercise of professional skills and responsibilities.
- Empowered to develop a spirit of service and commitment with integrity in their profession, and enriched to contribute to society with good citizenship.

FURTHER STUDIES

This qualification enables successful learners to pursue a bachelor’s degree in Management and other related fields.

EMPLOYMENT OPPORTUNITIES

Apart from running their own enterprise, successful graduates may be employed as Junior Management in business organizations with the potential to rise through the middle level management according to individual capability. They could also work as trainee supervisors in business organizations.

GRADUATION REQUIREMENTS

- Complete and pass all the required modules of the programme as outlined in the Prospectus with a minimum grade of 50%, except for all Accounting modules which require a minimum grade of 55%.
- Submission of Work Integrated Learning (WIL) portfolio of evidence by the Midterm Break of the final semester.
- Comply with the requirements as contained in the Helderberg College of Higher Education Student Code of Conduct.
Curriculum: Diploma in Business Management (Management) – 3 years

<table>
<thead>
<tr>
<th>Module Number</th>
<th>Module Name</th>
<th>Credit</th>
<th>NQF Level</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year 1, Semester 1</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>ACC 130</td>
<td>Introduction to Accounts IA</td>
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<tr>
<td>CPT 118</td>
<td>End User Computing I</td>
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<td>5</td>
</tr>
<tr>
<td>ENG 142</td>
<td>Academic Writing*</td>
<td>16</td>
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<tr>
<td>MGT 141</td>
<td>Principles of Management</td>
<td>12</td>
<td>6</td>
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<tr>
<td>MGT 108</td>
<td>Introduction to Business</td>
<td>12</td>
<td>5</td>
</tr>
<tr>
<td>REB 117</td>
<td>Values, Character, &amp; Personal Enrichment I</td>
<td>8</td>
<td>5</td>
</tr>
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<td><strong>Total</strong></td>
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<tr>
<td><strong>Year 1, Semester 2</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>ACC 131</td>
<td>Introduction to Accounts IB</td>
<td>12</td>
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</tr>
<tr>
<td>BHS 151</td>
<td>Philosophy of Education &amp; Service</td>
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<td>5</td>
</tr>
<tr>
<td>CPT 125</td>
<td>End User Computing II</td>
<td>12</td>
<td>6</td>
</tr>
<tr>
<td>HLD 122</td>
<td>Principles of Health</td>
<td>8</td>
<td>5</td>
</tr>
<tr>
<td>HLD 123</td>
<td>HIV/AIDS Education</td>
<td>4</td>
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<tr>
<td>MTH 106</td>
<td>Business Mathematics</td>
<td>12</td>
<td>5</td>
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<tr>
<td>PSY 101</td>
<td>Principles of Psychology</td>
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<tr>
<td><strong>Total</strong></td>
<td></td>
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<tr>
<td><strong>Year 2, Semester 1</strong></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>ACC 201</td>
<td>Business Accounting IA</td>
<td>16</td>
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</tr>
<tr>
<td>ECN 221</td>
<td>Micro Economics</td>
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<tr>
<td>MGT 245</td>
<td>Human Resources Management</td>
<td>12</td>
<td>6</td>
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<tr>
<td>MKT 220</td>
<td>Principles of Marketing</td>
<td>12</td>
<td>6</td>
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<tr>
<td>REB 217</td>
<td>Values, Character, &amp; Personal Enrichment II</td>
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<td><strong>Year 2, Semester 2</strong></td>
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<tr>
<td>ACC 202</td>
<td>Business Accounting IB</td>
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<tr>
<td>CPT 244</td>
<td>Intermediate Excel</td>
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<td>6</td>
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<tr>
<td>ECN 222</td>
<td>Macro Economics</td>
<td>12</td>
<td>6</td>
</tr>
<tr>
<td>LAW 215</td>
<td>Business Law I</td>
<td>12</td>
<td>6</td>
</tr>
<tr>
<td>MGT 201</td>
<td>Managing Stress</td>
<td>12</td>
<td>7</td>
</tr>
<tr>
<td>MGT 291</td>
<td>Work Integrated Learning</td>
<td>8</td>
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<tr>
<td><strong>Total</strong></td>
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<tr>
<td><strong>Year 3, Semester 1</strong></td>
<td></td>
<td></td>
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<tr>
<td>MGT 305</td>
<td>Insurance &amp;Risk Management</td>
<td>12</td>
<td>7</td>
</tr>
<tr>
<td>MGT 308</td>
<td>Business Communication</td>
<td>12</td>
<td>6</td>
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<tr>
<td>MGT 310</td>
<td>Performance Management</td>
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<tr>
<td>MGT 326</td>
<td>Small Business Management</td>
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<td>7</td>
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<tr>
<td>MKT 312</td>
<td>Retail Management</td>
<td>12</td>
<td>7</td>
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<tr>
<td><strong>Year 3, Semester 2</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>FNC 303</td>
<td>Principles of Finance</td>
<td>12</td>
<td>6</td>
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<tr>
<td>LAW 318</td>
<td>Industrial Relations</td>
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<td>7</td>
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<tr>
<td>MGT 328</td>
<td>Supply &amp; Purchase Management</td>
<td>12</td>
<td>7</td>
</tr>
<tr>
<td>MGT 350</td>
<td>Business Ethics</td>
<td>12</td>
<td>7</td>
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<tr>
<td>REB 317</td>
<td>Values, Character, &amp; Personal Enrichment III</td>
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<td>56</td>
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<tr>
<td><strong>TOTAL</strong></td>
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<td>384</td>
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</tr>
</tbody>
</table>
* Students who do not meet the minimum English Language score, or do not take the compulsory National Benchmark Test (NBT) during orientation are required to register for ENG 111 Principles of English I (16 credits; year 1; semester 1) and ENG 112 Principles of English II (16 credits; year 1; semester 2) in lieu of ENG 142 Academic Writing.

PROGRAMME COMPONENTS
Provider’s discretion modules: 44 credits
Fundamental modules: 108 credits
Core modules: 104 credits
Cognate modules: 124 credits
TOTAL: 384 credits
Higher Certificate in Office Management – 1 Year NQF Level 5

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

ADMISSION REQUIREMENTS

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

APPLICANTS WITH NATIONAL SENIOR CERTIFICATE (FROM 2009)

The following institutional requirements apply.

1. Programme-specific APS scores:

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Minimum APS</th>
<th>English</th>
<th>Other Language</th>
<th>Mathematics/Mathematical Literacy</th>
<th>Life Orientation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Higher Certificate in Office Management Pre 2009</td>
<td>18</td>
<td>3 (40–49%) or better</td>
<td>2 (30–39%) or better</td>
<td>2 (30–39%) or better</td>
<td>2 (30–39%) or better</td>
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</tbody>
</table>

APPLICANTS WITH SENIOR CERTIFICATE (BEFORE 2009) OR FOREIGN HIGH SCHOOL QUALIFICATION

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

PROGRAMME PURPOSE

The purpose of the programme is to prepare students for positions such as office secretaries, office managers, office administrators, and related careers. It is designed to equip students with competencies at NQF Level 5 in the areas of secretarial practice, office management, business administration, information technology, basic accounting, economics, human resources
management, supervision, communication, writing, and public relations. It provides training for both first-time job seekers and for experienced employees who do not have a qualification but wish to advance in their careers.

The programme has the required knowledge mix of theory and knowledge of procedure appropriate for the discipline. The competencies that will be developed include work based skills which will be facilitated through Work Integrated Learning (WIL). Students will be exposed to knowledge of the business environment and will be empowered with the ability to perform basic office management skills essential to effective office administration. They will be able to demonstrate practical skills in computer applications.

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

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

- Acquire subject knowledge at NQF Level 5 in the areas of public relations, sales management, retails management, promotional strategies, advertising, and consumer behaviour and business ethics.
- A commitment to continuous learning and sharing of knowledge, and the capacity to maintain intellectual curiosity.
- Develop skills in understanding self, and interacting with people.
- The ability to plan in advance and think strategically and independently.
- Gain a talent for clear expression, both oral and written.
- Develop practical skills in forming good office etiquette and good work habits which include team work and presentation skills.
- Develop expertise in the ability to communicate information, via diverse media, to general audiences.
- A commitment to the highest standards of endeavour and the ability to take on leadership roles.
- An awareness of pertinent ethical, social and cultural issues and their importance in the exercise of professional skills and responsibilities.

FURTHER STUDIES

A graduate of this programme can articulate vertically to an Advanced Certificate in Office Management, Business Management (NQF Level 6), a qualification on NQF Level 6 in a related field, or the Bachelor of Business Administration in Management at Helderberg College of Higher Education.

A graduate of this programme can articulate horizontally and enter a cognate programme on NQF Level 5, subject to compliance with the rules of access for that programme.

The programme also serves as an introduction to various fields in business which may interest and prepare graduates to take up further studies. Institutional requirements and subject requirements vary and may require a bridging module(s) to qualify for admission into the programme.
EMPLOYMENT OPPORTUNITIES
The need for trained and qualified office managers is key to organizations in the business world. Our graduates are employed both in the private and government sectors as office secretaries, office administrators and office managers. Today’s technology-driven business requires competent personnel to facilitate an efficient office administration system.

GRADUATION REQUIREMENTS

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

Guide to Module Information as Listed for Each Programme

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

Please see the end of this section for Module Descriptions.
Curriculum: Higher Certificate in Office Management – 1 year

<table>
<thead>
<tr>
<th>Module Number</th>
<th>Module Name</th>
<th>Credits</th>
<th>NQF Level</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year 1, Semester 1</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HOM 115</td>
<td>Office Management IA</td>
<td>12</td>
<td>5</td>
</tr>
<tr>
<td>HOM 120</td>
<td>Business Computing IA</td>
<td>12</td>
<td>5</td>
</tr>
<tr>
<td>HOM 145</td>
<td>Communication IA</td>
<td>8</td>
<td>5</td>
</tr>
<tr>
<td>HOM 155</td>
<td>Work Integrated Learning A</td>
<td>8</td>
<td>5</td>
</tr>
<tr>
<td>HOM 170</td>
<td>Introduction to Public Relations</td>
<td>12</td>
<td>5</td>
</tr>
<tr>
<td>HOM 180</td>
<td>Basic Accounting</td>
<td>12</td>
<td>5</td>
</tr>
<tr>
<td>REB 117</td>
<td>Values, Character, &amp; Personal Enrichment I</td>
<td>8</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td><strong>TOTAL</strong></td>
<td><strong>72</strong></td>
<td></td>
</tr>
</tbody>
</table>

| **Year 1, Semester 2**                                      |                                                  |         |           |
| HLD 123       | HIV/AIDS Education                              | 4       | 5         |
| HOM 116       | Office Management IB                            | 12      | 5         |
| HOM 121       | Business Computing IB                           | 12      | 5         |
| HOM 136       | Basic Law                                       | 12      | 5         |
| HOM 137       | Business Administration                         | 12      | 5         |
| HOM 146       | Communication IB                                | 12      | 5         |
| HOM 156       | Work Integrated Learning B                      | 4       | 5         |
|               | **TOTAL**                                        | **68**  |           |

**PROGRAMME COMPONENTS**

Provider’s discretion modules: 12 credits
Fundamental modules: 32 credits
Core modules: 96 credits

**TOTAL: 140 credits**
MODULE DESCRIPTIONS

**ACC 095 / 108 Basic Business Skills (12 credits) NQF 5**
This module serves as an introduction to the business environment, that is, how to create, finance, market, and manage a business. It exposes the student to the basics of economic structures, international trade, entrepreneurship, securities, marketing concepts, management functions, human resources management, information technology, and operations management.

**ACC 130 Introduction to Accounts IA (12 credits) NQF 5**
This is an introduction to basic accounting which is designed for students who are not majoring in an accounting or management degree. The module covers the accounting process from the generation of source documentation to the preparation of financial accounts. The module will cover the recording of transactions in general and subsidiary journals, including the cash book and trial balance. Finally, final accounts like Statement of Comprehensive Income, Statement of Financial Position and bank reconciliations will be covered.

**ACC 131 Introduction to Accounts IB (12 credits) NQF 5**
This module builds on the theory of accounting principles and introduces the International Financial Reporting Standards (IFRS) as the point of reference for accounting. The module covers the preparation of financial statements after adjustments, depreciation, inventory valuation and introductory taxation, internal control and management accounting concepts.

*Prerequisite: ACC 130 Introduction to Accounts IA*

**ACC 151 /ACC 201 Financial Accounting IA (16 credits) NQF 6**
The module is designed to expose students to the purpose, theory and methods of accounting and to provide them with the techniques for capturing, organizing and reporting financial information with specific reference to the sole trader form of business organization. It will cover basic concepts in accounting, the accounting cycle, the content and preparation of basic financial statements for sole trader, inventories, receivables, payables and bank reconciliation, non-
current assets and presentation and disclosure of financial statements. Students will be introduced to regulation and prescription pertaining to relevant legislation and International Accounting Standards (IAS) and International Financial Reporting Standards (IFRS) as stipulated by the South Africa Institute of Chartered Accountants (SAICA).

