



DUT
DURBAN UNIVERSITY OF TECHNOLOGY
INYUVESI VASETHEKWINI YEZOBUCHWEPHESHE

**FACULTY OF
HEALTH
SCIENCES**

A photograph of a woman with braided hair and a red scarf leaning over a table, smiling as she looks at a notebook. A young child with curly hair is sitting at the table, focused on writing with a red pencil. Another child's hand is visible in the foreground, also writing. The table is covered with papers, a box of crayons, and other writing supplies. A large, semi-transparent purple triangle is overlaid on the left side of the image, containing the title text.

COMMUNITY HEALTH STUDIES

2020 HANDBOOK

HANDBOOK FOR 2020

FACULTY of HEALTH SCIENCES

DEPARTMENT OF COMMUNITY HEALTH STUDIES

**The above Department offers two programmes:
Environmental Health AND Child and Youth Care**

This handbook offers information on both programmes

What is a University of Technology?

A university of technology is characterized by being research informed rather than research driven where the focus is on strategic and applied research that can be translated into professional practice. Furthermore, research output is commercialized thus providing a source of income for the institution. Learning programmes, in which the emphasis on technological capability is as important as cognitive skills, are developed around graduate profiles as defined by industry and the professions.

NOTE TO ALL REGISTERED STUDENTS

Your registration is in accordance with all current rules of the Institution. If, for whatever reason, you do not register consecutively for every year/semester of your programme, your existing registration contract with the Institution will cease. Your re-registration anytime thereafter will be at the discretion of the institution and, if permitted, will be in accordance with the rules applicable at that time.

IMPORTANT NOTICES

The rules in this departmental handbook must be read in conjunction with the General Rules (G Rules) contained in the DUT General Handbook for Students as well as the relevant subject Study Guides.

Your attention is specifically drawn to Rule GI (8), and to the process of dealing with students issues.

FACULTY of HEALTH SCIENCES:

FACULTY VISION, MISSION & VALUES

Vision

Leading Transformative and Innovative Health Sciences Education

Mission

Developing Holistic Professionals responsive to Healthcare needs through Excellence in:

- Teaching and Learning
- Research, Innovation and Engagement
- Fostering Entrepreneurship

Values

- Professionalism
 - To work within regulatory frameworks of professional conduct.
 - To maintain and develop professional expertise and good work ethic.
- Integrity
 - To conduct ourselves with strong moral principles.
 - To be honest and authentic.
 - To do what is ethical and just.
- Ubuntu
 - To treat people with respect, fairness, courtesy, politeness and kindness.
- Transparency
 - To conduct ourselves with openness and honesty through shared governance.
- Accountability
 - To accept responsibility for one's actions.

DEPARTMENTAL VISION, MISSION, VALUES:

(revised July 2018)

Vision

Leaders in Environmental Health & Child and Youth Care Education

Mission

Developing empowered professionals to advance health, safety and well-being of communities through:

- Teaching and Learning
- Research
- Engagement and Entrepreneurship

Values

- Integrity
(To act ethically and be trustworthy)

- Respect
(To treat people with dignity, empathy and compassion in the spirit of Ubuntu)

- Professionalism
(To be accountable and committed in the pursuit of quality, excellence and professional conduct)

Creating Healthy Societies

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I. DEPARTMENTAL AND FACULTY CONTACT DETAILS

All Departmental queries to:

Secretary: Mrs Anusha Karamchand
Tel No: (031) 373 2696
Fax No: (031) 373 2038
Email: anushak@dut.ac.za
Location of Department: 1st floor, Gate 8, Steve Biko Road, Block
Mansfield Site, Ritson Campus, Berea,
Durban

All Faculty queries to:

Faculty officer: Ms Fortunate Thembelihle Mayisela
Tel No: (031) 373 2701
Fax No: (031) 373 2407
Email: thembim@dut.ac.za
Location: Ground floor, Health Sciences Faculty
Office: Gate 8, Steve Biko Road, Block
Mansfield Site, Ritson Campus, Berea,
Durban

Executive Dean: Prof Nokuthula Sibiya
Executive Dean's Secretary Mrs Bilkish Khan
Tel No: (031) 373 2704
Fax No: (031) 373 2620
Email: bilkishk@dut.ac.za
Location: 2nd floor, Executive Dean's Office, Gate
8, Steve Biko Road, Block, Mansfield
Site, Ritson Campus, Berea, Durban

2. STAFFING Name and Highest Qualification

Department: Community Health Studies

Head of Department	Ms Joy Kistnasamy <i>Master of Technology: Environmental Health (DUT)</i>
Secretary	Mrs Anusha Karamchand <i>Bachelor of Technology: Office Management & Technology (DUT)</i>
Technician	Ms Melishnee Ruthanam <i>Bachelor of Technology: Environmental Health (DUT)</i>

Programme: Environmental Health

Associate Professor	Prof Poovendhree Reddy <i>Doctor of Philosophy: Occupational and Environmental Health (UKZN)</i>
Senior Lecturer	Dr Ivan Niranjana <i>Doctorate in Technology: Quality Management (DUT)</i>
Lecturers	Dr Shanaz Ghuman <i>Doctor of Philosophy: Public Health Indigenous Health Care (UKZN)</i>
	Mr Derrick Gabela <i>Masters in Public Health (UKZN)</i>
	Ms Monica Dalasile <i>Master of Technology: Environmental Health (DUT)</i>

Programme: Child and Youth Care

Associate Professor Prof Raisuyah Bhagwan
Doctor of Philosophy: Social Science (UKZN)

Lecturers Ms Fathima Dewan
Master's Degree: Higher Education (UKZN)

Ms Thobile Hlengwa
Master's Degree: Higher Education (UKZN)

Ms Mirriam Siluma
Master of Technology: Child and Youth Care Work (UNISA)

Mrs Charlene Singh
Master of Technology: Public Management (Cum Laude) (DUT)

Ms Jackie Winfield
Bachelor of Arts (Honours): Psychology (UDW)

3. DEPARTMENTAL INFORMATION AND RULES

NB: All RULES as per the DUT General Handbook for students will apply.

3.1 Programmes offered by the Department:

This Department offers two programmes:

- Environmental Health
- Child and Youth Care

3.2 Qualifications offered by the Department

Learning programmes are offered in this Department which will, upon successful completion, lead to the award of the following qualifications

Qualification	Qualification Code	SAQA NLRD number	Important Dates
BHSc: of Environmental Health	BHEVHI	94797	2016 (start date)
MHSc: Environmental Health	MHEVHI	72181	2016 (start date)
Bachelor of Child and Youth Care	BCCYC1/BCCYC2	94178	2015 (start date)

Qualification(s) PHASING or PHASED OUT:

Qualification	Qualification Code	SAQA NLRD number	Important Dates
ND: Environmental Health	NDEVHI	72231	2018 (phased out)
BTech: Environmental Health	BTEVHI	72132	2019 (phasing out)
ND: Child and Youth Development	NDCYC2/NDCYC1	72216	2018 (phased out)
BTech: Child and Youth Development	BTCYC2	72218	2019 (phasing out)

3.3 Departmental Information

3.3.1 Academic Integrity

The General Rules pertaining to academic integrity G13 (1)(o) apply. These will be enforced wherever necessary to safeguard the worthiness of our qualifications, and the integrity of the Faculty of Health Science at the DUT.

Plagiarism - the presentation of the work, idea or creation of another person as though it is your own - is a very serious academic offence that may lead to expulsion from the Institution. Plagiarism occurs when the origin of the material used is not appropriately cited. Enabling plagiarism - the act of assisting or allowing another person to plagiarize or to copy your own work - is also an offence.

3.3.2 Conduct of student in laboratory/lecture theatres

Rule of conduct pertaining to a specific laboratory/lecture theatre as instituted by the Head of this department shall apply to all students registered for the particular subject/module.

3.3.3 Work done during the year/semester

1. The calculation of the year/semester mark for each subject is included in the syllabus of each subject (Rule G12/1).
2. In addition to the general requirements for a year/semester mark, satisfactory attendance is required.
 - (i) 75% attendance of all lectures, tutorials and/or practical classes in a subject;
 - (ii) The compulsory attendance at all functions, organized outings and educational tours arranged by the department (costs to be borne by the student).
 - iii) Should there be timetable clashes, G3(1) (i-k) will apply.

3.3.4 Health and Safety

Students must adhere to all DUT Health and Safety regulations while at both DUT and in WIL placements. Failure to do so will be treated as a breach of discipline.

3.3.5 Special tests and condonement

If a student misses an assessment for reasons of illness, a special assessment may be granted if the student provides a valid medical certificate specifying the nature and duration of the illness, and a declaration that for health reasons, it was impossible for the student to sit for the assessment. The certificate must be submitted to the subject/module lecturer no later than five (5) working days after the “fit for duty” date on the medical certificate.

If a student misses an assessment for reasons other than illness, a special assessment may be granted if the student provides a valid declaration that for unavoidable reasons, it was impossible for the student to sit for the assessment. This declaration must be submitted to the subject lecturer no later than two (2) working days after the date of the missed assessment.

Any student who misses an assessment and who does not qualify for a special assessment, and any student who qualifies for a special assessment but fails to write it, shall be given a zero mark for the missed assessment.

3.3.6 Late submission of assignments

A student will be penalized if assignments are not submitted on the due date and time. Students are reminded that assignments are given well in advance and that last minute problems can be avoided by completing assignments before the due date.

3.3.7 Consultation on student matters

Students with queries or problems are urged to follow the route of:

Student -> class rep -> lecturer / level coordinators -> HOD -> Deputy Dean -> Executive Dean -> DVC (Academic) -> Vice-Chancellor.

3.3.8 Student Appeals

Rule GI (8) refers to: Any student wishing to appeal against:

- (a) The implementation of an Institutional Rule must do so in the first instance to the relevant Head of Department;
- (b) The decision of a Head of Department must do so via the relevant Executive Dean to the Faculty Board or a delegated Committee of the Faculty Board. The decision of the Faculty Board or a delegated Committee of the Faculty Board is final and no further appeals will be considered thereafter. *(Amended w.e.f. 2009/01)*

SECTION A:

PROGRAMME: ENVIRONMENTAL HEALTH

4 BACHELOR TECHNOLOGY: ENVIRONMENTAL HEALTH (BTEVHI) (Phasing out)

4.1 Programme Information

The BTech comprises two compulsory subjects: Research Methodology and Management Practice IV, and two elective subjects which may be selected by the student from the table on Page 7.

The BTech: Environmental Health subjects do not have final examinations. The results for these subjects are determined through a weighted combination of assessments. As such, there are no supplementary examinations. Students are encouraged to work steadily through the period of registration in order to achieve the highest results possible. Assessment details will be given to you by the lecturer concerned. Moderation follows the DUT requirements.