**ACC 152 / ACC 202 Financial Accounting IB (16 credits)**

NQF 6

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

*Prerequisite: ACC 151/ACC 201 Financial Accounting IA*

**ACC 155 / ACC 205 Business Accounting IA (16 credits)**

NQF 6

The module is designed for non-accounting majors and is not transferable for credit to an accounting degree. It exposes students to the purpose, theory and methods of accounting and to provide them with the techniques for capturing, organizing and reporting financial information with specific reference to the sole trader form of business organization. It will cover basic concepts in accounting, the accounting cycle, the content and preparation of basic financial statements for sole trader, inventories, receivables, payables and bank reconciliation, non-current assets and presentation and disclosure of financial statements.
ACC 156 / ACC 206 Business Accounting IB (16 credits) NQF 6
This module is designed for non-accounting majors and is not transferable for credit to an accounting degree. It concentrates on the generally accepted accounting principles (GAAP) and includes such topics as financial reporting, impairment of assets, provisions, contingent liabilities, financial instruments, joint ventures, goodwill, group accounting, accounting for manufacturing concerns, statements of cash flows, financial analysis, taxation. It introduces managerial accounting covering topics like the Cost-Volume-Profit analysis and relevant costing, budgeting and measurement of management performance.
Prerequisites: ACC 151/201 Financial Accounting IA, or ACC 155/ACC 205 Business Accounting IA

ACC 222 / ACC 322 Taxation Fundamentals (12 credits) NQF 6
This is an introductory module in taxation, introducing students to the basic principles of the taxation of individuals and businesses. The module includes the provisions of the Income Tax Act, 1962 (as amended) as they relate to employed individuals, passive income, exemptions, allowances, and deductions and the way in which taxation is calculated and handled for individuals and for the various forms of business ownership. It includes a background discussion on government policies and the National Budget and various capital allowances and recoupments, the concept of capital gains tax and related calculations, the calculations of VAT and its subsequent payment to SARS (South African Revenue Service) and the requirements and calculation of turnover tax. Finally, the module concludes with the discussion on the administration of the ACT, and returns and assessments issue by SARS.
Prerequisite: ACC 152 Financial Accounting IB

ACC 241 / 301 Financial Accounting IIA (16 credit) NQF 7
Financial Accounting II is a year module which comprises two parts, ACC 241/301 and ACC 242/302. It is a study of financial accounting for companies to provide students with knowledge and skills to enable them to prepare annual financial statements of companies in accordance with the requirements of International Financial
Reporting Standards (IFRS). The following accounting standards are covered: Framework; IAS 1; IAS 12; IAS 16: IAS 40; IAS 36; IFRS 5; IAS 18; IFRS 7; IAS 21; IAS 32; IAS 39; IAS 17; IAS 7; IAS 33; IAS 32. Prerequisite: ACC 152/ACC 202 Financial Accounting IB

**ACC 242 / 302 Financial Accounting IIB (16 credits) NQF 7**
Financial Accounting II is a year module which comprises two parts ACC 241/301 and ACC 242/302. It is a study of accounting for basic business combinations and the preparation of consolidated financial statements of a simple group.
Prerequisite: ACC 241/301 Financial Accounting IB

**ACC 262/ACC 313 Pastel (12 Credits) NQF 7**
This module equips students with bookkeeping skills as well as the ability to use the Pastel Partner computerised accounting package effectively. Pastel is one of the most widely used electronic bookkeeping packages in South Africa. With a certification in Computerised Bookkeeping, and the skills to use Pastel, students will be able to apply for an entry-level accounting position, or start their own businesses doing bookkeeping for individuals and small businesses.
Prerequisites: ACC 130 Introduction to Accounts IA; ACC 131 Introduction to Accounts IB; ACC 151 Financial Accounting IA; ACC 152 Financial Accounting IB; and CPT 125 End User Computing II

**ACC 291 Work Integrated Learning (8 credits) NQF 7**
This module for diploma students in Business Management provides the student with exposure to practical business situations and provides ‘hands-on’ experience. It equips the student with an opportunity to apply theoretical knowledge to real work situations. All students in the Faculty of Business are required to engage in Work Integrated Learning (WIL) in order to gain this useful experience. Areas of exposure should include: the use of Pastel accounting software in the preparation of financial statements, cost and management accounting, and financial accounting.
Prerequisites: All 1st year modules; all 2nd year 1st semester modules; ACC 152/202 Financial Accounting IB
ACC 329 Information Technology for Business (12 Credits) 
NQF 7
Information Technology for Business is a subset of the overall internal controls of a business, which is mainly computer based. Information Technology for Business collects, manipulates, and disseminates data or information, people, communications systems such as telephone lines, and the data itself. It covers the application of people, documents, technologies, and procedures by management accountants to solve business problems such as costing a product or service, etc. IT for Business is different from regular information systems, since they analyse other information systems applied by organizations. The main purpose of IT for Business is automated decision making, where it combines business with technology to get people the (processed) information they need to make informed decisions and to perform their daily tasks. The activities involved include the input of data, the processing of data into information, the storage of data and information, and the production of outputs, such as management reports.
Prerequisite: CPT 125 End User Computing II

ACC 330 Information Management Systems for Business (12 Credits) NQF 7
Management Information Systems will provide a real-world understanding of Information systems (ISs) for business students, laying a firm foundation in business related information technology on which students can build successful careers. MIS will assist the student in formulating strategic plans, optimizing operations in businesses, fine-tuning plans for entrepreneurial ventures, designing ISs to optimize an organization’s operations, working as consultants, augmenting business activities on the Web, creating valuable new information products in any number of industries. ISs are everywhere in business. MIS will provide students with the proper balance of technical information and real-world applications within an international setting. After completing this course, students will know how to get information to work for them and they will know enough about IT to work productively with IT specialists.
Prerequisite: CPT 125 End User Computing II
ACC 351 Cost & Management Accounting I (12 credits) NQF 7
Cost and Management accounting is a year module which is comprised of two parts: ACC 351 and ACC 352. It deals with the accounting system for costs relating to products, operations or functions. The module involves the study of cost determination, cost accumulation, cost ascertainment, costing system; job order costing, contracting costing, services costing, process costing, and accounting for basic elements of costs; material, labour and overheads. It will also cover apportionment and recovery of overheads; activity based costing, and accounting for joint products and by-products.
Prerequisite: ACC 152 Financial Accounting IB

ACC 352 Cost & Management Accounting II (12 credits) NQF 7
Cost and Management accounting is a year module which is comprised of two parts: ACC 351 and ACC 352. It deals with the accounting system for costs relating to products, operations or functions. Cost and Management Accounting II involves the study of information for managing resources, including activity-based costing, budgeting systems, standard costs and cost-volume-profit analysis, as well as information for creating value, including capital expenditure decisions, price and product mix decisions, tactical decisions, financial performance reports and measures, transfer pricing, reward systems, and contemporary approaches to measuring performance.
Prerequisites: ACC 152 Financial Accounting IB; and ACC 351 Cost & Management Accounting I

ACC 375 / 384 Fundamentals of Auditing (12 credits) NQF 6
This module deals with the fundamental principles of auditing. It involves the study of the auditing profession as a whole, including regulatory bodies, the auditor’s regulatory environment, ethics, corporate governance, and a brief study of the audit process, computers in the audit environment, and an in-depth study of final considerations, conclusions and reporting, and the responsibilities of an auditor.
ACC 380 International Financial Reporting Standards (8 credits) NQF 6
This module focuses on the review of accounting principles and theory within the context of International Financial Reporting Standards (IFRS). It is aimed at refining and further developing students’ understanding of IFRS. The module also provides students an overview to the IFRS for SMEs. It highlights key differences between IFRS for SMEs and the full IFRSs.
Prerequisites: ACC 241 Financial Accounting IA; and ACC 242 Financial Accounting IB

ACC 391 Work Integrated Learning (12 credits) NQF 7
This module for degree students in Accounting provides the student with exposure to practical business situations and provides ‘hands-on’ experience. It equips the student with an opportunity to apply theoretical knowledge to real work situations. All students in the Faculty of Business are required to engage in Work Integrated Learning (WIL) and gain this useful experience. Areas of exposure should include: the use of Pastel accounting software in the preparation of financial statements, taxation, audit, cost and management accounting, and financial accounting.
Prerequisites: All 1st and 2nd year modules; all 3rd year 1st semester modules; ACC 152 Financial Accounting IB; and ACC 262/313 Pastel

ACC 395 Work Integrated Learning: HRM (12 credits) NQF 7
This module provides the student with exposure to practical business situations and gives ‘hands-on’ experience in Human Resource Management (HRM). Furthermore, it provides the student with an opportunity to apply their theoretical knowledge to real work situations in an organization, thus preparing students to effectively perform job duties. Areas of exposure should include: Recruitment (procedures and policies); interview sessions; preparing job advertisements, creating job descriptions, reviewing job descriptions and key performance indicators; research on newly enacted employment and benefits legislation; employee relations issues; participate in performing exit interviews; staff leave regulations (providing support for leave); participate in designing training programmes, updating or working with
employee service records and contracts, become familiar with a health surveillance programme; negotiations of labour disputes (if applicable).

ACC 401 Auditing Theory (12 credits) NQF 7
Auditing Theory is a year module comprised of two parts: ACC 401 and ACC 404. The module is a study of the theory and practice of auditing beyond the fundamental (introductory) level offered in ACC 383. It covers the following two components in detail: (i) the audit process and, (ii) the testing methodology of audit cycles.
Prerequisite: ACC 242/ACC 383 Financial Accounting IIB

ACC 404 Auditing Applications (12 credits) NQF 7
Auditing Applications is a year module comprised of two parts: ACC 401 and ACC 404, and continues the study of the theory and practice of auditing. The following two new components will be covered in ACC 404: the audit of the different classes of transactions and amount balances as they pertain to the specific audit cycles. Included are concepts in auditing related to determining the nature and amount of evidence the auditor should accumulate, the objectives to be accomplished in a given audit area, the circumstances of the engagement, and the decision to be made to determine the appropriate evidence obtained. The legal liability of auditors and auditing within a computerized environment are also covered.
Prerequisite: ACC 401 Auditing Theory

ACC 436 Taxation I (16 credits) NQF 7
Taxation is a year module and is comprised of two parts: ACC 436 and ACC 438. Taxation I involves the study of the principles of the taxation of natural persons. The module includes the provisions of the Income Tax Act, 1962, as amended, as they relate to gross income, exempt income, the general deduction formula, income and expenses of individuals, fringe benefits, taxation of non-residents, retirement benefits, and prepaid taxes and concludes with the basic principles of capital gains tax as it relates to individuals.
Prerequisites: ACC 152 Financial Accounting IB; and ACC 222 Taxation Fundamentals
ACC 438 Taxation II (credits 12) NQF 7
Taxation is a year module which is comprised of two parts: ACC 436 and ACC 438. Taxation II involves the study of the principles of taxation of companies and other business enterprises. The module includes the provisions of the Income Tax Act, 1962, as amended, as they relate to Normal Tax, Taxable Income, Tax-free Income, Allowances and Deductions, and the way in which taxation is calculated and handled within the accounting system of a business. It includes a background discussion on government policies and the National budget, the Calculation of VAT and its subsequent payment to SARS (South African Revenue Service), the responsibilities of employers in respect of registration for tax and their employees, the calculation and deduction of tax from salaries and wages and its payment to SARS. Finally, the module includes the concept of Provisional Tax and its calculation and treatment in the accounts of a business.
Prerequisite: ACC 322 Taxation Fundamentals; and ACC 436 Taxation I

ACC 461 Financial Accounting IIIA (16 credits) NQF 7
Financial Accounting III is a year module and is comprised of the following two parts: ACC 461 and ACC 462. It is a study of financial accounting for companies to provide students with the knowledge and skills to enable them to prepare annual financial statements of companies in accordance with the requirements of International Financial Reporting Standards (IFRS). Some of the advanced accounting topics covered include: framework, preparation, and presentation of financial statements (Framework and IAS 1); non-current assets held for sale and discontinued operations (IFRS 5); accounting policies, change in accounting estimate and errors (IAS 8); events after the reporting period (IAS 10); the effects of changes in foreign exchange rates (IFRS 7, IAS 21, IAS32, IAS 39); financial instruments (IAS 32, 39 and IFRS 7); and related parties (IAS 24).
Prerequisite: ACC 242 Financial Accounting IIB

ACC 462 Financial Accounting IIIB (16 credits) NQF 7
Financial Accounting III is a year module and is comprised of the following two parts: ACC 461 and ACC 462. It is a study of accounting for business combinations and the preparation of consolidated
financial statements of a complex group with specific reference to change in ownership, foreign operations, and the preparation of the consolidated statement of cash flows.

*Prerequisite: ACC 461 Financial Accounting IIIA*

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

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

**COM 212 Effective Presentations (12 credits) NQF 6**

This module is designed to assist the student to harness and develop the ability to present information so that individuality, thoughts, feelings, and convictions can be conveyed to the audience optimally. For the learners who wish to continue their study and practice of public oral presentations subjects of their choice to an interdisciplinary audience and, in addition to improving their public speaking skills, they gain expertise in using presentation aids, in analysing oral argument, in assessment of their own speaking skills and in evaluating the effectiveness of the presentations of others. Persuasive skills and principles will also help the student to be better communicator.