4.2 Learning Programme Structure

Code	Module	*C or E	Assessment Type (CA/E)	NATED Credits
APOL401	Air Pollution IV	E	CA	0.300
FHYG402	Food Hygiene IV	E	CA	0.300
OHSF401	Occupational Health and Safety IV	E	CA	0.300
WQMT402	Water Quality Management IV	E	CA	0.300
WMGT401	Waste Management IV	E	CA	0.300
EEPI402	Epidemiology IV	E	CA	0.300
RMGY105	Research Methodology	C	CA	0.180
MANP401	Management Practice IV	C	CA	0.220

NOTING: there are no pre-requisite or co-requisite modules

*C = Compulsory, E = Elective

*NB - Not all electives are taught every year. These may alternate and you will be advised accordingly.

4.3 Programme Rules

4.3.1 Entrance Requirements:

ND: Environmental Health or an equivalent qualification.

4.3.2 Selection Criteria

In accordance with Rule G5, acceptance into the programme is limited. As more qualifying applications are received than can be accommodated, the following process will determine selection:

Applicants must have completed the National Diploma: Environmental Health.

Applicants are required to formally apply to the Department by the due date, to be considered for the B Tech: Environmental Health. An average percentage of final year subjects of the Diploma will be considered. Years for completion of diploma. Applicants who do not meet the criterion related to academic performance but have relevant work experience will be required to submit a portfolio of evidence, a written assessment. Shortlisted applicants may be required to participate in an interview. Applicants will be ranked (see weighting criteria below) and selected based on ranking.

WEIGHTING CRITERIA

Years to complete the National Diploma qualification

Minimum duration	Minimum duration	Minimum duration
+ 2 yrs.	+ 1 yr.	
1	3	5

The duration of completion of the National Diploma will be ranked and considered as indicated above

Workplace experience post National Diploma

0-1 yr.	1-3 yrs.	3-5 yrs.	> 5yrs
0	1	3	5

Applicants with work experience will be considered according to the years in the workplace and a portfolio of evidence must be submitted

Written Assessment

50-60 %	61-70 %	71-80 %	81-90 %	91-100 %
1	2	3	4	5

All applicants must comply with a written assessment that evaluates knowledge in the field of study.

Academic performance

Academic performance will be weighted by the average of the final year subjects for the Diploma for example a student who obtains an average of fifty five (55%) will earn fifty five (550 points)

To gain access into the BTech qualification a student must have a minimum of fifty seven (57) points. (Approved Senate: w.e.f. 20/8/2014).

4.3.3 Duration of Study

Maximum duration

In accordance with Rule G23A (a) (4), the maximum duration for the BTech is two (2) years. It is therefore critically important that you are aware of this before you undertake the BTech: Environmental Health.

Minimum duration

The minimum duration is one year of full time registered study or two consecutive years of registered part time study, including any periods of work-integrated learning.

5 BACHELORS OF HEALTH SCIENCES: ENVIRONMENTAL HEALTH (BHEVHI)

5.1 Programme Information

The Programme is over four years with 8 semesters of various modules that are specific with one compulsory GENED module called DUT Cornerstone and other GENED modules over the successive three years of the Degree. Students are encouraged to work steadily through the period of registration in order to achieve the highest results possible. Assessments include both examinations and continuous assessment for specific modules. Assessment details are listed below. Moderation follows the DUT requirements.

5.2 Learning Programme Structure (Subject to revision in 2020)

Code	Module	Semester of Study	Assessment Type (CA/E)	HEQF credits	Pre-requisite Modules	Co-requisite Modules
YEAR I						
CHMT101	Chemistry I	I	E	0.121	none	none
ANPA102	Anatomy & Physiology IA	I	E	0.060	none	none
FNEH101	Fundamental Environmental Health	I	E	0.092	none	none
PYS1111	Physics I Module I	I	CA	0.605	none	none
MATH103	Mathematics I	I	CA	0.060	none	none

PPDV101	Personal and Professional Development I OR	1	CA	0.092	None	None
IGSH101	Issues of Gender & Society in Health Care	1	CA	0.092	none	none
ANPB102	Anatomy & Physiology IB	2	E	0.060	none	none
PYSI121	Physics I Module 2	2	CA	0.605	none	none
BCHM101	Biochemistry I	2	E	0.060	none	none
MENH102	Microbiology I	2	E	0.121	none	none
CMMS101	Communication	2	E	0.605	none	none
CLTY101	Computer Literacy	2	E	0.605	none	none
CSTN101	Cornerstone 101	2	CA	0.090	none	none
YEAR 2						
PLBE101	Planning For Built Environment	3	E	0.100	none	none
FHYG101	Food Hygiene I **	3	E	0.133	MENH102	none
ENPL101	Environmental Pollution I	3	E	0.133	none	none
OHSF101	Occupational Health & Safety I	3	E	0.133	PYSI101 CHMT101	none
CLDV101	Cultural Diversity OR	3	CA	0.068	none	none
MWMU101	Me, My World, My Universe OR	3	CA	0.068	none	none
ITCH101	Introduction to Technopreneurship	3	CA	0.068	none	none
EPDM101	Epidemiology I	4	E	0.133	none	none
RMEH101	Research Methodology I	4	E	0.100	none	none
SOAN101	Sociology and Anthropology I	4	E	0.100	none	none
PPDV201	Professional and Personal Development II OR	4	CA	0.100	none	None
CSIC101	Contemporary Social Issues in SA Child and Youth care Work	4	CA	0.100	none	none
YEAR 3						
EHMA101	Environmental Health Management and Admin I	5	E	0.121	none	none
ELLP101	Environmental Law and Legal Processes I	5	E	0.060	none	none
ENPL201	Environmental Pollution II	5	E	0.121	ENPL101	none
OHSF201	Occupational Health and Safety II	5	E	0.121	OHSF101	none
TENE101	The Entrepreneurial Edge OR	5	CA	0.060	none	none
EQDV101	Equality and Diversity	5	CA	0.060	none	none
EPDM201	Epidemiology II	6	E	0.121	EPDM101	none
FHYG201	Food Hygiene II	6	E	0.121	FHBG101	none
HINM101	Health Information Management	6	E	0.060	MATH103	RMEH101
RMEH201	Research Methodology II	6	E	0.121	RMEH101	none
PPDV301	Personal and Professional Development III OR	6	CA	0.094	none	none
EDUT101	Educational Techniques					

YEAR 4						
EHMA201	Environmental Health Mngt & Admin II	7	E	0.118	EHMA101	none
ELLP201	Environmental Law and Legal Processes II	7	E	0.118	ELLP101	none
OHSF302	Occupational Health and Safety III	7	E	0.118	OHSF201	none
RPEH101	Research Project	7	CA	0.088	RMEH201	none
RSJS101	Restorative Justice OR	7	CA	0.058	none	none
PHHL101	Philosophies and History of Healing	7	CA	0.058	none	none
DSMN101	Disaster Management	8	E	0.058	None	none
ENPL301	Environmental Pollution III	8	E	0.118	ENPL201	none
ENVM101	Environmental Management	8	E	0.118	none	ELLP101 & ELLP201
FHYG301	Food Hygiene III	8	CA	0.118	FHBG201	none
PPDV401	Professional and Personal Development IV OR	8	CA	0.088	none	none
EMDL101	Ethics and Medical Law	8	CA	0.088	none	none

** A student carrying any 1st year module(s) from semester I cannot register for Food Hygiene I (FHYG101) in the 2nd year, semester I.

This is due to the practical meat component that requires a student to spend a number of working days off campus.

5.3 Programme Rules

NB: programme rules are under review and may be subject to change for the year 2020

5.3.1 Admission Requirements

In addition to Rule G7*, the minimum entrance requirement is a National Senior Certificate (NSC), Senior Certificate (SC) or National Certificate Vocational NC(V), valid for entry into a Bachelor's Degree and must include the following subjects at the stated minimum ratings.

Minimum admission requirements

NSC REQUIREMENTS		SENIOR CERTIFICATE REQUIREMENTS		NC(V)	REQUIREMENTS	
Compulsory subjects	NSC Rating	Compulsory subjects	Symbol HG	Symbol SG	Compulsory subjects	NC(V) Rating
English	4	English	D	B	English	70%
Mathematics	4	Mathematics	D	B	Mathematics	70%
Life Sciences	4	Biology	D	B	Physical Science	70%
Physical Sciences	4	Physical Sciences	D	B	Life Sciences	70%
And two additional subjects from the designated 20-credit NSC list. Only one of the additional subjects can be a language.	4				Four other subjects, only one of which may be a language	70%

In addition to Rule G7*, the minimum entrance requirement for a holder of a valid National Certificate (Vocational) for entry into a Bachelor's Degree must include the following subjects at the stated minimum ratings below: The DUT general rules G7 (3)* and G7 (8)* respectively will apply. The DUT's Admissions Policy for International Students and General Rules G4* and G7 (5)* will apply.

5.3.2 Selection Criteria

All applicants must apply through the Central Applications Office (CAO). In accordance with Rule G5, acceptance into the programme is limited. Since more applications are received than can be accommodated, the following selection process will apply: Initial shortlisting for selection is based on the applicant's academic performance in Grade 11 and or 12. Shortlisted applicants scoring more than twenty four (24) points in their matriculation examination stands a better chance of being selected. The point scores for each NSC, SC or NC (V) results are obtained below:

Point scores

Results NSC	NSC	Senior Certificate		NC(V)
		HG	SG	
90-100%	8	8	6	6
80-89%	7	7	5	5
70-79%	6	6	4	4
60-69%	5	5	3	3
50-59%	4	4	2	2
40-49%	3	3	1	1

- No points are allocated for ten (10) credit subjects.
- Applicants who meet the minimum Departmental admission requirements will be ranked and may be invited to participate in the selection process.
- Shortlisted students will be invited to complete a written questionnaire and participate in an interview.
- Final acceptance into the programme is based on the NSC/SC/NC (V) results, the written questionnaire and interview.
- Selection is based on the criteria and weightings below:

Weighting of assessments

Assessment	Weighting (%)
Results of the National Senior Certificate / Senior Certificate/ National Certificate (Vocational)	50
Written questionnaire	30
Interview	20 (A sub-minimum must be achieved for the applicant to be considered) for the applicant to be considered

- Provisional acceptance is given to selected applicants awaiting NSC and NC (V) results. If the final Grade 12 NSC/NC (V) results do not meet the minimum entrance requirements, this provisional acceptance will be automatically withdrawn.
- Applicants whose application has been declined due to poor academic achievement in grade 11 may reapply to the programme should they be able to show improved academic performance in the

final grade 12 examinations. Those applicants who wish to reapply should immediately notify the programme of their intention to reapply. In order for the application to be reconsidered, the applicant must submit the final grade twelve (12) results to the Department as soon as these results are available.