**COM 344 Integrated Marketing Communication (8 credits) NQF 7**

This module involves an in-depth study of all the elements of the marketing communication mix (product, price, place and promotions) and the promotional or marketing communications (marcoms) mix and their implementation within an organisation. The promotional elements include advertising, personal selling, sales promotion, direct response marketing, publicity/marketing public
relations, sponsorship, relationship marketing and interactive/internet marketing. Methods of evaluating the marketing communication effort are also addressed. A practical project will entail the creation of an integrated marketing communication’s plan for an actual organisation, based on a research survey to establish market needs.

*Prerequisites: PRL 201 Public Relations I, and PRL 212 Public Relations II*

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

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

**CPT 125 End User Computing II (12 credits) NQF 5 (Arts & Business)**

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

Prerequisite: CPT 116/CPT 118 End User Computing I

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

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

Prerequisite: CPT 116/CPT 118 End User Computing I

**CPT 133 End User Computing IA**

The module provides students with the mastery of the alphanumeric keyboard using MS Word, with an emphasis on controlled speed, the correct display of basic documents, and a speed objective of 25-30 words per minute. Computerized diagnostic tests identify individual weaknesses and levels of proficiency.

**CPT 134 End User Computing IB**

The module provides students with keyboarding techniques to master the keyboard by improving their speed and accuracy. The module also includes the use of basic word processing functions in typing paragraphs, memorandums, letters, papers, reports and advertisements.
CPT 244 Intermediate Excel (12 credits) NQF 6
Intermediate Excel is a study of spread sheet usage for solving problems in a business environment. Students will develop professional spread sheets in solving business-related problems in areas of finance, operations, marketing and personnel. Some of the topics that will be covered include: embedded worksheets and charts, financial formulas and functions, amortization schedules, data tables, templates, macros, formula auditing, data validation, complex problem solving, the import of data, Pivot Charts, PivotTables and trend lines. **Prerequisites:** CPT 125 End User Computing II; and CPT 141 Excel

ECN 221 Micro Economics (12 credits) NQF 6
This module is primarily concerned with the study of the economic principles, the specific market environments and it influences business activity. Furthermore, it explores how economic theories are used to explain how people produce and consume. Topics include: scarcity and choice, individual goods and markets and the price mechanism, production possibility curve, opportunity cost, price elasticity of demand and supply, consumer choice theory, production costs, market structures, pure competition, monopoly, monopolistic competition, oligopoly, labour markets, income distribution, poverty and discrimination, and environmental economics. **Prerequisite:** MGT 141 Principles of Management

ECN 222 Macro Economics (12 credits) NQF 6
This module is a study of the interface between external economic environment and business. It is also an analysis of national income and expenditure according to both neoclassical and Keynesian theories. Topics include: economic growth, business cycles, inflation, recession and the variables that influence these conditions, money supply, employment and unemployment, gross domestic products, fiscal policy, monetary policy, international trade and finance, economies transition and modern banking systems. **Prerequisite:** ECN 221 Micro Economics

ENG 111 Principles of English I (16 credits) NQF 5
English 111 is designed to prepare you for the writing that you will do in other College modules. The module focuses on, amongst others,
vocabulary, grammar which involves understanding the communication function of sentences, understanding relations between parts of texts, metaphorical expressions and other important grammatical concepts. It aims to equip you with knowledge, experience and skills necessary for the rigour of formal College writing. Therefore, the module includes exercises on structure and mechanics and instructions in the principles of composition.

**ENG 112 Principles of English II (16 credits) NQF 6**
The module introduces the student to a broad spectrum of aspects in English study. It aims to develop and provide the student with practice in various writing skills thereby enabling the student to write effectively in various academic disciplines. It promotes the use of critical thinking and serves to develop the skills of analysing, synthesizing, summarizing and reading from a critical perspective.

*Prerequisite: ENG 111 Principles of English I*

**ENG 142 Academic Writing (16 credits) NQF 6**
This module introduces the student to a broad spectrum of aspects in English study. It aims to develop and provide the student with practice in various writing skills thereby enabling the student to write effectively in various academic disciplines. It promotes the use of critical thinking and serves to develop the skills of analysing, synthesizing summarizing, using grammar correctly, and reading from a critical perspective.

**ENG 234 Business Language (12 credits) NQF 5**
The module focuses on writing correctly and the essentials for effective communication. It emphasises the different forms of business correspondence, and affords students the opportunity to plan, compose, and revise their writing. It includes language usage, mechanics, communication process, channels, and principles of semantics.

**FNC 287/FNC 387 Business Finance (12 credits) NQF 6**
This module introduces the basic concepts and models of modern financial management. Students will learn how financial decisions fit into the world of business, decision-making, and how these choices
pose challenges and opportunities for organizations and individuals. Major topics include the time value of money, capital budgeting, the trade-off between risk and return, security valuation, and risk management.

Prerequisites: ACC 152 Financial Accounting IB; ACC 156 Business Accounting IB; MTH 122 Business Mathematics, and MTH 225 Business Statistics

FNC 303 Principles of Finance (12 credits) NQF 6
This module introduces the discipline of finance in an organizational setting. Students will learn how financial decisions fit into the world of business decision-making and how these decisions pose problems, challenges and opportunities for organizations and individuals. The module begins with introducing the concept of time value of money and progresses to other topics such as risk and return, capital budgeting, cost of capital and long-term financial policy, and short-term financial planning and management.

Prerequisites: ACC 151/201 Financial Accounting IA; and MTH 122 Business Mathematics

FNC 399 Corporate Finance (12 credits) NQF 7
The module builds on the foundation set in FNC 387 Business Finance. Students will utilise prior knowledge to understand more complex topics present in financial decisions faced by financial managers and accountants in the corporate world. The module focuses on valuations, capital budgeting and risk analysis, capital structure, leases, derivative securities and international financial management.

Prerequisite: FNC 387 Business Finance

HLD 122 Principles of Health: General / HLD 226 Personal Health & Safety (8 credits) NQF 5
This module introduces health principles within the framework of the Scriptures, the Advent Health message and current medical practices. Principles of health will be examined in light of the learners understanding of healthy lifestyle practices and how these principles may be integrated into individual lifestyles and applied within the greater environmental and social contexts.
HLD 123 / 125 HIV/AIDS Education / HIV/AIDS in the Workplace (4 credits) NQF 5
This module provides a study on the key components surrounding HIV infection, care and management. In countries where more than 1 in 5 people are HIV positive this module shares skills training for prevention, information dissemination and basic counselling in HIV and AIDS. This pandemic touches the lives and workplaces of every African; this module aims to help prevent, manage and mitigate the impact of HIV/AIDS both in the workplace and community.

HOM 115 Office Management IA (12 credits) NQF 5
The module focuses on the principles and skills necessary for success in a contemporary office. It covers office design and layout, health and safety in the work place and ergonomics. It also covers scheduling appointments, event management, meetings, postal services, travel arrangement, handling group conflict and effective time management.

HOM 116 Office Management IB (12 credits) NQF 5
The module is an introduction to supervision and office records management. It focuses on essential supervisory skills and fundamental principles of office records management of both paper and electronic records which are essential for managing a contemporary office. It covers the decision making process, supervisory planning and organizing; understanding and managing workgroups. It also includes the different methods of filing systems and simulated exercises for practical application.

Prerequisite: HOM 115 Office Management IA

HOM 120 Business Computing IA (12 credits) NQF 5
The student will master both the alphabetic and numeric keyboarding on the computer by touch. Basic micro-computer skills will be presented. The emphasis is on accuracy and a speed of 25 words a minute. Computerized diagnostic tests identify individual weaknesses and levels of proficiency. The module will introduce the basic functions of MS word in typing simple documents.

HOM 121 Business Computing IB (12 credits) NQF 5
This module covers MS Word, Excel, and PowerPoint. It consists of useful exercises that can be applied in the office. Students are
required to create, edit and format a wide variety of documents, spreadsheets and presentations, that can range from being uncomplicated to thought-provoking in complexity. Content is presented in a practical way, and all assessments are practical. In MS Word, multi-page research papers, reports, tables, flyers and bulletins are some of the documents which will be created, edited, and formatted. In MS Excel, numeric data will be entered edited and formatted. A wide range of formulas will be used to make simple to complex calculations. The appearance of the data will also be enhanced with the use of charts and tables. In MS PowerPoint, slide show presentations will be created and edited with the use of images, video clips and sound effects. A huge variety of objects, animations, and transitions will also be used to improve the delivery of presentation

Prerequisite: HOM 120 Business Computing IA

HOM 135 Business Administration IA (12 credits) NQF 5
This module is an introduction to the business environment. The following topics will be covered: creating a business, financing a business, marketing a business and managing a business. It exposes the student to the basics of economic structures, international trade, entrepreneurship, securities, marketing concepts, management functions, human resource management, and information technology and operations management.

HOM 136 Basic Law (12 credits) NQF 5
The module equips the student to perform a variety of responsible legal and human resources functions. It provides a suitable background understanding of the litigation procedures and court structure. It covers contracts, offers and acceptances, leases, sales, credit agreements, and employment. Topics covered include recruitment, selection, training, motivation, labour relations and direction of employees with a view to maintaining their productivity and morale at high levels.

Prerequisite: HOM 135 Business Administration IA

HOM 145 Communication IA (8 credits) NQF 5
The module focuses on writing correctly and the essentials of effective communication. It emphasizes the different forms of business correspondence, and affords the opportunity to plan, compose and
revise writing. It includes language usage, mechanics, the communication process, channels and principles of semantics.

**HOM 146 Communication IB (12 credits) NQF 5**
The module focuses on the study of the communication process, the interpersonal and intercultural, channels of communication and the self-concept. It will also cover verbal and nonverbal communication, barriers to communication and listening. The students will acquire practical knowledge to apply these principles to everyday interactions.
*Prerequisite: HOM 145 Communication IA*

**HOM 155/HOM 156 Work Integrated Learning A (8 credits) & B (4 credits) NQF 5**
These modules provide an exposure to the workplace. It gives the students an opportunity to apply the knowledge and skills learned to real work situations in an organization. Areas of work may include typing, records management, office management, arranging meetings, events, scheduling appointments, customer care, accounts, emails, database, compiling documents, reports and public relations.

**HOM 170 Introduction to Public Relations (12 credits) NQF 5**
An introductory module that emphasizes the process and practice of public relations (hereinafter PR) in contemporary business and not-for-profit institutions. The scope, development and practice of PR is covered. The concepts in PR that are dealt with are: research, planning of a PR event, effective execution of an event and evaluation of public relations effectiveness. Effective print-ready messages for the mass media and electronic media are taught against the background of a real-life PR event.

**HOM 180 Basic Accounting (12 credits) NQF 5**
This is an introduction to basic accounting module, designed to equip with skills necessary to keep and maintain a set of accounts from source documentation and books of prime entry to trial balance. Topics covered include: Value Added Tax (VAT) the rules of double entry, subsidiary journals, the general ledger and trial
balance, bookkeeping for different inventory systems, as well as bank and creditors reconciliations. This course will provide skills for the student to be able to process monthly financial transactions and will provide the essential accounting tools for the workplace. During the course students will practice entering data into journals, posting to ledgers, balancing the ledgers, performing trial balances, and entering adjustments into the records.

**LAW 115 / 215 Business Law I (12 credits) NQF 6**

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

*Prerequisite: MGT 141 Principles of Management*

**LAW 218 / 318 Industrial Relations (12 credits) NQF 7**

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

*Prerequisite: MGT 141 Principles of Management*

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

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

*Prerequisite: LAW 115 / LAW 215 Business Law I*

**LAW 325 Company Law / LAW 316 Business Law III: Company Law (12 credits) NQF 7**

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

*Prerequisite: MGT 141 Principles of Management*

**MGT 108 Introduction to Business (12 credits) NQF 5**

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

**MGT 141 Principles of Management (12 credits) NQF 6**

A study of the principles of business management, including an analysis of business policies viewed from the standpoint of management process and current issues in management. Topics covered include: the evolution of management thought, business environment, management functions, organization design, strategic planning, managing change, team building, and managing business functions: production, marketing, finance, human resources, and information management.
MGT 145 Human Resource Management I / MGT 245 Human Resource Management (12 credits) NQF 6
This module focuses on the context and functions of personnel administration in the organization; administration and management practices in human resource planning, recruitment, selection, advertising, induction, training and development; administration and management practices of job evaluation, performance appraisal, incentive systems, remuneration systems and compensation policies; management of labour turnover and absenteeism; flexitime administration; administration of social responsibility projects; and personnel audits.
Prerequisite: MGT 141 Principles of Management

MGT 201 Stress Management (12 credits) NQF 7
Managers go through stressful situations and the ability to manage stress is not only necessary but important to their success. This module sets out to provide students with an understanding of the theory and practices of stress management, including the signs and symptoms of stress, the identification of stressors in a person’s life, increasing stress tolerance and handling stress, and implementing change.
Prerequisites: MGT 141 Principles of Management

MGT 207 Business Communication (12 credits) NQF Level 6
The module covers the essentials of effective business communication. It includes the correct language usage required for effective communication, and emphasizes the acceptable formats for different forms of business correspondence. The module also focuses on developing communication ability in interpersonal communication, business presentations, conducting business meetings, and employment communication.
Prerequisite: MGT 141 Principles of Management

MGT 221 Human Resource Management IIA: Personnel Administration & VIP (12 credits) NQF Level 6
This module equips students with practical system knowledge in Human Resource Management as well as the ability to use the VIP
computerised package effectively. The VIP payroll system is one of the most widely used electronic payroll and Human Resource Management packages in South Africa which provides tools to assist with employee information management and employee transaction. Topics covered will include: how to record and maintain personnel information on the VIP system, performance management, performance review information, creating a personal development plan, job and position management, employee management, adding and terminating employees as well as all employee transactions, leave management, generating basic reports, i.e. list reports, grid reports and graphic reports, generating detailed reports, generating reports needed for statutory returns e.g. Skills Development and Employment Equity. Students will also gain an understanding of the Skills Development Act as well as Sector Education and Training Authorities (SETAs).

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

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

This module is a study of the application of behavioural sciences to management and an examination of contemporary theories and principles of human behaviour. Topics include personality, attitudes, motivations, perceptions, communication, team dynamics, decision-making, leadership, organisational change, conflict, negotiation and structure. The purpose of the module is the application of this knowledge towards improving an organisation’s effectiveness.

Prerequisites: MGT 141 Principles of Management; and MGT 145 Human Resource Management I: Fundamentals of HRM or MGT 245 Human Resources Management

MGT 230 Project Management (12 credits) NQF 7

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

Prerequisites: MGT 141 Principles of Management; ACC 152 Financial Accounting II; and CPT 125 End User Computing II

MGT 231 Industrial Psychology IIA: Labour History & Policy Studies

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

Prerequisite: MGT 145 Industrial Psychology I

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

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

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

**MGT 238 Supply & Purchase Management (12 credits)**

This module focuses on the design, analysis, planning and practice of purchasing and supply chain management, with an emphasis on industrial buying behaviour decision-making in purchases, i.e. quality control, source of supply, pricing, legal consideration and standard of performance. Topics covered include: the role of purchasing and supply chain; inventory, logistics, industrial buying behaviour; the purchasing management process; buying business services; contract management for complex projects; designing effective purchasing strategies; outsourcing and strategic alliances; purchasing performance measurements and governance; supply management tools and techniques, and how purchasing and supply professionals can contribute sustainability.

*Prerequisite: MGT 141 Principles of Management*

**MGT 250 / 350 / 452 Business Ethics (12 credits)**

This module is a study of managerial approaches for operating business ethically. The module emphasizes business decision-making from an ethical standpoint. It covers ethical issues in business, corporate governance, philosophical approaches to ethics, corporate social responsibility, human rights, ethics in managing business, handling fraud, whistle blowing, code of ethics, ethics training, institutionalizing ethics, and global ethical issues.

*Prerequisite: MGT 141 Principles of Management*
MGT 291 Work Integrated Learning (Management Diploma) (8 credits) NQF 7
This module provides the student with exposure to practical business situation and provides ‘hands-on’ experience. Furthermore, it provides students with an opportunity to apply their theoretical knowledge to real work situations in an organization, thus preparing students to effectively perform job duties. All students in the Faculty of Business are required to engage in Work Integrated Learning (WIL) and gain this useful experience. Areas of exposure should include: front office management, human resources management purchases and supply management, production department, marketing department, strategic management, quality assurance, and project management.
Prerequisites: All 1st year modules; all 2nd year 1st semester modules; MGT 245 Human Resources Management; LAW 215 Business Law I; and MKT 220 Principles of Marketing

MGT 292 Work Integrated Learning (Management Degree) (12 credits) NQF 7
This module provides the student with the exposure to practical business situation and gives ‘hands-on’ experience. Furthermore, it provides the students with an opportunity to apply their theoretical knowledge to real work situations in an organization, thus preparing students to effectively perform job duties. Hence all students in the Faculty of Business are required to engage in Work Integrated Learning (WIL) and gain this useful experience. Areas of exposure should include: front office management, human resources management, purchases and supply management, production department, marketing department, strategic management, quality assurance, and project management.
Prerequisites: All 1st year modules; all 2nd year 1st semester modules; MGT 141 Principles of Management; MGT 245 Human Resources Management; LAW 215 Business Law I; and MKT 220 Principles of Marketing

MGT 305 Insurance & Risk Management (12 credits) NQF 7
This module deals with risk exposures and how these risks are addressed. Risk management is a life-long process that involves
five steps: identification, evaluation, control, financing and monitoring. Risks can be managed with control techniques or can be financed using insurance. The module covers different types of insurance, life, health and disability, and home, property and automobile insurance, and includes methods to calculate insurance needs. Also included is an analysis of business and financial risks and the identification and management thereof. The module will also address quantitative aspects of insurance and risk management.

*Prerequisites: MGT 141 Principles of Management; and MTH 122 Business Mathematics*

**MGT 308 Business Communication (12 credits) NQF 6**

The focus is on the essentials of effective business communication and developing communication ability in interpersonal communication, team communication, oral presentations and conducting business meetings. It prepares the students in writing effective messages, communicating through the social media and new technology in business. It also covers emotional intelligence and reducing bias in communication.

*Prerequisite: MGT 141 Principles of Management*

**MGT 310 Performance Management / MGT 311 Human Resource Management IIIA: Performance Management (12 credits) NQF 7**

A survey of the objectives and issues associated with performance management in organizations. Topics include: studies in performance evaluation, goal setting to benchmark individual and team performance, managing individual performance, managing team performance, managing organizational performance, conducting performance reviews, job analysis and evaluation, personnel recruitment, selection and assessment, training and development, and compensation and benefits.

*Prerequisites: MGT 141 Principles of Management; and MGT 145 Human Resources Management I: Fundamentals of HRM or MGT 245 Human Resources Management*
MGT 312 Human Resource Management IIIB: Human Resource Development (16 credits) NQF 7

This module seeks to evaluate, analyse and apply techniques which will promote the training and development of human resources within workplace and community. The module will examine the role of human resource development (HRD) in the organization to help people and organizations to effectively manage change. Emphasis will be given to strategies for assessing, designing, and implementing training and organizational development efforts that positively impact the performance of the individual and the work group. Topics covered will include: change interventions – including training and staff development; succession planning and performance management; factors that influence HRD; the consulting role and skills of the HRD professional – including facilitation and group dynamics; and the trends in HRD, such as human performance technology and the work out process model.

Prerequisite: MGT 338 Industrial Psychology IIIA: Negotiation, Mediation, & Bargaining

MGT 315 / 405 Production & Operations Management (16 credits) NQF 7

This module addresses the analysis of problems and issues faced by production/operations managers in manufacturing and service industries. Concepts and techniques include operations scheduling, quantity control, plant layout, facility location, line balancing and queuing theory, production and inventory controls, forecasting and linear programming, supply chain management, and logistics management. Both qualitative and quantitative techniques of operations in management will be covered.

Prerequisites: MGT 141 Principles of Management; and MTH 225 Business Statistics

MGT 316 International Management (12 credits) NQF 7

A study of the global environment of business including aspects of the global macroeconomic, political and cultural environments; international competition; and modes of entry into foreign markets. The module also addresses the management of
international collaborative initiatives; organizing international operations; multinational corporations’ strategies; international human resources management; and communication, leadership, and motivating human resources across borders and cultures; and finally, managing technology and knowledge across borders.

Prerequisites: MGT 141 Principles of Management; and MKT 220 Principles of Marketing

MGT 325 Entrepreneurship (12 credits) NQF 6
Entrepreneurship is the cornerstone of all business activity. This module deals with the principles, processes and management problems of establishing and operating new business ventures and small businesses in relation to the changing business environment and market opportunities in the South African context. Topics covered include new venture management, a procedural system for establishing new businesses, providing physical facilities, financing, organizing, marketing, the management of small business and revitalizing mature/declining organizations.

Prerequisites: ACC 152 Financial Accounting IB; ACC 156 Business Accounting IB; ECN 222 Macro Economics; MGT 141 Principles of Management; and MGT 245 Human Resources Management

MGT 326 Small Business Management (12 credits) NQF 7
This module is a study of principles and challenges of establishing small businesses. It also discusses entrepreneurship and the role of entrepreneurs in economic development. Topics covered will include the qualities of entrepreneurs, the procedural system for establishing a new business, forms of organization, legal aspects, physical facilities, financing, marketing and managing a small business and government mechanisms for supporting small businesses in South Africa.

Prerequisites: ACC 156 Business Accounting IB; ECN 222 Macro Economics; MGT 141 Principles of Management; and MGT 245 Human Resources Management
MGT 328 Supply & Purchase Management (12 credits) NQF 7
This module deals with the analysis, planning and practice of purchasing and supply chain management, with an emphasis on quality control, source of supply, pricing, legal consideration and standard of performance. Topics include: location, inventory, logistics, information and business, product design and marketing, after sale services, outsourcing and strategic alliances. Focus is on the design and management of a complete purchasing process and supply strategy.
*Prerequisite: MGT 141 Principles of Management*

MGT 338 Industrial Psychology IIIA: Negotiation, Mediation, & Bargaining (12 credits) NQF 7
Industrial Psychology IIIA introduces students to fundamental theories surrounding the dynamics of disputes and the models of negotiations and mediation. It is designed to familiarize the student with the basic structures, strategies, tactics and techniques involved in collective bargaining and negotiations. Negotiation ability is an essential skill required for a Human Resource Manager. Topics include: the nature of negotiation; strategy and tactics of distributive bargaining and integrative negotiation planning; integrative negotiation; negotiation, planning, and strategy; perception, cognition, and emotion; communication and the negotiation process; power; and ethics.

MGT 338 Industrial Psychology IIIB: Psychometrics (12 credits) NQF 7
This module provides an overview of the theory and practice of psychometric testing of individuals and groups in the following domains: the assessment of young children, physically disabled individuals, the mentally challenged, and individuals with chronic conditions; measurement of cognitive functioning; measurement of affective behaviour, emotional adjustment and well-being; personality; career counselling and workplace assessment; values and spirituality; and computer-based testing. Particular emphasis is placed on the administration of tests, evaluation of the
psychometric properties of tests, and strengths and limitations of available instruments, and issues relating to the adaptation of tests to the multi-lingual and multi-cultural context of South Africa.

*Prerequisite:* MGT 105 *Industrial Psychology I*; MTH 225 *Business Statistics*

**MGT 345 Business Research Methods (12 credits) NQF 7**

This module is a study of the principles of business research techniques and methods. The module affords an opportunity to begin with an idea, refine that idea into a research question or statement, and apply the principles of research. It focuses on fundamental philosophies, literature review, research methodologies, and data collection methods. The module also covers qualitative and quantitative data analysis, drawing conclusions, and writing a research proposal.

*Prerequisites:* Prerequisite: MGT 145 *Human Resource Management I: Fundamentals of HRM* or MGT 245 *Human Resources Management*; and MTH 225 *Business Statistics*

**MGT 366 Diversity Management (12 credits) NQF 7**

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

*Prerequisites:* MGT 141 *Principles of Management*, MGT 245 *Human Resources Management*; and MGT 310 *Performance Management*
MGT 380 Business Research Project (8 credits) NQF 7
The module emphasizes the application of research techniques and using statistical methods for data analysis. A research project of 10,000 to 12,000 words will be undertaken after the final approval of the research proposal in the area of study. It focuses on data collection, data analysis, testing of hypotheses, drawing conclusions and making recommendations, and writing and presenting the project.
*Prerequisites: MGT 345 Business Research Methods; and MTH 225 Business Stats.*

MGT 390 / 445 Business Strategy (12 credits) NQF 7
This is a capstone module that is designed to develop skills to view a business organization from a top management perspective and provide strategic leadership. This includes, skills to conduct a business environment analysis, identify strategic issues and determine set strategic direction, generate alternatives and propose a programme or a strategy to address the issues and achieve the strategic goals. Attention is given to developing strategies, matching organizational resources to the strategy, achieving a strategic competitive advantage, and lead the organization to greater heights.
*Prerequisites: ACC 152 Financial Accounting IB / ACC 156 Business Accounting IB; MGT 245 Human Resources Management; and MKT 220 Principles of Marketing*

MGT 393 Strategic Management (12 credits) NQF 7
This is a capstone module that integrates various functional business areas. It is designed to train students to look at a business organization from a top management perspective and provide leadership at the corporate level, and analyse and identify strategic issues in an organization and propose alternative solutions to address them. Attention is given to analysing the business environment, developing strategies, matching organizational resources to the strategy, achieving a strategic competitive advantage and successfully implementing a strategic plan.
*Prerequisites: MGT 141 Principles of Management*
MGT 445 / 390 Business Strategy (12 credits) NQF 7
This module is a capstone module that integrates the functional business areas in strategic management. It is designed to train students to look at the business organization from a top management perspective and provide leadership at the corporate level, as well as analyse and identify strategic issues in an organization and propose alternative solutions to address them. Attention is given to analysing business environments, develop strategies, matching organizational resources to the strategy, and achieving strategic competitive advantages.