5.3.3 Duration of Study

In accordance with the DUT Rule G23B (2)* and Rule G23B (3)*, the minimum duration of study is four (4) years and the maximum duration will be six (6) years of registered study.

5.3.4 Progression Rule

Please note that this rule is subject to change in 2020. Students will be advised accordingly.

In addition to Rules G16* students must pass all pre-requisite modules before registration for higher level modules. Students must also pass at least two modules in order to progress to the next study period

5.3.5 Exclusion Rule

Please note that this rule is subject to change in 2020. Students will be advised accordingly.

In addition to the DUT General Rules G16*, a first year student who fails three (3) or more modules with less than forty percent (40%) in the failed modules during that year is not permitted to re-register in the Environmental Health programme. De-registration from any module is subject to the provisions of rule G6 (2).

5.3.6 Interruption of Studies

Should a student interrupt their studies for a period of more than three (3) consecutive years, the student will need to apply to the department for permission to re-register and will need to prove currency of appropriate knowledge prior to being given permission to continue with registration.

5.3.7 Registration with the Health Professions Council of South Africa (Environmental Health)

Students are required to be registered with The Health Professions Council South Africa (Environmental Health) by March of their first year of studies. Registration fees and submission of registration documents will be the responsibility of the student. (Approved Senate: w.e.f. 20/8/2014). On completion of the 4 year degree, the onus is on the graduate to then register with the HPCSA.

6. MASTERS HEALTH SCIENCES: ENVIRONMENTAL HEALTH (MHEVHI)

6.1 Programme Information

The Masters in Environmental Health is offered as a full research qualification. Students wishing to enroll for the MHS: Environmental Health must comply with Rule G24.

A research project shall be conducted under the supervision of a supervisor or project panel as approved by the Faculty Research Committee. The presentation of the results in the form of a dissertation must be in accordance with DUT General Rules (G23) and as per guidelines of the Research and Postgraduate Directorate.

6.2 Learning Programme Structure

Code	Module	Year of Study	Assessment Type (CA/E)	HEQF credits	Prerequisite Modules	Co-requisite Modules
RPLH511	Research Project and Dissertation (1 st Registration)	1	E	120	BTEVHI BHEVHI	none
RPLH521	Research Project and Dissertation (Successive Registration)	2	E	NA	none	none

6.2.1 Minimum Admission Requirements

1. In addition to the General Handbook for Students Rule G24 (1), candidates must be possession of a Bachelor's Degree in Environmental Health (NQF Level 8), Bachelor of Technology in Environmental Health or related disciplines OR must have been granted conferment of status according to Rule G10A.
2. Candidates may also apply for admittance via Recognition of Learning (RPL) in accordance with Rule G7 (8) and / or G10B.

6.2.2 Selection Procedures

In accordance with Rule G5, acceptance into the Master of Health Sciences in Environmental Health is limited and competitive and admission is therefore not guaranteed.

Students will be directed through the Masters selection process by the Postgraduate Coordinator. They will be required to submit a research concept document to their proposed supervisor within a specified deadline. Thereafter, an entrance test will be administered. Selection is based on both the concept document and entrance test.

After acceptance into the MHSc programme, the student will work on a proposal and research project under the guidance of an appointed supervisor and/or co-supervisor.

6.2.3 *Interruption of Studies*

Should there be bona fide reasons for the interruption of studies for a period of one (1) year or more once the candidate is formally registered, the student may apply for an interruption of registration. Registration may be interrupted under exceptional circumstances only and is not done retrospectively. Refer to Rule G26(4).

7 SUBJECT CONTENT & ASSESSMENT PLANS:

7.1 BACHELOR OF TECHNOLOGY: ENVIRONMENTAL HEALTH (BTENHI) (Phasing out)

Please note: Students are required to complete two compulsory subjects being Research Methodology IV and Management Practice IV, and two electives from the subjects listed below.

All B Tech subjects are assessed through a weighted combination of a minimum of five assessments comprising: Theory & practical tests, projects, portfolios, presentations, case studies and assignments. As such there are no supplementary examinations. Please refer to specific Subject Study Guide regarding specifics with respect to assignment structure.

SUBJECT NAME AND CODE	LEARNING AREAS/CONTENT	ASSESSMENT PLAN
Offering is part-time(2 years) or full-time(1 year)		
MANAGEMENT PRACTICE IV (COMPULSORY) (MANP401)	Provision of health services; Advanced financial management; Advanced personnel management; Environmental Management Tools; Projects, Implementation and Monitoring; Current environmental health issues	100% coursework
RESEARCH METHODOLOGY IV (COMPULSORY) (RMGY105)	How to formulate a research question; Literature reviews; Methodology; Ethics; Data analysis; Biostatistics; Scientific writing and data presentation; Proposal writing	100% coursework
AIR POLLUTION IV (ELECTIVE) (APOL401)	Sources; Control methods and equipment; Legislation; Monitoring of air pollution; Incinerators; Meteorology; Odour control; Radiation	100% coursework
ENVIRONMENTAL EPIDEMIOLOGY IV (ELECTIVE) (EESI402)	Introduction to Ecotoxicology; Cancer Epidemiology; Risk factor analyses; Disaster Management; Health Risk Assessment; Advanced Occupational Epidemiology; Case Studies	100% coursework
FOOD HYGIENE IV (ELECTIVE) (FHYG402)	Food poisoning; Biochemistry; Food preservation; Processing, contamination, spoilage and inspection; Food microbiology; Food engineering (equipment design); Food premises design; Evaluation; HACCP; Food regulations and codes of practice	100% coursework

OCCUPATIONAL HEALTH AND SAFETY IV (ELECTIVE) (OHSF401)	Control of physical environmental stresses; Control of biological environmental stresses; Control of psychological environmental stresses; Control of chemical environmental stresses; Control of ergonomic environmental stresses; Occupational health and safety audit; Occupational health and safety legislation; Occupational health and safety management	100% coursework
WASTE MANAGEMENT IV (ELECTIVE) (WMGT401)	Sources of waste; Composition and analysis; Quantification of waste nuisances; Storage of waste; Waste treatment; Indicators of health risk; Techno-economic studies; Safety; Health risks to man; Legislation	100% coursework
WATER QUALITY MANAGEMENT IV (ELECTIVE) (WQMT402)	Water quality parameters and standards; Standards of water sources; Water pollution; Endemic health problems; Treatment and disposal standards; Water analysis; Legal standards; Disaster Management	100% coursework

NB: Not all ELECTIVES are offered every year

7.2 BACHELOR OF HEALTH SCIENCES: ENVIRONMENTAL HEALTH (BHEVHI) (Subject to revision in 2020)

Course work for all modules will comprise assessments consisting of: theory and practical tests, presentations, group work projects, portfolio of evidence etc. WHERE APPLICABLE, in modules with a final examination, these examinations will count fifty percent (50%) of the final mark. Specific assessment details are available in the Module Study Guides.

SUBJECT NAME AND CODE	LEARNING AREAS/CONTENT	ASSESSMENT PLAN
YEAR I		
CHEMISTRY I (CHMT101)	Measurements, Mathematical concepts and SI Units; Energy and Matter; Atoms and Atomic Theory; Periodic Table, Elements and Compounds; Chemical Reactions	Exam -60% Coursework-40%
ANATOMY & PHYSIOLOGY IA (ANPA102)	The cell, fluids and electrolytes, histology, systems, skeletal system, heart and circulatory, respiratory, urinary, digestive.	Exam -60% Coursework-40%
FUNDAMENTAL ENVIRONMENTAL HEALTH (FNEH101)	Code of ethics and professional conduct of an Environmental Health Practitioner; The scope of practice of Environmental Health Practitioners; Health Professions Council of South Africa (HPCSA) as the regulatory body.	Exam -60% Coursework-40%
MATHEMATICS I (MATH103)	Basic mathematical concepts and calculations; Functions and algebra; Data handling and probability.	100% CA
PERSONAL & PROFESSIONAL DEVELOPMENT I (PPDV101) OR ISSUES OF GENDER AND SOCIETY IN HEALTH CARE (IGSH101)	FACULTY GENED	100% CA
ANATOMY & PHYSIOLOGY IB (ANPB102)	Thermoregulatory, endocrine, reproductive, nervous, lymphatic, joints, skin, immunology, senses.	Exam -60% Coursework-40%
PHYSICS I Module 1 (PYSI111) and PHYSICS I Module 2 (PHSI121)	Principles of vibration from its various sources; Physics of sound in relation to environmental health; Thermal heat transfer process; Principles of electromagnetism in the context of environmental health; Transmission process of light; Various types of radiation and the health effects of each.	100% CA
BIOCHEMISTRY I (BCHM101)	Importance of identifying toxic chemicals within different environments; Basic metabolic cycles, including anabolic and catabolic reactions; Lipids, enzymes, protein and amino acid structure and function; Structures and chemical composition	Exam -60% Coursework-40%

	of specified biomolecules and their elements are formulated and analysed; Functions of bio-molecules in relation to their structures are discussed; Environmental and biological samples for the presence and quantities of toxic substances; Biochemical pathways and bioenergetics; Role of specified enzymes and their interactions are discussed; Bio-enzymes are classified and described; Specified biochemical pathways are discussed; Relevant calculations applicable to bioenergetics are performed; Conducting basic biochemical test and interpret the results; Specified biochemical tests.	
MICROBIOLOGY I (MENH102)	Introduction to Microbiology; Structure of Microorganisms & Staining Techniques; Replication, Metabolism and Control of growth of Microorganisms; Eukaryotic microorganisms; Viruses, prions, viroid's; Host-microbe interactions; Microbiology of food; Microorganisms in soil, water, air and environment.	Exam -60% Coursework-40%
COMMUNICATION (CMMS101)	Effective writing, dictionary work and analytical Skills; Communication process and paragraph writing; Perception and business writing; Non-verbal and verbal communication.	100% CA
COMPUTER LITERACY (CLTY101)	Basic computer literacy, MS Office (Word, Excel, Access, PowerPoint, Outlook), Report Writing, Scanning and faxing	100% CA
CORNERSTONE 101 (CSTN101)	DUT GENED	100 % CA
YEAR 2		
PLANNING FOR THE BUILT ENVIRONMENT (PLBE101)	Building Technology; Structural requirements of buildings; Calculate and assess room dimensions and capacity in terms of national Building regulations.	Exam -60% Coursework-40
FOOD HYGIENE I (FHYG101)	Introduction to food and meat hygiene; Food premises design and layout; Good Hygiene and Manufacturing Practices; Abattoir design and slaughter of animals; Slaughter animal anatomy and physiology; Meat inspection.	Exam -60% Coursework-40
ENVIRONMENTAL POLLUTION I (ENPL101)	Waste management and the waste management process; Principles of Waste Management; National Waste Management Strategy; Classification and sources of Waste; Classification of waste and the various classes; Principles of ecology related to inland water pollution; Scarcity of the water resource in South Africa; Nutrient cycling; Energy transfer and the importance of diversity; Limiting factors; Link categories of water pollutants to their sources; Biological factors; Disease transmission with specific reference to water borne diseases; Stationary or standing water systems; Water sources and the standing water sources; Running water systems; Classification of water pollutants; Different characteristics (physical, chemical & biological) of water quality; The Hydrological Cycle.	Exam -60% Coursework-40
OCCUPATIONAL HEALTH AND SAFETY I (OHSF101)	Basic principles of occupational Health and safety; Physical stresses in the workplace; Sound intensity, the hearing comfort zone, and the effects of noise on the hearing mechanism; Hearing protection equipment and hearing loss programmes in context; Methods of assessing and controlling the thermal environment and heat strain in terms of legislative and professional requirements.	Exam -60% Coursework-40
CULTURAL DIVERSITY (CLDV101) OR ME, MY WORLD, MY UNIVERSE (MWMU101) OR INTRODUCTION TO TECHNOPRENEURSHIP (ITCH101)	DUT GENED	100% CA
EPIDEMIOLOGY I (EPDM101)	Introduction to Epidemiology; Disease; Immune mechanisms against infectious agents; Causation and transmission of disease; Vector control and Port Health.	Exam -60% Coursework-40