Prerequisites: ACC 152 Financial Accounting IB / ACC 156 Business Accounting IB; MGT 245 Human Resources Management; and MKT 220 Principles of Marketing

MGT 452 / 350 Business Ethics (12 credits) NQF 7
This module is a study of managerial approaches for operating business ethically, and emphasises business decision-making from an ethical standpoint. It covers ethical issues in business, corporate governance, philosophical approaches to ethics, corporate social responsibility, human rights, ethics in managing business, handling fraud, whistle blowing, code of ethics, ethics training, institutionalizing ethics, and global ethical issues.

Prerequisite: MGT 141 Principles of Management

MKT 220 Principles of Marketing (12 credits) NQF 6
This module emphasizes concepts and issues underlying the modern practice of marketing. The role of marketing in the organization and society is examined. Module content includes: marketing concepts, the marketing environment, customer relationships, marketing strategy, consumer behaviour, creating value for target customers, advertising and public relationships, direct and online marketing, and creative competitive advantage. The marketing process is analysed through the four main decision areas of products and services, distribution, promotion, and pricing.

Prerequisite: MGT 141 Principles of Management
MKT 312 Retail Management (12 credits) NQF 7
The study of the management of retail operations is studied in this module. Topics include store location and layout, merchandise buying and planning, legal and ethical issues, promotion, pricing, human resources management, financial planning, information systems, and customer services.
Prerequisite: MGT 220 Principles of Marketing

MKT 340 Consumer Behaviour (12 credits) NQF 7
This module is a study of the consumer decision-making process where behavioural science is combined with marketing theory to enable the marketer to understand and predict consumer behaviour in the various stages of the buying decision. Topics covered include: consumer motivation, personality, learning and attitude, and the influence of family and culture in consumer decision-making.
Prerequisite: MKT 220 Principles of Marketing

MTH 049 Basic Mathematics I (16 credits) NQF 5
This module provides a comprehensive study of basic mathematical skills, and will provide a strong mathematical foundation in the application of mathematical concepts and serve as a basis for further studies in mathematics. Topics include: fractions; ratio proportion; solving equations and inequalities; operations of polynomials; factorization; percentages; measurements and basic geometry; and creating and interpreting graphs. The module therefore focuses on a basic understanding of mathematics concepts.

MTH 060 Basic Mathematics II (12 credits) NQF 5
Basic Mathematics II is a follow-on module which addresses the development of a basic understanding of mathematical skills and algebraic fundamentals. Topics included in Basic Mathematics I will be continued: properties of whole and real numbers; basic operations; fractions; solving equations and inequalities; decimals; ratio and proportion; operations of polynomials; factorization; percentages; measurements and basic geometry; and creating and interpreting graphs.
Prerequisite: MTH 049 Basic Mathematics I
MTH 106 Commercial & Financial Maths (12 credits) NQF 5
This module will provide an understanding of mathematical concepts and skills with an emphasis on commercial and financial mathematics. It provides a solid foundation for application in day-to-day business situations and for the further study of mathematics. Topics include: properties of whole and real numbers, basic operations, fractions, solving equations and inequalities, decimals, ratio and proportion, operations of polynomials, factorization, percentages, measurements and basic geometry, time value of money, creating and interpreting graphs, and foundational statistical concepts.
Prerequisites: MTH 060 Basic Maths II; or passing a Maths Placement Test

MTH 122 Business Mathematics (12 credits) NQF 5
This module will provide an understanding of mathematical concepts and skills with an emphasis on commercial and financial mathematics. It provides a solid foundation for application in day-to-day business situations and for the further study of mathematics. Topics include: properties of whole and real numbers, basic operations, fractions, solving equations and inequalities, decimals, ratio and proportion, operations of polynomials, factorization, percentages, measurements and basic geometry, and creating and interpreting graphs. Furthermore, it will cover the mathematics of finance such as the time value of money, compound interest, annuities, sinking funds, the nature of counting such as the permutations and combinations nature of buying and selling mark-ups and markdowns, and elementary notations of probability and statistics.
Prerequisites: MTH 060 Basic Maths II or MTH 106 Commercial & Financial Maths; or passing a Maths Placement Test

MTH 225 Business Statistics (12 credits) NQF 6
This module deals with descriptive and inferential statistics as well as probability concepts, normal, binomial, and Poisson distributions, and sampling distributions. It also includes confidence intervals and tests of hypotheses, basic quality control evaluation; time series analysis including trend, seasonal and cyclical computations; and index numbers, linear regression and
correlation with an introductory approach to non-linear, multiple, partial and rank correlation. Tools include Chi-Square tests of statistical independence; analysis of variance; simple linear regression and correlation; multiple linear regression; and extrapolative techniques such as moving averages and exponential smoothing. Emphasis is placed on problem definition, construction of statistical models, analysis of data, and the interpretation of results.

*Prerequisite: MTH 122 Business Mathematics*

**PRL 201 Public Relations I (12 Credits) NQF 7**
An introductory module that emphasises the process and practice of public relations (hereinafter PR) in contemporary business and not-for-profit institutions. The scope, ethics, development and practice of PR is covered. Public relations in relation to communication, marketing, advertising and the promotional mix is clarified. The concepts in PR that are dealt with are: research, planning of a PR event, effective execution of an event and evaluation of public relations effectiveness. Effective print-ready messages for the mass media and electronic media are taught against the background of a real-life PR event.

*Prerequisite: COM 101 Communication Theory*

**PRL 212 Public Relations II (12 credits) NQF 7**
Examines the characteristics of successful public relations campaigns. Emphasis is given to public relations planning and evaluating. Important areas of emphasis are the planning of effective responses to specific audiences before, during and after periods of crisis, as well as corporate identity programmes, industrial relations and corporate responsibility programmes.

*Prerequisite: PRL 101 Public Relations I*

**PRL 310 Advanced Advertising (12 Credits) NQF 7**
This module will cover basic advertising principles and practice; applications of these principles through the creation of advertising ideas, and advertisements for electronic and print media. The content is divided into four main parts: Part One covers the process of advertising and integrated brand promotion in business and society. Part Two deals with advertising planning by way of
analysing advertising and integrated brand promotion environments. Part Three entails the preparation of the advertising message. Part Four comprises the placing of the message in conventional and new media.

Prerequisites: COM 102 Communication Theory; PRL 201 Public Relations I; and PRL 212 Public Relations II

PSY 101 Fundamentals of Psychology (12 credits) NQF 6
This module provides the student with a broad introduction to the principal subject areas that make up the scientific study of human behaviour. This module is designed to lay a foundation of the structure and basic scope of psychology, helping the student to develop an understanding of psychological processes and how different fields encountered in subsequent modules are related.

REB 117 Values, Character & Personal Enrichment I (8 credits) NQF 5
This module focuses on the importance of values and character as essential ingredients of successful career and personal enrichment. In line with the mission of the institution to provide values-based education this module covers the values necessary in citizenship, workplace and in personal life. It also covers the values as outlined in the United Nations Charter, and the Christian worldview. The module further explores inward disciplines such as prayer and personal devotions; outward disciplines such as community engagement; and corporate disciplines such as stewardship of environment and abilities, and moral philosophy.

REB 217 Values, Character & Personal Enrichment II (8 credits) NQF 5
This module outlines the importance of values and how they are related to character and personal enrichment. These ideas are firstly examined as general concepts and secondly in relation to particular belief systems, specifically in the context of the Seventh-day Adventist Church. The module therefore also highlights the distinctive beliefs of Seventh-day Adventism and their practical worth for character development and personal enrichment in both private and public life.

Prerequisite: REB 117 Values, Character & Personal Enrichment I
REB 317 Values, Character, & Personal Enrichment III (8 Credits) NQF 5
This module concerns itself with the values, character development and personal enrichment acquired from studying the life of Jesus as revealed in the Gospels. It begins with a brief geographical and historical overview of the holy land. The module then focuses on the values, character development and personal enrichment enshrined in the life and teachings of Jesus Christ. These include the concepts of forgiveness, work ethic and honesty, caring for others, stewardship - caring for the environment, how to deal with stress and discouragement, and servant leadership. Students will also learn from the ultimate sacrifice which Jesus made.

Prerequisite: REB 217 Values, Character, & Personal Enrichment II.
Faculty of Theology

The Faculty of Theology at Helderberg College of Higher Education is responsible for preparing pastors for ministry in the Seventh-day Adventist Church. On completion of our four-year Bachelor of Arts in Theology degree, students will be eligible for employment and training as interns in the Conferences of the Southern Africa Union Conference of the Seventh-day Adventist Church (SAU). As an institution of higher education, accredited by both the Adventist Accrediting Association (AAA) and the Council of Higher Education (CHE), our graduates may find employment in the SDA Church globally as well as qualify for postgraduate studies at South African public universities. In addition to theology proper, students will be taught skills in areas that include pastoral counselling, evangelism, mission work and biblical studies.

Faculty Dean: Platts, Adrian, PhD (Systematic Theology)

Lecturing Faculty
Appollis, Edward – DMin (Leadership)
Chalice, Leander – MA (Ancient Near Eastern Studies)
Hachalinga, Passmore – DMin (Leadership)
Letseli, Tankiso – D Litt et Phil (New Testament)
Musvosvi, Simbarashe – DMin (Pastoral Care/Ministry)
Plaatjes, Calvin – DTh (Practical Theology)

FACULTY MISSION STATEMENT

The Faculty of Theology commits itself to foster the knowledge and love of God through its scholarly engagement within the Christian tradition. The Faculty has positioned itself for the training of value driven leaders for the Seventh-day Adventist Church and society alike. It further commits itself to rigorous scholarly inquiry, spiritual formation, social justice and practical engagement in a variety of ways, empowering students to develop their knowledge and sharpen their skills for their personal benefit and that of society at large.
PROGRAMMES OFFERED

Bachelor of Arts in Theology – 4 Years NQF Level 7

ADMISSION REQUIREMENTS

Apart from the general requirements mentioned in the Admissions section, the following apply specifically to the Bachelor of Arts (Theology).

APPLICANTS WITH NATIONAL SENIOR CERTIFICATE (FROM 2009)

The following institutional requirements apply:

1. Programme-specific APS scores:

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Minimum APS Pre 2009</th>
<th>English Other Language Mathematics/ Mathematical Literacy</th>
<th>Life Orientation</th>
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<tr>
<td>Bachelor of Arts (Theology)</td>
<td>26</td>
<td>4 (50-59%) or better</td>
<td>2 (30-39%) or better</td>
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2. All applicants are required to pass the compulsory National Benchmark Test (NBT) during orientation. Students who fail or do not take the examination are required to register for ENG 111 and ENG 112 in lieu of ENG 142.

3. Applicants for the Bachelor of Arts (Theology) must supply recommendations from:
   a) Their local Seventh-day Adventist church board, together with the Recommendation Form for Ministerial Training completed by the church board;
   b) Their local church Pastor; and
   c) Their respective Conference President together with their application.

4. All applicants must have been baptized for at least two years.

5. Divorced applicants must provide a SAU Ethics Committee clearance certificate.
APPLICANTS WITH SENIOR CERTIFICATE (BEFORE 2009) OR FOREIGN HIGH SCHOOL QUALIFICATION

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

Points Rating Table & Points Rating Calculations Guide

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

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Higher Grade</th>
<th>Standard Grade</th>
<th>A Level</th>
<th>O Level</th>
<th>Subsidiary Level</th>
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<tr>
<td>A</td>
<td>8</td>
<td>6</td>
<td>10</td>
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<td>Pass 5</td>
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<td>3</td>
<td>1</td>
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</tbody>
</table>

Add 2 points for seven Senior Certificate or O-Level subjects.
25 & above - Unconditional acceptance. A full study load may be taken.
18 to 24 - Conditional acceptance. The student may be required to take a lighter study load or remedial language modules from the outset or further study skills modules if their academic progress should be unsatisfactory. If a lightened study load or remedial modules are taken it is unlikely that such students will be able to complete the full programme within the minimum prescribed period.

Below 18 - Admission will not be granted.

PROGRAMME REQUIREMENTS

Additional practical aspects include a required 150 hours’ literature ministry. A minimum of 75 hours must be completed during the vacation periods. The remainder (no more than 50% of the requirement) may be completed during the semester on a part-time basis. Each student is required to complete an introductory course in literature evangelism before starting to canvass.

During the second, third and fourth years of study the students will serve every alternate week in local churches, as determined by the Faculty.

Each Theology student is required to attend Practicum lab periods weekly in order to meet the requirements for their practicum modules. Part of the Practicum requirements are the regular attendance of the weekly Theology Forum period. A minimum of 7 per quarter is required for a “Satisfactory” grade for the Pastoral Practicum, or an “Unsatisfactory” grade will be awarded. These grades will become a part of the student’s permanent academic record.

Guide to Module Information as Listed for Each Programme

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

**CODE OF CONDUCT FOR THEOLOGY STUDENTS DURING MINISTERIAL TRAINING**

The BA Theology programme has the primary goal of preparing future pastors and leaders for service in the Seventh-day Adventist Church and is directly related to what is known as the ordination track. The ordination track is the process that Seventh-day Adventist members must follow in order to qualify as ordained pastors of the Seventh-day Adventist Church. Completion of the BA Theology programme at Helderberg College is a part of this process in the Southern Africa Union Conference of the Seventh-day Adventist Church. In order to remain on the ordination track it is necessary that theology students comply with the behavioural and moral standards outlined below.

**Behavioural Expectations and Standards of Moral Conduct required of Theology Students**

I. Theology students must adhere to the baseline of moral conduct as indicated in *the Seventh-day Adventist Church Manual*. These are described under the heading “Reasons for Discipline” (*Seventh-day Adventist Church Manual*, 19th Edition, p. 62), and are listed below:

1. Denial of faith in the fundamentals of the gospel and in the fundamental beliefs of the Church or teaching doctrines contrary to the same.
2. Violation of the law of God, such as worship of idols, murder, stealing, profanity, gambling, Sabbath breaking, and wilful and habitual falsehood.
3. Violation of the seventh commandment of the law of God which reads “You shall not commit adultery” (see *Church Manual*, p. 62 for a complete description of what this command implies).
4. Fornication, which includes among other issues, promiscuity, homosexual activity, incest, sodomy and bestiality.
5. The production, use, or distribution of pornographic material.
6. Remarriage of a divorced person, except the spouse who has remained faithful to the marriage vow in a divorce for adultery or for sexual perversions.
7. Physical violence, including violence within the family.
8. Fraud or wilful misrepresentation in business.
9. Disorderly conduct which brings reproach upon the church.
10. Adhering to or taking part in a divisive or disloyal movement or organization (see Church Manual, p. 59).
11. Persistent refusal to recognize properly constituted church authority or to submit to the order and discipline of the church.
12. The use, manufacture, or sale of alcoholic beverages.
13. The use, manufacture, or sale of tobacco in any of its forms for human consumption.
14. The use or manufacture of illicit drugs or the misuse of, or sale of narcotics or drugs without appropriate medical cause and license.

II. Theology students are expected as far as is possible in the college context to adhere to the “Pastoral Ethics” as outlined in The Seventh-day Adventist Minister’s Handbook, 2009, 40-41. These following requirements are adaptations from the Minister’s Handbook made relevant to those in preparation for church ministry:

1. Maintain a meaningful devotional life.
2. Give complete dedication to the process of preparing for ministry.
3. Be committed to continuing spiritual and professional growth.
4. Initiate and maintain supportive relationships with fellow students recognising that these are future peers in the ministry.
5. Practice strictest professional confidentiality.
6. Support the SDA Church and its employing organization.
7. Manage church and personal finances with integrity and transparency.
8. Theology students should perceive and treat their families as a primary part of their ministry.
10. Relate with propriety to both men and women.
11. Respect the personhood of every individual, without bias and prejudice.
12. Theology students should love those to whom they minister, and be committed to their spiritual growth.

Sanctions for Misconduct
Consequences with regard to the misconduct of Theology students are stipulated as follows:

- Any student who is enrolled in the Theology programme is expected to conform to the moral standards expected of a leader in the SDA Church.
- If a student enrolled in the Theology programme is found to be in violation of the standards indicated above, they risk removal from the ordination track and as such may be ineligible to continue in the Theology programme.
- Removal from the ordination track is not synonymous with expulsion from the College, since the College has other programmes that have no direct relevance to the ordination track.
- If a student’s behaviour is in violation of the Helderberg College code of conduct for students, disciplinary action and sanction, in this regard, is the task of the Helderberg College Disciplinary Committee (DC).
Bachelor of Arts in Theology – 4 Years NQF Level 7

PROGRAMME PURPOSE

The Bachelor of Arts in Theology programme is to provide a student with the necessary skills to perform the basic functions of a spiritual leader within the Christian context of pastoral ministry. The student is provided with the academic knowledge and accompanying skills which will enable the pursuit of further studies in the areas of systematic theology, practical theology, and biblical studies.

The programme is broad-based, which allows the student not only to develop specific skills, but also to be able to make a contribution to the community at large. Furthermore, broad-based learning also equips the student to be critical, analytical and an innovative thinker. It also encourages inter-disciplinary learning.

QUALIFICATION OUTCOMES

- A broad understanding and appreciation of the field of Theology, incorporating the following theological disciplines: i. Systematic Theology; ii. Practical Theology; iii. Biblical Studies; iv. Missiology; and v. Pastoral Care.
- An in-depth understanding of Seventh-day Adventist theology in particular, its practical aspects, and its application in a Southern African context.
- The ability to think and reason theologically with an appreciation of the probable impact of differing theoretical theological models with regard to both faith and behaviour.
- Theoretical knowledge and understanding of the essential components of the Christian faith.
- An understanding and basic proficiency in Biblical Greek and Hebrew (the languages of the Bible).
- Proficiency in skills associated with pastoral servant leadership including: i. Preaching; ii. Teaching; iii. Pastoral counselling; iv. Evangelism; and v. Church administration.
- A thorough working knowledge and familiarity with the content of the Bible, both Old and New Testaments.
GRADUATE ATTRIBUTES

- The ability to apply the theoretical content as well as the practical aspects of the programme into local churches and pastoral districts, especially in a Southern African context with an awareness of cultural, ethnic, class, gender and generational distinctions.

- The following commitments, acknowledging the limitations in assessing and instilling specific attitudes in graduates:
  
  i. A commitment to conducting pastoral duties with integrity and fidelity;

  ii. A commitment to behaving with total professionalism, keeping confidences, showing a strong work ethic, and treating others with respect and understanding;

  iii. A commitment to personal spiritual development and growth by living the faith, heartfelt prayer and Bible study; and

  iv. A commitment to understanding and applying the notion of servant leadership, recognising the requisite need for constant humility in this role.

FURTHER STUDIES

Graduates from the Bachelor of Arts in Theology degree may pursue post graduate studies in at least the following areas: Systematic Theology, Biblical languages, New and Old Testament, Church History, Homiletics, Pastoral Ministry, Evangelism, Missiology, Youth Ministry, Pastoral and Pastoral Counselling. On application for post-graduate studies, certain universities may require bridging work (such as post-graduate diplomas) depending on a student’s chosen area of specialization.

EMPLOYMENT OPPORTUNITIES

The successful graduate may be eligible for employment in pastoral ministry within the Seventh-day Adventist Church. Other related areas of ministerial work include Chaplain, Pastoral Counsellor,
Teacher/ lecturer, Evangelist and Community worker, or project management.

**GRADUATION REQUIREMENTS**

- Complete and pass all the required modules of the programme as outlined in the Prospectus with a minimum grade of 50%.
- Practicum portfolios must be submitted and completed according to module outline requirements and due dates.
- Comply with the requirements as contained in the *Helderberg College of Higher Education Student Code of Conduct.*
Bachelor of Arts in Theology – 4 years

<table>
<thead>
<tr>
<th>Module Number</th>
<th>Module Name</th>
<th>Credits</th>
<th>NQF Level</th>
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<tbody>
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<tr>
<td>BHS 151</td>
<td>Philosophy of Education &amp; Service</td>
<td>8</td>
<td>5</td>
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<td>CPT 118</td>
<td>End User Computing I</td>
<td>8</td>
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<tr>
<td>REB 110</td>
<td>OT Studies I: Law &amp; Writings</td>
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<td>Pastoral Practicum I</td>
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| **Year 1, Semester 2** |                                                 |         |           |
| BHS 145          | Research Methodology & Design                    | 8       | 5         |
| BIB 165          | Biblical Greek I                                 | 12      | 5         |
| CPT 125          | End User Computing II                            | 12      | 5         |
| PSY 101          | Fundamentals of Psychology                       | 12      | 6         |
| REP 104          | Management Strategies for Ministry               | 8       | 5         |
| RET 103          | Systematic Theology I: Introduction to Theology & Hermeneutics | 12 | 5 |
|                  | Total                                            | **64**  |           |

| **Year 2, Semester 1** |                                                 |         |           |
| BIB 265           | Biblical Greek II                                | 12      | 6         |
| REB 237           | NT Studies I: Gospels                            | 8       | 5         |
| REP 203           | Pastoral Practicum II                            | 8       | 5         |
| REP 210           | Pastoral Counselling I                           | 12      | 5         |
| REP 231           | Homiletics & Liturgy I                           | 12      | 6         |
| REP 235           | Principles of Evangelism                         | 12      | 6         |
|                  | Total                                            | **64**  |           |

| **Year 2, Semester 2** |                                                 |         |           |
| BIB 230           | Biblical Exegesis I                              | 8       | 5         |
| BIB 285           | Biblical Hebrew I                                | 12      | 5         |
| REB 216           | OT Studies II: Early Prophets                    | 8       | 6         |
| REM 281           | Missiology I: African Studies & Multicultural Ministry | 12 | 5 |
| REP 232           | Homiletics & Liturgy II                          | 12      | 6         |
| RET 251           | Systematic Theology II: God & Man                | 12      | 6         |
|                  | Total                                            | **64**  |           |

| **Year 3, Semester 1** |                                                 |         |           |
| BIB 385           | Biblical Hebrew II                               | 12      | 6         |
| REB 320           | Apocalyptic Studies I: Daniel                    | 8       | 6         |
| REB 338           | NT Studies II: Acts & Epistles                   | 8       | 6         |
| REM 381           | Missiology II: Urban Ministry & Community Dev.   | 12      | 6         |
| REP 303           | Pastoral Practicum III                           | 8       | 6         |
| RET 347           | Systematic Theology III: Christology             | 12      | 6         |
|                  | Total                                            | **60**  |           |
### Year 3, Semester 2

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<td>REB 330</td>
<td>History of Earth &amp; Life</td>
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<td>REP 311</td>
<td>Pastoral Counselling II</td>
<td>12</td>
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<tr>
<td>REP 325</td>
<td>Moral Philosophy &amp; Ethics</td>
<td>12</td>
<td>7</td>
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<tr>
<td>REP 388</td>
<td>Studies in Denominational Finance</td>
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**TOTAL:** 496 credits

### Year 4, Semester 1

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<td>RET 462</td>
<td>Life &amp; Teachings of EG White</td>
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<tr>
<td>RET 477</td>
<td>Systematic Theology IV: Church &amp; Sabbath</td>
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**Year 4, Semester 2**

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<th>Code</th>
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<tr>
<td>REB 431</td>
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<tr>
<td>REH 441</td>
<td>History of the SDA Church</td>
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<tr>
<td>REM 481</td>
<td>Missiology III: Missions &amp; World Religions</td>
<td>12</td>
<td>7</td>
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<tr>
<td>REP 427</td>
<td>Pastoral Ministry &amp; Leadership</td>
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**TOTAL:** 56 credits

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

### Programme Components

- Provider’s discretion modules: 40 credits
- Fundamental modules: 40 credits
- Core modules: 416 credits

**TOTAL:** 496 credits
MODULE DESCRIPTIONS

BHS 145 Research Methodology and Design (8 credits) NQF 5
This module provides an introduction to the theory and application of the principles of research, specifically in theology, as well as in the broader area of social/human science. The module addresses philosophical frameworks, methodologies, strategic planning and ethical considerations involved in both basic and applied research. In this module, students will learn to write clear, concise and well-developed exposition where critical thinking and editing skills are emphasized. There will also be an introduction to Library Research, Harvard and Chicago (Turabian) referencing styles, the basic components of a theology research proposal and basic research methods. This module will attempt to provide an adequate foundation for students to write research papers for their module-work. The class will also be engaged in a research project which involves manual work as part of Eco-theology.

BHS 151 Philosophy of Education & Service (8 credits) NQF 5
This module explores the definition, nature and foundations of True Education and reflects upon issues that have deep significance for our lives as human beings. Traditional, modern and post-modern philosophies of education are examined and its influence and contribution to education at present are considered. The making of a world view is explored with regards to a Christian approach to philosophy and education. Included in this module is the rationale for community engagement, laying the foundation for students to actively participate in a service learning project in their local communities.

BHS 326 / BHS 426 Research Paper I (12 credits) / Research Paper II (12 credits) NQF 8
This is a single year-long module, which, for time-tabling purposes is divided into two parts, one for each of the semesters that comprise the Helderberg College academic year. Students are required to perform research and write a paper applying the relevant research methodology to one of seven theological
disciplines: Ecclesiology / Missiology / New Testament / Old Testament / Pastoral Counselling / Practical Theology / Systematic Theology. Students may select their preferred area of research and will be assigned a relevant supervisor to guide them through the research process. The module will include instruction in the various research methodologies for all students irrespective of their chosen field.

**BIB 165 Biblical Greek I (12 credits) NQF 5**
The module provides an introduction to Biblical Greek (BG) which forms the basis for the study of New Testament modules taught within the Faculty of Theology. It also serves as a prerequisite to Biblical Greek II. This module deals with the elements of grammar and syntax of the *Koine* Greek of the New Testament. 1. The Greek alphabet and script. 2. The three noun declensions. 3. Greek adjectives, demonstratives & adverbs. 4. The prepositions and the cases. 5. The Greek verb: tenses; moods; voices.