RESEARCH METHODOLOGY I (RMEH101)	Introduction to Research; Statistical methods; Literature Review.	Exam -60% Coursework-40
SOCIOLOGY & ANTHROPOLOGY I (SOANI01)	General theory of community development; Human behaviour development & driving forces; Culture, class structures & the influences of culture, race ethnicity as it relates to health intervention; Social issues & deviances. Norms & values; Stratification, Social Class and Social Mobility; Psychological principles relating to public participation.	Exam -60% Coursework-40
PROFESSIONAL AND PERSONAL DEVELOPMENT II (PPDV201) OR CONTEMPORARY SOCIAL ISSUES IN SA CHILD AND YOUTH CARE WORK (CSIC101)	FACULTY GENED	100% CA
YEAR 3		
EH MANAGEMENT AND ADMIN I (EHMA101)	Policy making in the Environmental Health field; Organizational Hierarchies; Financial Procedures; Human Resource Management; Work Procedures; Work procedures are described; Environmental Health Governance; Management Techniques; Project Management	Exam -60% Coursework-40
ENVIRONMENTAL LAW & LEGAL PROCESSES (ELLP101)	Introduction to Environmental Legislation; Environmental Health Legislation is identified and explained; Introduction to the National Environmental Management Act; Various components of the National Environmental Management Act; Environmental Management	Exam -60% Coursework-40
ENVIRONMENTAL POLLUTION II (ENPL201)	Composition and analysis of waste; Quantification of waste nuisances; Storage of waste; Waste treatment; Legislation (The National Environmental Management: Waste act); Indicators of health risk; Health risks to man; Institutional solid waste; Classification of water pollutants; Types of pollution and their effects on aquatic organisms; Water Pollution; Monitoring & Monitoring Methods.	Exam -60% Coursework-40
OCCUPATIONAL HEALTH AND SAFETY II (OHSF201)	Hygiene reports on occupational chemical stresses; Material Safety Data Sheets; Precautions relating to the storage and handling of hazardous substances in the workplace; Rules on compatibility, segregation, separation, storage, stacking height, handling, protecting staff and public from possible harm; Protection against exposure, spill response, emergency response plans, disposal; HazChem Regulations; OHS Act, COIDA and MHS Act in relation to work related injuries and illnesses.	Exam -60% Coursework-40
THE ENTREPRENEURIAL EDGE (TENE101) OR EQUALITY AND DIVERSITY (EQDV101)	DUT GENED	100% CA
EPIDEMIOLOGY II (EPDM201)	Study Designs; Health Measurement (Rates, Ratios, OR and RR); Health Measurement, surveillance and epidemiological data. Outbreaks and purpose of outbreak investigations; Terminology and concepts associated with outbreaks; Detail steps involved in an outbreak investigation; Stakeholders and multidisciplinary team involved in outbreaks; Environmental and Occupational epidemiology; Mortuary and Burial Practice.	Exam -60% Coursework-40
FOOD HYGIENE II (FHYG201)	Food security and Nutrition; Quality factors of food and Changes in food; Food-borne illnesses and outbreak investigation; Preparation / processing and preservation of food; Assessment of food for suitability for human consumption.	Exam -60% Coursework-40

HEALTH INFORMATION MANAGEMENT (HINM101)	Development & application of Dept. Health information Systems. Role of health information in Government structures; Use of information/ data to promote health & hygiene and the prevention of diseases & related health issues as it applies to environmental health, particularly Epidemiology; Data needed to run an environmental health unit.	Exam -60% Coursework-40
RESEARCH METHODOLOGY II (RMEH201)	Statistics; Research methods; Research Design and Ethics.	Exam -60% Coursework-40
PERSONAL & PROFESSIONAL DEVELOPMENT III (PPDV301) OR EDUCATIONAL TECHNIQUES (EDUT101)	FACULTY GENED	100% CA
YEAR 4		
ENVIRONMENTAL HEALTH MNGT & ADMIN II (EHMA201)	Provision of Environmental Health Services; Advanced Financial Management; Advanced Personnel Management; Ethics and Professional Practice	Exam -60% Coursework-40
FOOD HYGIENE III (FHYG301)	FSMS; Identification of food safety hazards and hazard analysis; Monitoring and auditing techniques of FSMS; Reporting of outcomes	Exam -60% Coursework-40
ENVIRONMENTAL LAW & LEGAL PROCESSES II (ELLP201)	The National Environmental Management Act (NEMA) within the Environmental Health legal framework; Law Enforcement & Compliance Measures; The Criminal Procedure Act and Environmental Health; Environmental Justice.	Exam -60% Coursework-40
RESORATIVE JUSTICE (RSJS101) OR PHILOSOPHIES AND HISTORY OF HEALING (PHHL101)	DUT GENED	100% CA
RESEARCH PROJECT (RPEH101)	Statistics; Research methods; Research Design and Ethics.	Exam -60% Coursework-40
DISASTER MANAGEMENT (DSMN101)	Methods and technologies are explained; Municipal, Industrial and Community Disaster Management Plans are compared, contrasted and evaluated.	Exam -60% Coursework-40
ENVIRONMENTAL POLLUTION III (ENPL301)	Atmospheric emission sources; Regional and global air pollution challenges	Exam -60% Coursework-40
ENVIRONMENTAL MANAGEMENT (ENVM101)	Structure and function of aquatic and terrestrial ecosystems as they relate to EIA's; Risk assessment processes Environmental impact assessment processes; Environmental control as it relates to EIA's Environmental Impact Assessment legislation.	Exam -60% Coursework-40
OCCUPATIONAL HEALTH AND SAFETY III (OHSF302)	Safety Management Systems OHSAS 1800:2007 Conducting Health Ergonomic Risk Assessments Carrying out of Physical and Chemical Monitoring and compilation of reports Application of legislation Occupational Health and Safety Act, and Mine Health and Safety Act	Exam -60% Coursework-40
PERSONAL & PROFESSIONAL DEVELOPMENT IV (PPDV401) OR ETHICS AND MEDICAL LAW (EMDL101)	FACULTY GENED	100% CA

SECTION B:

PROGRAMME: CHILD AND YOUTH CARE

8. BACHELOR OF TECHNOLOGY: CHILD AND YOUTH DEVELOPMENT (BTCYC2) (Phasing out)

8.1 Programme Information

The instructional programme for the BTech: Child & Youth Development extends over one (1) year full-time or two (2) years part-time. In addition, you are expected to spend a significant amount of your time on various additional activities including independent study. Teaching methods include lectures, self-study, presentations and group work tasks. Currently, the BTech is offered in a blended learning format where you will be expected to access content online and attend specific block contact sessions. Moderation is as per the DUT requirements. Exams are written in October

8.2 Learning Programme Structure

Code	Subjects	Year of Study	Assessment Type	SAQA credits	Pre-requisite subjects	Co-requisite Subjects
APDV401	Applied Development IV	4	Exam	0.125	none	none
CYTC401	Child and Youth Care IV	4	Exam	0.125	none	none
YJSP201	Youth Justice and Probation II	4	Exam	0.080	none	none
CYAD201	Administration and Management II	4	Exam	0.080	none	none
CYCR401	Child and Youth Care Research and Practice	4	Continuous Assessment	0.590	none	none

Students who opt to study part time will be required to complete all four theory subjects in year one, and only Child and Youth Care Research and Practice in year two.

8.3 Programme Rules

8.3.1 Minimum Admission Requirements

In addition to Rule G7, the minimum requirement for entry into the programme is a National Diploma: Child and Youth Development or equivalent.

In addition, students must have access to a computer and Internet as well as be computer literate.

Students also require a letter of permission from their employer to attend a two- week block session three times during the year.

Students who are employed must obtain a letter of permission from their employer before registration will be finalized. Students will be responsible for

all of their own costs and arrangements related to block lecture periods.

Admission requirements based on Work Experience, Age & Maturity and RPL

The DUT General Rule G7 (3) and G7 (8) respectively, will apply.

Admission of International students

The DUT's Admission's Policy for International Students and General Rules G4 and G7 (5) will apply.

8.3.2 Selection Criteria

In accordance with Rule G5, acceptance into the programme is limited. As more qualifying applications are received than can be accommodated, the following process will determine selection:

- Applicants must have completed the National Diploma: Child & Youth Development or equivalent.
- Applicants are required to formally apply to the Department by the due date, to be considered for the B Tech: Child & Youth Development.
- All completed documents must be handed in by the stipulated due date.
- An average percentage of final year subjects of the Diploma will be considered.
- Years taken to complete the diploma.
- Applicants who do not meet the criterion related to academic performance but have relevant work experience, will be required to submit a portfolio of evidence.
- A written assessment.
- Shortlisted applicants may be required to participate in an interview.
- Applicants will be ranked (see weighting criteria below) and selected based on rank.

WEIGHTING CRITERIA

Years to complete the National Diploma qualification

Minimum duration +2 years	Minimum duration + 1 year	Minimum duration
1	3	5

- The duration of completion of the National Diploma will be considered and ranked as indicated above.

Workplace experience post National Diploma

0-1 yr.	1-3 yrs.	3-5 yrs.	> 5yrs.
0	1	3	5

- Applicants with work experience will be considered according to the years in the workplace and a portfolio of evidence must be submitted.

Written Assessment

50-60%	61-70%	71-80%	81-90%	91-100%
1	2	3	4	5

- All applicants must comply with a written assessment that evaluates knowledge in the field of study.

Academic performance

Academic performance will be weighted by the average of the final year subjects for the Diploma for example a student who obtains an average of 60% will earn 60 points

No student will be considered for selection unless they meet at least the minimum of 62 points. However, please note that meeting the minimum entrance requirements does not guarantee selection into the BTech programme.

8.3.3 Pass Requirements

Notwithstanding the DUT pass requirements (G14 and G15), students are encouraged to apply themselves to their learning, and strive for the best academic results possible in order to adequately prepare themselves for their future careers, and to maximize possible employment opportunities.

8.3.4 Duration of Study

Minimum Duration

The minimum duration is one year of full time registered study, or two consecutive years of registered part time study.

Maximum Duration

In accordance with Rule G23A 9a) (delete) (4), the maximum duration of study is two (2) years of registered study. (Approved Senate: w.e.f. 27/08/2014)

9. BACHELOR OF CHILD AND YOUTH CARE (BCCYC1/BCCYC2)

Please note that the programme overview is subject to change in 2020. Students will be advised accordingly.

9.1 Programme Information

This programme is a full time course comprising thirty (30) modules. Teaching methods include lectures, self-study, presentations, group work tasks, skills training, positive peer support groups and work integrated learning.

9.2.1 Learning Programme Structure (BCCYC1) (only for students first registered in 2015)

GE- General Education offered by DUT

FGE- General Education offered by the Faculty

E- Exam

CA- Continuous Assessment

Code	Module	Semester of Study	Assessment Type (CA/E)	HEQF credits	Pre-requisite Modules	Co-requisite Modules
YEAR 1						
CCWA101	Child & Youth Care Work IA	1	E	0.125	none	none
CCWB101	Child & Youth Care Work IB	2	E	0.125	none	none
HDVA101	Human Development IA	1	E	0.125	none	none
HDVB101	Human Development IB	2	E	0.125	none	none
BHVM101	Behaviour Management I	2	E	0.094	none	Child & Youth Care Work IB
PPRD101	Personal & Professional Development I	1	CA	0.094	none	none
CCYC101	Communication for Child and Youth Care Workers	1	E	0.125	none	Child & Youth Care Work IA
CYCP102	Child and Youth Care Work Practice I	2	CA	0.094	Personal & Professional Development I	Child & Youth Care Work IB
CSTN101	Cornerstone (GE)	1	CA	0.093	none	none
YEAR 2						
CCWA201	Child & Youth Care Work IIA	1	E	0.125	Child & Youth Care Work IA & IB	none
CCWB201	Child & Youth Care Work IIB	2	E	0.125	Child & Youth Care Work IA & IB	none
HDVA201	Human Development IIA	1	E	0.125	Human Development IA & IB	none
HDVB201	Human Development IIB	2	E	0.125	Human Development IA & IB	none
BHVM201	Behaviour Management II	2	E	0.125	Behaviour Management I Personal & Professional Development I	Child & Youth Care Work IIB

CSIC101	Contemporary Social Issues in SA CYC Work	1	E	0.125	none	none
PPRD201	Personal & Professional Development II	1	CA	0.063	Personal & Professional Development I	none
CYCP202	Child and Youth Care Work Practice II	2	CA	0.125	Child and Youth Care Work Practice I	Child & Youth Care Work IIB Human Development IIB
SERS101 BGEP101 ITCH101	Sustainable Earth Studies OR Basics of Geopolitics OR Introduction to Technopreneurship (GE)	1	CA	0.062	none	none
YEAR 3						
CCWA301	Child & Youth Care Work IIIA	1	E	0.125	Child & Youth Care Work IIA Child & Youth Care Work IIB	none
CCWB301	Child & Youth Care Work IIIB	2	E	0.125	Child & Youth Care Work IIA Child & Youth Care Work IIB	none
HDVA301	Human Development IIIA	1	E	0.125	Human Development IIA & Human Development IIB	none
HDTV301	Human Development IIIB	2	E	0.125	Human Development IIA & Human Development IIB	none
BHVM301	Behaviour Management III	2	E	0.063	Behaviour Management II	none
CNSL101	Counseling	1	E	0.063	Communication for Child and Youth Care Workers Personal and Professional Development II Child and Youth Care Work Practice II	none
CCWF101	Child & Youth Care Work with Families and Communities	1	E	0.062	Child & Youth Care Work IIA & IIB Human Development IIA & IIB Contemporary Social Issues in SA Child & Youth Care Work	none
RSMY101	Research Methodology	2	CA	0.125	none	none
CYCP302	Child and Youth Care Work Practice III	2	CA	0.125	Child and Youth Care Work Practice II Personal & Professional Development II	Child & Youth Care Work IIIB Human Development IIIB
GENV101 TENE101	The Global Environment or The Entrepreneurial Edge(GE)	1	CA	0.062	none	none

YEAR 4						
CCWA401	Child & Youth Care Work IVA	1	E	0.125	Child & Youth Care Work IIIA & IIIB	none
CCWB401	Child & Youth Care Work IVB	2	E	0.125	Child & Youth Care Work IIIA & IIIB	none
HDVA401	Human Development IVA	1	E	0.094	Human Development IIIA & IIIB	none
HDVB401	Human Development IVB	2	E	0.094	Human Development IIIA & IIIB	none
BHVM401	Behaviour Management IV	2	E	0.063	Behaviour Management III	none
LSCI101	Life-Space Crisis Intervention	1	CA	0.063	Counseling	none
LPCW101	Legislation & Policy for Child & Youth Care Workers	1	E	0.063	none	none
RPDV101	Research Proposal Development	1	CA	0.063	Research Methodology	none
RPCY101	Research Project	2	CA	0.063	Research Proposal	none
CYCP401	Child & Youth Care work Practice IV	2	CA	0.185	Child & Youth Care Work Practice III	Child & Youth Care Work 4 B Human Development 4B
HCDK101 PHHL101	HIV & Communicable Diseases in KZN OR Philosophies & History of Healing (GE)	1	CA	0.062	none	none

9.2.2 Learning Programme Structure (BCCYC2) (for students registered from 2016 onwards) (Subject to revision in 2020)

GE- General Education offered by DUT

FGE- General Education offered by the Faculty

E- Exam

CA- Continuous Assessment

Code	Module	Semester of Study	Assessment Type (CA/E)	HEQF credits	Pre-requisite Modules	Co-requisite Modules
YEAR 1						
CCWA101	Child & Youth Care Work IA	1	E	0.125	none	none
CCWB101	Child & Youth Care Work IB	2	E	0.125	none	none
HDVA101	Human Development IA	1	E	0.125	none	none
HDVB101	Human Development IB	2	E	0.125	none	none
BHVM101	Behaviour Management I	2	E	0.063	none	Child & Youth Care Work IB
PPRD101	Personal & Professional Development I	1	CA	0.063	none	none
CCYC101	Communication for Child and Youth Care Workers	1	E	0.094	none	Child & Youth Care Work IA
CYCP102	Child and Youth Care Work Practice I	2	CA	0.094	Personal & Professional Development I	Child & Youth Care Work IB
CSTN101	Cornerstone (GE)	2	CA	0.092	none	none
CHCR102	Community Health Care	1	CA	0.094	none	none

IGSH101	and Research OR Issues of Gender and Society in Health Care (FGE)					
YEAR 2						
CCWA201	Child & Youth Care Work IIA	1	E	0.125	Child & Youth Care Work IA & IB	none
CCWB201	Child & Youth Care Work IIB	2	E	0.125	Child & Youth Care Work IA & IB	none
HDVA201	Human Development IIA	1	E	0.125	Human Development IA & IB	none
8HDVB201	Human Development IIB	2	E	0.125	Human Development IA & IB	none
BHVM201	Behaviour Management II	2	E	0.063	Behaviour Management I Personal & Professional Development I	Child & Youth Care Work IIB
CSIC101	Contemporary Social Issues in SA CYC Work	1	E	0.094	none	none
PPRD201	Personal & Professional Development II	1	CA	0.063	Personal & Professional Development I	none
CYCP202	Child and Youth Care Work Practice II	2	CA	0.063	Child and Youth Care Work Practice I	Child & Youth Care Work IIB Human Development IIB
SERS101 BGEPI01	Sustainable Earth Studies OR Basics of Geopolitics (GE)	1	CA	0.062	none	none
ITCHI01	Introduction to Technopreneurship OR Hands filled with Meaning (GE)	1	CA	0.061	none	none
CHCR201 EVAHI01	Community Health Care and Research II OR Environmental Awareness for Health Care Practitioners (FGE)	2	CA	0.094	none	none
YEAR 3						
CCWA301	Child & Youth Care Work IIIA	1	E	0.094	Child & Youth Care Work IIA Child & Youth Care Work IIB	none
CCWB301	Child & Youth Care Work IIIB	2	E	0.094	Child & Youth Care Work IIA Child & Youth Care Work IIB	none
HDVA301	Human Development IIIA	1	E	0.094	Human Development IIA & Human Development IIB	none
HDVB301	Human Development IIIB	2	E	0.094	Human Development IIA & Human Development IIB	none
BHVM301	Behaviour Management III	1	E	0.094	Behaviour Management II	none

CNSL101	Counseling	1	E	0.063	Communication for Child and Youth Care Workers Personal and Professional Development II Child and Youth Care Work Practice II	none
CCWF101	Child & Youth Care Work with Families and Communities	1	E	0.063	Child & Youth Care Work IIA & IIB Human Development IIA & IIB Contemporary Social Issues in SA Child & Youth Care Work	none
RSMY101	Research Methodology	2	CA	0.094	none	none
CYCP302	Child and Youth Care Work Practice III	2	CA	0.094	Child and Youth Care Work Practice II Personal & Professional Development II	Child & Youth Care Work IIIB Human Development IIIB
GENV101 TENE101	The Global Environment or The Entrepreneurial Edge (GE)	1	CA	0.062	None	none
CHCR301 PPRM101	Community Health Care and Research III OR Professional Practice and Management I (FGE)	2	CA	0.092	None	none
YEAR 4						
CCWA401	Child & Youth Care Work IVA	1	E	0.094	Child & Youth Care Work IIIA & IIIB	none
CCWB401	Child & Youth Care Work IVB	2	E	0.094	Child & Youth Care Work IIIA & IIIB	none
HDVA401	Human Development IVA	1	E	0.094	Human Development IIIA & IIIB	none
HDVB401	Human Development IVB	2	E	0.094	Human Development IIIA & IIIB	none
BHVM401	Behaviour Management IV	2	E	0.063	Behaviour Management III	none
LSCI101	Life-Space Crisis Intervention	1	CA	0.063	Counseling	none
LPCW101	Legislation & Policy for Child & Youth Care Workers	1	E	0.063	None	none
RPDV101	Research Proposal Development	1	CA	0.063	Research Methodology	none
RPCY101	Research Project	2	CA	0.063	Research Proposal	none
CYCP401	Child & Youth Care Work Practice IV	2	CA	0.159	Child & Youth Care Work Practice III	Child & Youth Care Work IV B Human Development IVB