**BIB 230 Biblical Exegesis I (8 credits) NQF 5**
Biblical Exegesis I includes the methods and procedures of unpacking the meaning of biblical texts. It is also concerned with teaching students to understand and apply scripture based on sound principles of biblical interpretation. The module will include a rudimentary understanding of the following ideas: identifying and understanding the significance of biblical literary genres; contextual analysis (in its immediate setting as well as in relation to the broader Gospel narrative understood as the principal unifying theme of Scripture); a basic appreciation of the grammatical forms and meanings of the original languages (Greek and Hebrew); identifying and explaining the theological themes of the text; and a self-critical awareness that recognises the distinction between eisegesis (reading into the text) and an exegesis that allows the text to speak.

**BIB 265 Biblical Greek II (12 credits) NQF 6**
The module provides an introduction to Biblical Greek (BG) which forms the basis for the study of New Testament modules taught within the Faculty of Theology. This module deals with the elements of grammar and syntax of the *Koine* Greek of the New Testament. The parsing of substantivies, conjugation of verbs and
various grammatical paradigms form an integral part of this module. Vocabulary, translation and reading from the Johannine tradition (the Epistles and the Gospel) are necessary to keep the student’s conceptual level above average.

*Prerequisite: Biblical Greek I*

**BIB 285 Biblical Hebrew I (12 credits) NQF 5**
The module provides an introduction to Biblical Hebrew (BH) which forms the basis for the study of Old Testament modules taught within the Faculty of Theology. It also serves as a prerequisite to Biblical Hebrew II. The module will focus on a basic understanding of the language (commencing with the BH alphabet of 22 consonants) including phonology, morphology, syntax, and last but not least, a focus on the vowels and also the diacritical marks/signs which the Massoretes have added in order to retain as much as possible of Biblical Hebrew phonology, etc.

**BIB 385 Biblical Hebrew II (12 credits) NQF 6**
Biblical Hebrew II (BH II) provides the student with a broader background to an understanding of the Biblical Hebrew language which is to form a secured basis in terms of the origin of the Bible, its transmission and interpretation. Its further aim is to sharpen the perception of the student of the Biblical text and to ascertain the form of the original wording based on extant manuscripts and reconstruction. This course will lead the student into an advanced module in Hebrew, namely that of Biblical Hebrew III. The major focus to be stressed is that of an intermediate understanding of the ancient Hebrew language which includes the sections of morphology, phonology, syntax and semantics. Students are to prepare themselves to be able to complete the module with 1) the skills of translation, 2) reading critically, 3) acquiring a substantial amount of words in order to increase their vocabulary, and 4) forming the fundamental steps towards an exegesis of the Old Testament. *Prerequisite: Biblical Hebrew I*

**CPT 125 End User Computing II (12 credits) NQF 5**
This module provides an introduction to Windows, the Internet, E-mail, Word, Excel, Access and PowerPoint. In Word, students will create Word documents and apply the document concepts. They will become well versed with the terminology and create and
modify the following traditional documents: letters, memorandums, newsletters, business cards, resumes, financial reports and a range of other documents that include multiple pages of text. In Excel, students will learn to create a professional-looking spreadsheet, enter data into spreadsheets and manipulate the data. In PowerPoint, the students will create and modify a professional-looking electronic slide show, prepare speaker notes and hand-out pages. In Access, the students will learn to: create a database, add tables working with fields and records in the database, and create queries, forms and reports using the tables in a database.

*Prerequisite: End User Computing I*

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

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

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

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

*Prerequisite: Principles of English I*

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

This module introduces the student to a broad spectrum of aspects in English study. It aims to develop and provide the student with practice in various writing skills thereby enabling the student to write effectively in various academic disciplines. It promotes the use of critical thinking and serves to develop the skills of analysing, synthesizing summarizing and reading from a critical perspective.
HLD 122 Principles of Health (8 credits) NQF 5
This module introduces health principles within the framework of the Scriptures, the Advent Health message and current medical practices. Principles of health will be examined in light of the students’ understanding of healthy lifestyle practices and how these principles may be integrated into individual lifestyles and applied within the greater environmental and social contexts.

HLD 123 HIV/AIDS Education (4 credits) NQF 5
In a country where more than 1 in 5 people are HIV positive, this course shares skills training for prevention, information dissemination and basic counselling in HIV and AIDS. This pandemic touches the lives and workplaces of every African; this module aims to help prevent, manage and mitigate the impact of HIV/AIDS both in the workplace and community.

MTH 040 Math Literacy (12 credits) NQF 5
This module is designed to satisfy the mathematics requirement of Foundation Year students intending to pursue bachelor’s degree studies in Theology and Arts (excluding Psychology). Emphasis is placed on understanding and appreciating the validity of mathematics in daily life experience. As such it will cover arithmetical operations, real numbers and number systems, using equations to solve practical life problems, compound interest, discounts, sinking funds, basic geometry, descriptive statistics & graphs and trigonometry fundamentals as applicable in everyday life.

PSY 101 Fundamentals of Psychology (12 credits) NQF 6
This module provides the student with a broad introduction to the principal subject areas that make up the scientific study of human behaviour. This module is designed to lay a foundation of the structure and basic scope of psychology, helping the student to develop an understanding of psychological processes and how different fields encountered in subsequent modules are related.

REB 110 OT Studies I: Law & Writings (12 credits) NQF 5
This module provides an introduction to the Old Testament. It will focus on the Pentateuch and selected books from the Writings, including the Psalms and Wisdom books. In the study of the biblical literature attention will be given to the authorship,
structure, theological themes, historical setting and the significance of this literature in Christian interpretation.

**REB 216 OT Studies II: Early Prophets (8 credits) NQF 6**

This module builds onto Old Testament Studies I in the Faculty of Theology. The former deals with the history and the function of biblical prophecy, the identity of a prophet and the pre-writing prophetic figures (pre-monarchy and monarchical prophets). The module also covers the theology of the former prophets which would include Joshua, Judges (OT Bible book containing stories between Joshua and Samuel), Samuel and Kings (the two divisions of the Book of Kings contain the major history of the Israelite monarchy, covering the four centuries of the death of David and the succession of Solomon ca. 965 BC, until the destruction of Jerusalem and the Exile (586 BC). A background knowledge of the Old Testament is vital in this study in order to prevent a lack of what Ancient Near Eastern Studies consists of.

**REB 237 NT Studies I: Gospels (8 credits) NQF 5**

A study in the interpretation and message of the New Testament Gospels: Matthew, Mark, Luke and John. The module gives a general contextual overview of each of the Gospels; examines the actual narrative of the incarnation of Jesus Christ; gives a detailed analysis of significant passages; and expounds a cohesive theology with the intention of supplying an Christological point of entry for the biblical narrative as a whole.

**REB 316 OT Studies III: Latter Prophets (8 credits) NQF 7**

This is an exit module in the study of the Old Testament. Old Testament Studies III relates to a background understanding of the Old Testament, the history and the function of prophecy, as well as the theological themes expressed in the major prophets, Isaiah, Jeremiah, Ezekiel, and the books of the writing prophets of the late 9th century BC to the close of the Old Testament era. Significantly, each book has its own character, therefore its authorship, dating, themes, and outline of content will further be scrutinised. Notwithstanding all this, each book is to be studied in the light of the diverse witnesses of the Old Testament and each within its own social stratum.

*Prerequisite: OT Studies II: Early Prophets*
**REB 330 History of Earth and Life (8 credits) NQF 7**
A survey of the history of scientific endeavour with a focus on its philosophical presuppositions and its different ways of viewing the world and its origin. The question of origins – the creation/evolution debate – is a central thrust and is explored with regard to palaeontology and geology in juxtaposition with a biblical worldview. The module will compare science and religion (particularly within a Christian framework) and the associated concepts of knowledge and faith with regard to their varying understandings of the earth and life.

**REB 338 NT Studies II: Acts & Epistles (8 credits) NQF 6**
A brief introduction to principles of New Testament interpretation; a study of Acts, the early epistles of Paul (Thessalonians, Corinthians and Galatians and Romans) with a specific emphasis on their relation to the Gospel of Jesus Christ. The module gives a general overview; gives detailed analysis of significant passages in Acts and the Epistles; and expounds a cohesive theology both for the book of Acts and the Epistles of Paul under consideration.  
*Prerequisite: NT Studies I: Gospels*

**REB 439 NT Studies III: Acts & Epistles (8 credits) NQF 7**
Studies in the interpretation and message of select New Testament Epistles: Pauline Epistles, including, Philippians, Colossians, Philemon and the Pastoral Epistles (I & II Timothy and Titus); the book of Hebrews; and the General Epistles (James, I & II Peter, I & II & III John and Jude) with a specific emphasis on their relation to the Gospel of Jesus Christ. The module gives a general overview of each epistle; gives a detailed analysis of significant passages in the epistles under consideration; and expounds a cohesive theology of the epistles that is consistent with the biblical narrative as a whole.  
*Prerequisite: NT Studies II: Acts & Epistles*

**REB 320 Apocalyptic Studies I: Daniel (8 credits) NQF 6**
This is an introductory module in the Apocalyptic Studies and it serves as a basis for interpretation of the Old Testament prophetic passages taught in the Faculty of Theology. The module deals with the background and content of the Book of Daniel with emphasis upon the interpretation of the symbolic prophecies. The module
focuses on the (1) theological introductory matters, namely, authorship, dating, historical context, literary structure, Apocalypticism, interpretative approaches, and themes/theology; (2) exegesis of narrative texts – chapters 1-6; and (3) exegesis of eschatological and apocalyptic texts – chapters 7-12. The module addresses the Maccabean Thesis in comparison with other modes of interpreting the text of Daniel.

**REB 431 Apocalyptic Studies II: Revelation (12 credits) NQF 7**

This module introduces and acquaints the student with the book of Revelation (the apocalypse), its nature and interpretation; its hermeneutical guidelines, with a brief introduction to its literary analysis. It further, involves a historical, literary, and theological survey of the book. It concentrates on several major themes that are posited in the historical and eschatological sections of the book. **Prerequisite: Apocalyptic Studies I: Daniel**

**REH 341 History of the SDA Church (12 credits) NQF 6**

A study of the history of the Seventh-day Adventist Church from its roots in the Millerite Movement to its global presence today. Particular emphasis will be placed on the Seventh-day Adventist Church’s history in South Africa.

**REB 316 OT Studies III: Latter Prophets (8 credits) NQF 7**

This is an exit module in the study of the Old Testament. Old Testament Studies III relates to a background understanding of the Old Testament, the history and the function of prophecy, as well as the theological themes expressed in the major prophets, Isaiah, Jeremiah, Ezekiel, and the books of the writing prophets of the late 9th century BC to the close of the Old Testament era. Significantly, each book has its own character, therefore its authorship, dating, themes, and outline of content will further be scrutinised. Notwithstanding all this, each book is to be studied in the light of the diverse witnesses of the Old Testament and each within its own social stratum. **Prerequisite: OT Studies II: Early Prophets**
REM 281 Missiology I: African Studies & Multicultural Ministry (12 credits) NQF 5
African Studies gives the student an overview of common African beliefs and aspects of culture. This module deals with the conceptual framework, culture and religion of an African person as he/she responds to God. Areas like culture, African traditional religion, African worldview, etc. will be looked into. This module also gives guidelines and recommendations to the Seventh-day Adventist Church on how to respond to the challenges of spiritualism in Africa.
Multi-cultural Ministry provides a theoretical framework for pastoral work in a multi-cultural setting. Multi-Cultural Ministry is a module designed to expose students to multi-cultural settings, communication, lifestyle and culture. This module is designed to prepare young men and women to effectively minister and serve in a multi-cultural setting by using the incarnational ministry model of Jesus Christ.

REM 381 Missiology II: Urban Ministry & Community Development (12 credits) NQF 6
This course prepares the student for Ministry in the city and Community Development. Its underlying premise is the biblical mandate for urban ministry. A special emphasis will be placed upon comprehensive urban evangelism as promoted by the Seventh Day Adventist Church. The plight of women and children in Africa, particularly the problems of abuse and human trafficking, will be dealt with. A community project will be done by students after they have learned some basic skills of community development. They will also be taught how to do prepare community food gardens and granted the opportunity to do one as part of Community development. Students will also participate in Eco-theology by doing a class project.
Prerequisite: Missiology I: African Studies & Multicultural Ministry
REM 481 Missiology III: Missions & World Religions (12 credits) NQF 7
This Module of Missiology introduces the student to the study of missions within the context of the Seventh-day Adventist Church. It outlines the strategic plan of the SDA Church for 2015-2020. The ten objectives serve as the theoretical framework which explores “How to reach out with God.” A particular emphasis is laid on the following objectives namely: mission statement of the SDA church; theological foundations; 10/40 window; planting new groups of believers; methods of missions; and how to raise the profile of the church to non-Christian religions. The World Religions which are examined are both Eastern (Buddhism and Hinduism) and Western (Judaism and Islam) religious traditions; African Traditional Religions; as well as Religions in Contemporary Society. This Module also challenges the student to integrate the theoretical knowledge with the practical knowledge through a mission project.
Prerequisite: Missiology II: Urban Ministry & Community Development

REP 103 Pastoral Practicum I (8 Credits) NQF 5
This module deals with the practical aspects of a pastor’s work. The student will be introduced to the services and ordinances of the Seventh-day Adventist Church; whether in small groups or in the broader church setting. Specifically, the module deals with the content and application of the Seventh-day Adventist Minister’s Handbook.