HCDK101 PHHL101	HIV & Communicable Diseases in KZN OR Philosophies & History of Healing (GE)	1	CA	0.06 0	None	none
EDUT101 EMDL101	Educational Techniques OR Ethics and Medical Law (FGE)	2	CA	0.09 0	None	none

9.3 Programme Rules

NB: programme rules are under review and may be subject to change for the year 2020

9.3.1 Minimum Admission Requirements

In addition to Rule G7*, the minimum entrance requirement is a National Senior Certificate (NSC) a Senior Certificate (SC) or a National Certificate Vocation NC (V) valid for entry into a Bachelor's Degree and must include the following subjects at the stated minimum ratings below:

NSC REQUIREMENTS		SENIOR CERTIFICATE REQUIREMENTS			NC (V) REQUIREMENTS	
Compulsory subjects	NSC Rating	Compulsory subjects	Symbol HG	Symbol SG	Compulsory subjects	NC (V) Rating
English	4	English	D (first language) B (second language)	B (first language) A (second language)	English	70%
Three(3) additional subjects from the designated 20-credit NSC subjects (not more than one additional language)	4				Any two (2) fundamental subjects Any four (4) vocational subjects	70% 70%

9.3.2 Selection Criteria

All applicants must apply through the Central Applications Office (CAO). In accordance with Rule G5*, acceptance into the programme is limited. Since more applications are received than can be accommodated, the following selection process will apply:

- Initial shortlisting for selection is based on the applicant's academic performance in Grade 11 and or 12.
- The point scores for each NSC, SC or NC (V) results are obtained below:

Point Scores

RESULTS	NSC	Senior Certificate		NC(V)
		HG	SG	
90-100%	8	8	6	6
80-100%	7	7	5	5
70-79%	6	6	4	4
60-69%	5	5	3	3
50-59%	4	4	2	2
40-49%	3	3	1	1

- Applicants who meet the minimum departmental admission requirements will be invited to participate in the selection process.
- Shortlisted applicants will be invited to undertake a written assessment and participate in an interview.
- Final acceptance into the programme is based on the NSC/SC/NC (V) results, the written assessment, the interview and evidence of community service.
- The applicant will be required to present evidence of a minimum of 20 hours of volunteer work with children, youth, families or communities e.g. reference letter, certificate of participation etc.
- Selection is based on the criteria and weightings in table below:
Weighting of assessments

Assessment	Weighting (%)
Results of the National Senior Certificate/Senior Certificate/National Certificate (Vocational)	40
Written assessment	30
Interview	20 (A sub-minimum must be achieved for the applicant to be considered)
Evidence of community service	10

- Provisional acceptance is given to selected applicants awaiting NSC and NC (V) results. If the final Grade 12 NSC/NC (V) results do not meet the minimum entrance requirements, this provisional acceptance will be automatically withdrawn.
- Applicants whose application has been declined due to poor academic achievement in Grade 11 may reapply to the programme should they be able to show improved academic performance in the final Grade 12 examinations. Those applicants who wish to reapply should immediately notify the programme of their intention to reapply. In order for the application to be reconsidered, the applicant must submit the final grade 12 results to the Department and CAO as soon as these results are available.

9.3.3 Duration of Study

In accordance with the DUT Rule G23B (2)*and Rule G23B (3)*, the minimum duration of study is four (4) years and the maximum duration will be six (6) years of registered study.

9.3.4 Progression Rules

Please note that this rule is subject to change in 2020. Students will be advised accordingly.

In addition to DUT Rule G16*, students must pass all prerequisite modules before registration for higher level modules (as per table 1/2). Students must pass at least two modules in order to progress to the next study period.

9.3.5 Exclusion Rules

Please note that this rule is subject to change in 2020. Students will be advised accordingly.

In addition to the DUT General Rule G17*, a first year student who fails five or more of the modules with an average of less than 40% in the failed modules during that year is not permitted to re-register in the Child and Youth Care programme. De-registration from any module is subject to the provisions of Rule G6 (2)*.

9.3.6 Interruption of Studies

Should a student interrupt their studies for a period of more than three (3) consecutive years, the student will need to apply to the department for permission to re-register and will need to prove currency of appropriate knowledge prior to being given permission to continue with registration.

9.3.7 Child and Youth Care Work Practice

In addition to Rule G28* the following should be noted:

- Child and Youth Care Work Practice is a compulsory component of this programme and the student is required to spend time in designated child and youth care organisations as well as meeting particular outcomes as specified in the study guide for the module.
- A completed log sheet must be submitted by the end of the second semester each year and must provide detailed proof of all completed Child and Youth Care Work Practice learning activities.
- Students are required to comply with the rules and regulations of the child and youth care organization in which they are placed.

- o Disciplinary matters occurring at the organization will in the first instance be subject to the organization's disciplinary code of conduct and then referred to DUT for student disciplinary action.

9.3.8 Registration with the Professional Board

Students are required to be registered with the Professional Board for Child and Youth Care from their first year of study. Registration fees and submission of registration documents will be the responsibility of the student. (*Approved Senex: 11/08/2014*)

10. SUBJECT CONTENT & ASSESSMENT PLANS

(Phasing out)

10.1 BACHELOR OF TECHNOLOGY: CHILD & YOUTH DEVELOPMENT (BTCYC2)

Subject name and code	Learning areas/content	Assessment Plan
ADMINISTRATION & MANAGEMENT II (CYAD201)	<ul style="list-style-type: none"> • Functions of management • Contemporary challenges • Systems perspective • Organizational structure • Application of CYC principles in administration and management • Leadership and teambuilding • Volunteers • Supervision • Human resource management • Conflict management • Diversity management • Strategic planning • Financial management • Quality assurance. 	Exam-60% Tests-20% Assignments-10% Presentation-10%
APPLIED DEVELOPMENT IV (APDV401)	<ul style="list-style-type: none"> • Utilizing the holistic model and strengths perspectives in assessment • The Social Services Framework • The social context of children's lives • Strengths based approach ecosystems model • Working with Multidisciplinary assessment team • Child centred and family therapeutic work • Select play therapy techniques • School based interventions • Children and youth in divorcing and reconstituted families • Children affected by illness and death • Children as victims of family and community violence • Children in substance abusing families • Developmental and therapeutic programming and programmes • Implementation & management of developmental & therapeutic life space programs for child & youth care / • Children and youth dealing with loss 	Exam-60% Tests-20% Assignments-10% Presentation-10%
CHILD & YOUTH CARE 4 (CYTC401)	<ul style="list-style-type: none"> • National and international child and youth care (and related) policy and legislation • Social policy • Legislative and statutory processes • International and national instruments for advocacy and children's rights • Planning and managing therapeutic groups • Family preservation • Group care models 	Exam -60% Test-16% Assignment-16% Other Tasks-8%

YOUTH JUSTICE PROBATION 2 (YJSP201)	<ul style="list-style-type: none"> • Theoretical approaches to understanding young people in conflict with the law • Introduction to probation • The Probation Services Act • Home-based supervision • Teamwork • Developmental assessment • Early intervention services • Restorative justice • Diversion • The Child Justice Bill • Crime prevention. 	Exam-60% Tests-20% Assignments-20%
CHILD & YOUTH CARE RESEARCH & PRACTICE (CYCR401)	<p>Research Methodology</p> <ul style="list-style-type: none"> • Quantitative & qualitative research • Definitions • Methodology • Perspectives, traditions and methods in qualitative research • Ethical issues • Role and status of research • Data analysis • Standards and verification • Research proposals. <p>Mini Research Project</p> <ul style="list-style-type: none"> • Planning & implementation of research project - written up according to prescribed guidelines <p>Practice</p> <ul style="list-style-type: none"> • Leadership • Reflective writing • Community service learning project • Facilitating therapeutic groups • Conscious application of policy and legislation 	Tests-20% Assignment-20% Presentation-20% Presentation-20% Research proposal-20%

10.2.1 BACHELOR OF CHILD AND YOUTH CARE (BCCYCI)

Module name and code	Learning areas/content	Assessment Plan
YEAR I		
Child and Youth Care Work I A & IB	<ul style="list-style-type: none"> • Historical western approaches to child-rearing • Traditional approaches to child-rearing • Development of CYC work • Purpose of child and youth care work —scope, role, functions • Transformation of SA CYC system • Current influences shaping CYC practice in SA • Contexts of care —settings • Community-based care • The legal and ethical framework —child rights • Professionalism, ethics • Methodologies of child and youth care work- care, relationship, life-space work, milieu therapy, group approaches, creativity, and activity-based approaches • Teamwork • Consultative and life-space supervision. 	Exam 60% Coursework 40%
Human Development IA & IB	<ul style="list-style-type: none"> • The developmental perspective and the medical model • Domains of development (physical, social, emotional, cognitive, spiritual) • Developmental needs • Stages, characteristics, challenges and tasks of theories related to social, cognitive, emotional, 	Exam 60% Coursework 40%

	<p>moral and contextual development will be explored (Erikson, Kohlberg, Gilligan, Rogers, Bandura, Vygotsky, Ainsworth, Bloom, Maslow, Piaget, Jung, Skinner, Winnicot, Adler, Bruner, Bronfenbrenner, Marx, Durkheim, Bowlby, Circle of Courage, etc.)</p> <ul style="list-style-type: none"> • The strengths, weaknesses and cultural appropriateness of the theories and how they relate to behaviour in the South African context will be evaluated • Theories and approaches of developmental care (physical care, social care, emotional care), theories of caring (e.g. Watson). 	
Behaviour Management I	<ul style="list-style-type: none"> • Introduction to behavioral theories and theoretical approaches to understanding • Behaviour, e.g. sociological, psychological • Conceptual issues: definitions and purposes of behaviour and behaviour management • Proactive and reactive • Types of challenging behavior • Principles of behaviour management • Introduction to behaviour management techniques, e.g. containment, routine • Prohibited strategies in relation to child rights • Observation and recording <p>Influence techniques, e.g. Maier.</p>	Exam 60% Coursework 40%
Personal and Professional Development I	<ul style="list-style-type: none"> • The KSS model and conscious use of self • Identifying own strengths and limitations/areas of growth • The importance of self-reflection • Personal observations using different theoretical frameworks and within the team context • Resources identified and accessed for self-development and identified developmental needs • Preparation for supervisory, group and peer supervision sessions • Self-development, self-care and development plans • Stress management and preventing burnout • Critical reflective writing • Self as resource • Goal setting, planning and review • Consultative supervision • Positive peer support. 	100% Coursework
Communication for Child and Youth Care Workers	<ul style="list-style-type: none"> • Verbal and non-verbal communication • Communication and relationships • Sensitivity to diversity including cultural and developmental appropriateness, and issues of equality and inclusion • Self-awareness —own strengths and triggers • Use of touch • Barriers to communication • Active listening • Reflective listening —appropriate identification of feelings; Empathy; Attending behavior; Paraphrasing; Clarifying; Encouraging; Questioning; • Self-disclosure • Descriptive feedback and reframing (vs. labeling) • Summarizing • Assertiveness • Problem-solving; Self-control and modeling • Reporting (incl. confidentiality) 	Exam 60% Coursework 40%