REP 104 Management Strategies for Ministry (8 Credits) NQF 5
This module introduces the student to the rudimentary fundamentals of management strategies for ministry and the module consists of three components. The first component covers the theoretical aspects of management strategies. The second component is the application of the theory to a pastoral ministry setting. The third component is the implementation of pastoral management strategies in an experiential learning task.
REP 203 Pastoral Practicum II (8 Credits) NQF 5
This module seeks to acquaint and equip the student with the practical aspects of pastoral ministry. It brings together the theory acquired in the classroom with the practice in the local congregation. It includes the observation and practice of various aspects of ministry in the local congregational setting. Practical work is the essence, and must be done under the guidance of a senior pastor or his designee in the district. This module also acquaints the student with the art and practice of Bible studies. Pastoral Practicum II concentrates on the Seventh-day Adventist Church Manual, which guides the student in the function and practice in the congregation.
Prerequisite: Pastoral Practicum I

REP 210 Pastoral Counselling I (12 Credits) NQF 6
Pastoral Counselling I equips the student to be an effective counsellor, particularly in the Southern African context. The module introduces the student to the theory and practice of pastoral counselling. In addition to the principles of counselling, some practical aspects of counselling such as contracting, ethics, attending, etc. will be discussed. The module also explores selected psychotherapies that may have a bearing on the counselling process. The module is intended to help the student to develop counselling strategies and skills through which the parishioners can be empowered to deal with the challenges of life.

REP 231 Homiletics & Liturgy I (12 credits) NQF 6
This module introduces the student to the art of Biblical preaching: the art and craft of sermon construction and the art of sermon delivery. It has to do with the product of the processes of homiletics; hermeneutics and exegesis as applied to the text. It results in the message given by the preacher to the people, as a result of his investigation and organization of the Biblical data, emanating from study of a literary unit (pericope). It deals with different kinds of sermons; however, it lays the foundation for expository preaching. It includes practical and reading assignments.
**REP 232 Homiletics & Liturgy II (12 credits) NQF 6**

This module follows on from Homiletics & Liturgy I, and builds on the first part in which the student worked with the forming of a main idea from a given pericope of scripture. It addresses particular aspects of the nature of expository preaching, which is crucial for the acquisition of skills, and for the effective communication, and transmission of the Gospel. It places emphasis on certain phenomena of sermon construction. What is the best way to transmit these various kinds of material found in scripture?

*Prerequisite: Homiletics & Liturgy I*

**REP 235 Principles of Evangelism (12 Credits)**

This module introduces the student to the theoretical principles of evangelism. The various types of evangelism are explored including the empowered church model. Furthermore, students will learn how to conduct a Bible study; how to run a small group ministry; and how to conduct public evangelism. This module forms part of the preparation for the Evangelism field school.

Students will also participate in Eco-theology by doing a class project.

**REP 303 Pastoral Practicum III (8 credits) NQF 6**

This module exposes the student to all the Seventh-day Adventist Church structures particularly that are at grassroots level, and the constitution of various SDA church organizational structures will form a basis for this exposure. It focuses on the Southern Africa Union Conference church policy and how it is interpreted and executed by the administrative officials in the SDA Church.

Students will also be exposed to various working policies used around the world such as the General Conference Working Policy, Southern Africa Indian Ocean Division Working Policy, etc. The relationship between the pastor, church members and the employing organization plays a vital role in pastoral ministry.

*Prerequisite: Pastoral Practicum II*
REP 311 Pastoral Counselling II (12 Credits) NQF 6
Pastoral Counselling II builds on the foundation laid in REP 210 Pastoral Counselling I. It prepares students to counsel parishioners with various kinds of personal problems. Selected personal and interpersonal problems that are relevant to the South African context will be explored. The module also prepares students to assist parishioners to deal with crisis, trauma, sickness and grief. The module will also explore selected intervention strategies that can be used by a pastor-counsellor in helping counselees to deal with challenges. Much emphasis will be placed on the application of principles learnt.
*Prerequisite: Pastoral Counselling I*

REP 325 Moral Philosophy and Ethics (12 Credits) NQF 7
The objectives of the module are to examine differing ethical models and for the student to develop a personal model that will serve as the basis on which value decisions can be made. The module will examine what makes human conduct right or wrong – first, from the perspective of certain philosophers, then from the perspective of Christian thought. Specifically, this module considers how the Christian tradition confronts the ethical complexities of contemporary society from a Seventh-day Adventist perspective.
*Prerequisite: Systematic Theology III: Christology*

REP 388 Studies in Denominational Finance (8 credits) NQF 6
This module concerns itself with the financial setup in the structure of the Seventh-day Adventist Church. Starting with the local congregation, which is the source of money, it then moves up the hierarchy of the church. It also concerns itself with the processes of the administration of finance at the local congregation level, and its management of income that remains at the local church. In the main it wants to equip the student to be able to write up the church’s financial records and assist the church treasurer to be able to give an account, therefore, to the church board and business meeting.
REP 427 Pastoral Ministry and Leadership (12 Credits) NQF 7
Pastoral Ministry and Leadership is a module that provides a theoretical framework for pastoral work. A study of the minister as leader in worship, as ministering pastor, as administrator and evangelist of the church, combined with a study of the principles of leadership as applied to pastoral ministry. It addresses the four-dimensional role of the pastor-person, administrator, church leader and priest. Students will also participate in Eco-theology by doing a class project in the College prayer garden.

REP 429 Evangelism Field School (12 Credits) NQF 7
This module is concerned to expose students to the practical experience of urban ministry and evangelism of the theory learned in Principles of Evangelism. Students will participate in a real evangelism situations doing Bible studies, small group ministry, and public evangelism, such as media evangelism. The primary goal is to gain an understanding of all that is involved in evangelism in an urban setting via first-hand experience.

Prerequisite: Principles of Evangelism

RET 103 Systematic Theology I: Introduction to Theology & Biblical Hermeneutics (12 Credits) NQF 5
Introduction to Theology: This component incorporates an introduction to the academic study of theology as a general field of study; an introduction to the specific study of systematic theology as a particular discipline; an introduction to Christology as the basis of theology; and a brief examination of the doctrine of revelation and inspiration within the context of the Seventh-day Adventist Church.

Biblical Hermeneutics: This component incorporates an introduction to the field of hermeneutics in general and biblical hermeneutics in particular; an examination of various hermeneutical models, together with their historical origins, rules, goals and applications; and the study of the principles of biblical hermeneutics within a Seventh-day Adventist Christian context.
RET 251 Systematic Theology II: God & Man (12 Credits) NQF 6
Doctrine of God: A study of the being of God: God’s existence, self-revelation, names and attributes. A study of the ground of the works of God: God’s divine decrees and the biblical doctrines of election and providence. Specifically, the module unpacks the notion of the Trinitarian God and the God of Jesus Christ.

Doctrine of Humanity: A study of the nature of essential humanity, the notion of fallen humanity, the biblical idea of humanity being created in the image of God and the nature of humanity in the light of the incarnation of God in Jesus Christ.

Prerequisite: Systematic Theology I: Introduction to Theology and Biblical Hermeneutics

RET 347 Systematic Theology III: Christology (12 credits) NQF 6
Doctrine of Christ: A study of the unique person of Christ (Christology), including: the pre-incarnate Christ; the humiliation of Christ in the incarnation, comprising his birth, life, death, resurrection and ascension; and the state of his exaltation following his resurrection and ascension. Emphasis is given to the nature of Christ as it relates to his person and work.

Doctrine of Salvation: The study of the doctrine of the ministration and work of salvation (soteriology). This includes the grace of God, conversion, faith, justification, sanctification and vocation. The vital role of the Holy Spirit as the mediator of salvation is studied. Emphasis is given to the nature of salvation as it relates to the person and work of Jesus Christ.

Prerequisite: Systematic Theology II: God & Man

RET 462 Life and Teachings of EG White (12 Credits) NQF 6
A study of the life of Ellen G White with an emphasis on the culture of her times, the nature and purpose of her writings and the principles that govern their interpretation.
RET 477 Systematic Theology IV: Church & Sabbath (12 Credits) NQF 7
This module consists in its theoretical aspects of the following components;
1. The Doctrine of the Sabbath: A comprehensive study of the biblical data, both in the Old and New Testament, that deals explicitly with the Sabbath; a history, comprising both the change of the Sabbath to Sunday and the theological impact of this change; a theology, focusing on the biblical data, the themes that arise and their Christological significance; a praxis, identifying the meaning of the Sabbath in both its biblical setting and for us for today and how best to celebrate and proclaim it.
2. The Doctrine of the Church (Ecclesiology): An analysis of the biblical data and the principal associated metaphors used to define and describe the church; an overview of various types of church governance with a specific focus on Seventh-day Adventist Church governance; an answering of the question “what does it mean to be the church?” in both its theological (Christological) and practical dimensions.

The module incorporates the following practical application component:
The integration of the theoretical components described above in community service projects in the South African context that will involve caring for the environment and poor communities as part of Christian social responsibility.

Prerequisite: Systematic Theology III: Christology
Foundation-Year Programme

PROGRAMME PURPOSE
Students who wish to enter degree programmes at Helderberg College of Higher Education, and who do not meet the national minimum requirements for entering into a degree programme in terms of the National Senior Certificate (from 2009 onwards) or who do not have a matriculation exemption (before 2009), may apply to enter the Foundation-year programme. In the course of this extended study programme students will complete modules which will prepare them for the academic standards of degree studies. Please note that the Foundation-Year is not a qualification on its own, but serves as an extension of a chosen study programme.

ADMISSIONS
Students who have applied for a degree but do not meet the national minimum requirements for degree studies in terms of the National Senior Certificate (from 2009) may be admitted into the Foundation-Year. This applies to learners who have achieved admissions to only Higher Certificates or Diplomas. Students who have obtained a Senior Certificate (before 2009) without Matriculation Exemption may be admitted to the Foundation-Year.

Foreign students who have only Ordinary level passes are also eligible for the Foundation-Year Programme, that is, four O-level passes. Furthermore, the general admissions requirements of the College as stipulated in the Admissions Policy are applicable.

DURATION AND COMPOSITION OF THE CURRICULUM
The year comprises non-degree modules and degree modules. The first year of the degree programme to which the student progresses after completing the Foundation-Year will carry a lighter load.

Non-degree Modules:

- Basic English - Language and Vocabulary  20 credits
- Academic Language & Skills  20 credits
- Study Skills  12 credits
- Academic Reading Skills  8 credits
And

Fundamentals of Communication (BA Communication) 12 credits

Or Study Essentials for Psychology (BA Psychology) 12 credits

Or Basic Business Skills (BBA, BCom) 12 credits

Or Fundamentals of Foundation Phase Education (BEd) 12 credits

- Numerical Skills:
  - Basic Maths I (Business, Psychology degrees) 16 credits
  - Basic Maths II (Business degrees) 12 credits
  - Maths Literacy (All other degrees) 12 credits

Degree Modules:

- Religion:
  - OT Studies I: Law & Writings (Theology) 12 credits
  - Values, Character, & Personal Enrichment I (Other degrees) 8 credits

- Computer Literacy 16 credits

- One designated degree module in the second semester 12 credits

Students proceeding to their first year will be credited with the degree modules that they have passed and receive a lighter load during their first year. If the student passes the Foundation-Year with a Cumulative Average of 65% and above, s/he might be able to take a normal credit load for the first year of the degree.

RULES

- Students in the Foundation Year will write the National Benchmark Test (NBT) at the end of their Foundation Year Programme. Should they fail this test they will be required to do ENG 111 and ENG 112.

- Students who have at least 60% for English (First Language) or at least 70% for English (Second Language) for their school leaving
certificate may request Credit by Examination for ENG 020 Basic English. If they pass they will proceed to do ENG 111 and ENG 112.

- Students registered for the Foundation Year BBA Management Programme may register for MTH 106 Commercial and Financial Maths.

- Students must pass ALL their Foundation-Year non-degree modules. There are no supplementary exams for Foundation-Year non-degree modules. Should they fail not more than one non-degree module, students may apply to the Academic Administration Committee to repeat the module as a semester intensive. The granting of permission to repeat the intensive is dependent on the discretion of the Academic Administration Committee. The module must be passed before the student will be admitted into the degree programme of study.

- Students, who fail their Foundation-Year modules for a second time may not reapply for admission into the degree programme.

- Students who have successfully completed the Foundation-Year Programme will be admitted on Senate’s Discretionary Acceptance into the degree programme.

- It is the responsibility of the student to apply to Universities South Africa, under which the Matriculation Board resides, for a Certificate of Conditional Exemption upon commencement of the study programme and to pay for the cost thereof.
### Foundation Year – BA COMMUNICATION

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## Foundation Year – BA THEOLOGY

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### 136
Foundation Year – **BBA MANAGEMENT & BCom HRM**

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Foundation Year – **BEd FOUNDATION PHASE TEACHING**

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