	<ul style="list-style-type: none"> • Engagement and disengagement • Report-writing • Letter-writing • Logging. 	
Child and Youth Care Work Practice I	<ul style="list-style-type: none"> • Self-awareness and use of self • Developmental care • Developmental theories • CYC practice principles • Ethical practice • Professionalism • Team work • Life-space work • Observing and reporting • Relationship-building • Supervision. 	100% Coursework
Cornerstone	DUT GENED	100% Coursework
YEAR 2		
Child and Youth Care Work II A & II B	<ul style="list-style-type: none"> • Caring theories (e.g. Jean Watson) • Life-space theory (e.g. Lewin, Redl, Garfat, Fox) • Phenomenological approach • Educateur approach (e.g. Barnes; Linton) • Ecological model (e.g. Bronfenbrenner, Maier) • Milieu approach • Therapeutic community • Reclaiming approach (Brendtro, Brokenleg and Van Bockern) • Restorative approach (e.g. Consedine, Wachtel) • Child and youth care approach (Garfat and McElwee) • Systems thinking • Group care approaches (group dynamics, group management and leadership, group meetings, PPC, EQUIP) • Residential treatment (e.g. Durrant, Varda Mann-Feder) —include secure care • Family approaches (e.g. family preservation) • Shelters and drop-in centres for children on the streets • Theories of change —transition. 	Exam 60% Coursework 40%
Human Development II A & IIB	<ul style="list-style-type: none"> • Developmental approach • Developmental contexts —caring environments, reclaiming environments, socialization • Life-span development • Assessment —approaches, purpose, role of the Child and Youth Care worker, strengths and needs, multi-disciplinary teams, genograms, ecomaps • Activity programming —purpose, goal, objectives, programmes linked to assessment, participation and motivation of young people, creativity, use of self and resources, evaluation • Life skills and social skills • Competency-building • Separation, loss and trauma • Positive psychology and resilience theories • Mindfulness and wellness • Theories of play 	Exam 60% Coursework 40%
Behaviour Management II	<ul style="list-style-type: none"> • Varied types of behavior • Aggression and counter aggression • Contagious behavior's • Conflict cycle • Behaviour management skills and intervention techniques e.g. reinforcement (praise and 	Exam 60% Coursework 40%

	<p>encouragement), routines, setting positive expectations, effective verbal feedback</p> <ul style="list-style-type: none"> • Observation and recording i.e. structured and unstructured observation, observing recording of frequency, extent, intensity and duration of behaviours • Implementing behaviour <p>Management intervention techniques e.g. enforcing of rules, setting expectations and limits, discipline and punishment</p> <ul style="list-style-type: none"> • Use of environment/space (Maier) • Reflection and evaluation of the intervention strategy. 	
Contemporary Social Issues in SA Child and Youth Care Work	<ul style="list-style-type: none"> • Social issues and their manifestation in relation to CYC work. A selection of the following should be used as per currency: HIV/AIDS; Diversity and racism; Xenophobia; Urbanization; Poverty; Education; Unemployment; Health issues; Substance abuse; Crime and specifically youth crime; Gangsterism; Sex work; Children on the streets; Inadequate housing; Bullying; Child-headed Households; Child abuse; Family violence; Social transition; Violence; Human trafficking; Teen pregnancy; Child labour; Teen suicide and self-harm; Consumerism and materialism. 	Exam 60% Coursework 40%
Personal and Professional Development II	<p>Models, theories and exemplars of reflection and reflective practice</p> <p>Models of reflective practice and personal observations of self within specific theoretical frameworks</p> <p>Kolb's learning cycle; Gibbs' model of reflection van Aswegen's model of reflection</p> <p>Donald Schon's reflective practice Mattingly (competences)</p> <p>Phelan Garfat & Anglin's reflection on professional development</p> <p>Gerry Fewster</p> <p>Aspects of self as important subjects of reflection</p> <p>Personal development strategies and skills</p> <p>Personal and professional development specifically with regards to diversity, behaviour management issues, own childhood, own history, cultural and religious beliefs.</p> <p>Reflection on different perspectives encountered during professional practice.</p> <p>Personal issues that impact on self-awareness.</p>	100% Coursework
Child and Youth Care Work Practice II	<ul style="list-style-type: none"> • Professional and ethical practice • Relationship-building and communication • Observation and recording • Life-space work • Human development • Teamwork. 	100% Coursework
Sustainable Earth Studies OR Basics of Geopolitics OR Introduction to Techno-preneurship	DUT GENED	100% Coursework

YEAR 3		
Child and Youth Care Work III A & III B	<ul style="list-style-type: none"> • Definitions of leadership and management • Roles and functions of management • Theories of management; • Approaches to leadership and types of leadership • Power and influence • Decision-making • Personal and professional development as connected to leadership. 	Exam 60% Coursework 40%
Human Development IIIA & IIIB	<ul style="list-style-type: none"> • Approaches and frameworks for assessment and programming —deficit approaches, diagnostic (e.g. DSM), asset-building model (SEARCH Institute), Brown's ecological framework • Developmental assessment framework (Circle of Courage) - technique and processes • Programming - Care plans and Individual Development Plans (IDPs) • Creativity and resourcefulness. 	Exam 60% Coursework 40%
Behaviour Management III	<ul style="list-style-type: none"> • Contagious behavior • Out-of-control behavior • The role of trauma in troubled behavior • Theories and perspectives on rule-breaking behaviour (behaviour that is in conflict with the law) • The restorative approach, social control window and restorative practices. 	Exam 60% Coursework 40%
Counseling	<ul style="list-style-type: none"> • Conceptual issues related to counseling, counseling skills, and personal values and principles including: ethics, cultural status, issues of power, protocols, and characteristics of the individual. • Interpersonal skills which include: use of voice tone, pitch, volume, and speed; use of silence; active listening; clarifying, describing, encouraging, following, listening, paraphrasing, and summarizing; reflection of feelings and content; respect, acceptance, and tolerance; body language, empathy, empowerment, use of touch • Practical skills in the various stages of the counseling process. • Referrals to multi-disciplinary team members e.g. psychologists, social workers, SAPS. 	Exam 60% Coursework 40%
Child and Youth Care Work with Families and Communities	<ul style="list-style-type: none"> • Historical and contemporary definitions of the family • Functions and forms of families • Diverse and alternative families • Family dynamics and family systems • Legal and ethical frameworks • Family preservation • Family-focused programmes • Approaches to working with families - family therapy, family preservation, family conferencing, child and youth care approach to family work • Protective factors and resiliency • Poverty, ill-being and wellbeing • Approaches to community development • Process and skills for community development • The community project 	Exam 60% Coursework 40%
Research Methodology	<ul style="list-style-type: none"> • Nature, characteristics and value of research including the quantitative and qualitative research designs- features and comparisons • The blended paradigm • The five traditions of research • Foci, origin, approach and procedures in 5 qualitative traditions • Conducting research i.e.: choosing sample, data collection tools, data analysis procedures/ strategies • Standards and verification process / reliability and validity of research 	100% Coursework

	<ul style="list-style-type: none"> • Ethics in research • Writing the proposal 	
Child and Youth Care Work Practice III	<ul style="list-style-type: none"> • Use of self • Life-space work • Teamwork • Management and leadership • Assessment and programming • Ethical and professional practice • Utilization of supervision. 	100% Coursework
The Global Environment OR The Entrepreneurial Edge	DUT GENED	100% Coursework
Year 4		
Child and Youth Care Work IV A & IVB	<ul style="list-style-type: none"> • Legislative requirements in child and youth care management and leadership • The South African Constitution • BBBEE and PPPFA • Basic Conditions of Employment Act • Financial Management and budgeting • HR management (job description, leave rosters, performance appraisals; Working with unions • Programme evaluation and quality assurance (DQA) • Strategic thinking/planning • Project management • Community networking and liaison • Record-keeping (statutory requirements) • The legal and regulatory framework underpinning management and leadership in CYC work including roles and functions in multidisciplinary teams • Lobbying and advocacy 	Exam 60% Coursework 40%
Human Development IV A & IVB	<ul style="list-style-type: none"> • Specialized therapeutic interventions —dance, play, art, drama, movement, music, family, grief therapy, wilderness therapies, a range of diverse and alternative therapies • Young people who are suicidal, self-mutilate, abuse substances, damage property, set fires • Mental health, DSM, medical therapies • Culture-bound syndromes and culture-based interventions • Trauma and shock • Children with disabilities 	Exam 60% Coursework 40%
Behaviour Management IV	<ul style="list-style-type: none"> • Responding to assault and violence in accordance with CYC philosophy (e.g. PART —Professional Assault Response Training) • Violence of various descriptions e.g. fire-setting, gang-related behaviour, animal cruelty • Suicide and self-harm • Cult behavior • Substance abuse • Reportable incidents and legal requirements • Procedures and protocols for referrals • Identifying resources 	Exam 60% Coursework 40%
Life-Space Crisis Intervention	<ul style="list-style-type: none"> • Elements necessary for behaviour change • History, background and definitions of LSCI • Developmental and therapeutic goals and purposes of LSCI • Review of the conflict cycle and escalation models • Theme of self-awareness and self-control • The stages of LSCI including clarification of distortions • Adaptations for children with developmental delays • Skill training. 	100% Coursework
Legislation and Policy for Child and Youth Care Workers	<ul style="list-style-type: none"> • The differences between policy and legislation • Human rights history and UDHR • Relevant human/child rights legislation, e.g. UNCRC, African Charter, SA Constitution 	Exam 60% Coursework 40%

	<ul style="list-style-type: none"> • Relevant children's legislation, e.g. Children's Act and its amendments, Child Justice Act and its amendments, Beijing Rules, Riyadh Guidelines, the Tokyo Rules, Sexual Offences Act, Domestic Violence Act • The legislative process • The statutory process • Child participation and stakeholder involvement in child and youth care policy formulation • Advocacy and lobbying for the rights of children and youth at risk • Group and global programmes supporting policy and child rights 	
Research Development Proposal	<ul style="list-style-type: none"> • Steps in the social research process. • Writing the research proposal including developing critical aims and objectives of the study, utilising the appropriate research paradigm , selecting appropriate population a, sample group and sample size, delineating time frames. • Writing a literature review which includes: literature searches through various sources: academic repositories, journals, books. • Completing the ethics checklist. • Developing a proposed research budget. • Accurate referencing during research using appropriate format. • 	100% Coursework
Research Project	<ul style="list-style-type: none"> • Steps in the social research process • Writing the research proposal including developing critical aims and objectives of the study, utilizing the appropriate research paradigm , selecting appropriate population a, sample group and sample size, delineating time frames • Writing a literature review which includes: literature searches through various sources: academic repositories, journals, books; Completing the ethics checklist; Developing a proposed research budget; Accurate referencing during research using the Harvard Referencing Guide. 	Completed project-100%
Child and Youth Care Work Practice IV	<ul style="list-style-type: none"> • Leadership and management • Legislation and policy • Assessment and programming • Supervision • Reflections 	100% Coursework
HIV and Communicable Diseases in KZN OR Philosophies and History of Healing	DUT GENED	100% Coursework

10.2.2 BACHELOR OF CHILD AND YOUTH CARE (BCCYC2)
(Subject to revision in 2020)

Module name and code	Learning areas/content	Assessment Plan
YEAR I		
Child and Youth Care Work A & IB	<ul style="list-style-type: none"> • Historical western approaches to child-rearing • Traditional approaches to child-rearing • Development of CYC work • Purpose of child and youth care work —scope, role, functions • Transformation of SA CYC system • Current influences shaping CYC practice in SA • Contexts of care —settings • Community-based care • The legal and ethical framework —child rights • Professionalism, ethics • Methodologies of child and youth care work-care, relationship, life-space work, milieu therapy, group approaches, creativity, and activity-based approaches • Teamwork • Consultative and life-space supervision. 	Exam 60% Coursework 40%
Human Development IA & IB	<ul style="list-style-type: none"> • The developmental perspective and the medical model • Domains of development (physical, social, emotional, cognitive, spiritual) • Developmental needs • Stages, characteristics, challenges and tasks of theories related to social, cognitive, emotional, moral and contextual development will be explored (Erikson, Kohlberg, Gilligan, Rogers, Bandura, Vygotsky, Ainsworth, Bloom, Maslow, Piaget, Jung, Skinner, Winnicot, Adler, Bruner, Bronfenbrenner, Marx, Durkheim, Bowlby, Circle of Courage, etc.) • The strengths, weaknesses and cultural appropriateness of the theories and how they relate to behaviour in the South African context will be evaluated • Theories and approaches of developmental care (physical care, social care, emotional care), theories of caring (e.g. Watson). 	Exam 60% Coursework 40%
Behaviour Management I	<ul style="list-style-type: none"> • Introduction to behavioral theories and theoretical approaches to understanding • Behaviour, e.g. sociological, psychological • Conceptual issues: definitions and purposes of behaviour and behaviour management • Proactive and reactive • Types of challenging behavior • Principles of behaviour management • Introduction to behaviour management techniques, e.g. containment, routine • Prohibited strategies in relation to child rights • Observation and recording • Influence techniques, e.g. Maier. 	Exam 60% Coursework 40%
Personal and Professional Development I	<ul style="list-style-type: none"> • The KSS model and conscious use of self • Identifying own strengths and limitations/areas of growth • The importance of self-reflection • Personal observations using different theoretical frameworks and within the team context • Resources identified and accessed for self-development and identified developmental needs 	100% Coursework

	<ul style="list-style-type: none"> • Preparation for supervisory, group and peer supervision sessions • Self-development, self-care and development plans • Stress management and preventing burnout • Critical reflective writing • Self as resource • Goal setting, planning and review • Consultative supervision • Positive peer support. 	
Communication for Child and Youth Care Workers	<ul style="list-style-type: none"> • Verbal and non-verbal communication • Communication and relationships • Sensitivity to diversity including cultural and developmental appropriateness, and issues of equality and inclusion • Self-awareness —own strengths and triggers • Use of touch • Barriers to communication • Active listening • Reflective listening —appropriate identification of feelings; Empathy; Attending behavior; Paraphrasing; Clarifying; Encouraging; Questioning; • Self-disclosure • Descriptive feedback and reframing (vs. labeling) • Summarizing • Assertiveness • Problem-solving; Self-control and modeling • Reporting (incl. confidentiality) • Engagement and disengagement • Report-writing • Letter-writing • Logging. 	Exam 60% Coursework 40%
Child and Youth Care Work Practice I	<ul style="list-style-type: none"> • Self-awareness and use of self • Developmental care • Developmental theories • CYC practice principles • Ethical practice • Professionalism • Team work • Life-space work • Observing and reporting • Relationship-building • Supervision. 	100% Coursework
Cornerstone	DUT GENED	100% Coursework
Community Health Care and Research OR Issues of Gender and Society in Health Care	FACULTY GENED	100% Coursework
YEAR 2		
Child and Youth Care Work II A & II B	<ul style="list-style-type: none"> • Caring theories (e.g. Jean Watson) • Life-space theory (e.g. Lewin, Redl, Garfat, Fox) • Phenomenological approach • Educateur approach (e.g. Barnes; Linton) • Ecological model (e.g. Bronfenbrenner, Maier) • Milieu approach • Therapeutic community • Reclaiming approach (Brendtro, Brokenleg and Van Bockern) • Restorative approach (e.g. Consedine, Wachtel) • Child and youth care approach (Garfat and McElwee) • Systems thinking 	Exam 60% Coursework 40%

	<ul style="list-style-type: none"> • Group care approaches (group dynamics, group management and leadership, group meetings, PPC, EQUIP) • Residential treatment (e.g. Durrant, Varda Mann-Feder) —include secure care • Family approaches (e.g. family preservation) • Shelters and drop-in centres for children on the streets • Theories of change —transition. 	
Human Development II A & IIB	<ul style="list-style-type: none"> • Developmental approach • Developmental contexts —caring environments, reclaiming environments, socialization • Life-span development • Assessment —approaches, purpose, role of the Child and Youth Care worker, strengths and needs, multi-disciplinary teams, genograms, ecomaps • Activity programming —purpose, goal, objectives, programmes linked to assessment, participation and motivation of young people, creativity, use of self and resources, evaluation • Life skills and social skills • Competency-building • Separation, loss and trauma • Positive psychology and resilience theories • Mindfulness and wellness • Theories of play 	Exam 60% Coursework 40%
Behaviour Management II	<ul style="list-style-type: none"> • Varied types of behavior • Aggression and counter aggression • Contagious behavior's • Conflict cycle • Behaviour management skills and intervention techniques e.g. reinforcement (praise and encouragement), routines, setting positive expectations, effective verbal feedback • Observation and recording i.e. structured and unstructured observation, observing recording of frequency, extent, intensity and duration of behaviours • Implementing behaviour Management intervention techniques e.g. enforcing of rules, setting expectations and limits, discipline and punishment • Use of environment/space (Maier) • Reflection and evaluation of the intervention strategy. 	Exam 60% Coursework 40%
Contemporary Social Issues in SA Child and Youth Care Work	<ul style="list-style-type: none"> • Social issues and their manifestation in relation to CYC work. A selection of the following should be used as per currency: HIV/AIDS; Diversity and racism; Xenophobia; Urbanization; Poverty; Education; Unemployment; Health issues; Substance abuse; Crime and specifically youth crime; Gangsterism; Sex work; Children on the streets; Inadequate housing; Bullying; Child-headed Households; Child abuse; Family violence; Social transition; Violence; Human trafficking; Teen pregnancy; Child labour; Teen suicide and self-harm; Consumerism and materialism. 	Exam 60% Coursework 40%

Personal and Professional Development II	<p>Models, theories and exemplars of reflection and reflective practice</p> <p>Models of reflective practice and personal observations of self within specific theoretical frameworks</p> <p>Kolb's learning cycle; Gibbs' model of reflection van Aswegen's model of reflection</p> <p>Donald Schon's reflective practice Mattingly (competences)</p> <p>Phelan Garfat & Anglin's reflection on professional development</p> <p>Gerry Fewster</p> <p>Aspects of self as important subjects of reflection</p> <p>Personal development strategies and skills</p> <p>Personal and professional development specifically with regards to diversity, behaviour management issues, own childhood, own history, cultural and religious beliefs.</p> <p>Reflection on different perspectives encountered during professional practice.</p> <p>Personal issues that impact on self-awareness.</p>	100% Coursework
Child and Youth Care Work Practice II	<ul style="list-style-type: none"> • Professional and ethical practice • Relationship-building and communication • Observation and recording • Life-space work • Human development • Teamwork. 	100% Coursework
Sustainable Earth Studies OR Basics of Geopolitics Introduction to Technopreneurship	DUT GENED	100% Coursework
Introduction to Technopreneurship OR Hands filled with Meaning	DUT GENED	100% Coursework
Community Health Care and Research II OR Environmental Health Awareness for Health Care Practitioners	FACULTY GENED	100% Coursework
YEAR 3		
Child and Youth Care Work III A & IIIB	<ul style="list-style-type: none"> • Definitions of leadership and management • Roles and functions of management • Theories of management; • Approaches to leadership and types of leadership • Power and influence • Decision-making • Personal and professional development as connected to leadership. 	Exam 60% Coursework 40%
Human Development IIIA & IIIB	<ul style="list-style-type: none"> • Approaches and frameworks for assessment and programming —deficit approaches, diagnostic (e.g. DSM), asset-building model (SEARCH Institute), Brown's ecological framework • Developmental assessment framework (Circle of Courage) - technique and processes • Programming - Care plans and Individual Development Plans (IDPs) • Creativity and resourcefulness. 	Exam 60% Coursework 40%
Behaviour Management III	<ul style="list-style-type: none"> • Contagious behavior • Out-of-control behavior • The role of trauma in troubled behavior • Theories and perspectives on rule-breaking behaviour (behaviour that is in conflict with the law) • The restorative approach, social control window and restorative practices. 	Exam 60% Coursework 40%
Counseling	<ul style="list-style-type: none"> • Conceptual issues related to counseling, counseling skills, and personal values and principles including: ethics, cultural status, issues of power, protocols, and characteristics of the individual. 	Exam 60% Coursework 40%

	<ul style="list-style-type: none"> • Interpersonal skills which include: use of voice tone, pitch, volume, and speed; use of silence; active listening; clarifying, describing, encouraging, following, listening, paraphrasing, and summarizing; reflection of feelings and content; respect, acceptance, and tolerance; body language, empathy, empowerment, use of touch • Practical skills in the various stages of the counseling process. • Referrals to multi-disciplinary team members e.g. psychologists, social workers, SAPS. 	
Child and Youth Care Work with Families and Communities	<ul style="list-style-type: none"> • Historical and contemporary definitions of the family • Functions and forms of families • Diverse and alternative families • Family dynamics and family systems • Legal and ethical frameworks • Family preservation • Family-focused programmes • Approaches to working with families - family therapy, family preservation, family conferencing, child and youth care approach to family work • Protective factors and resiliency • Poverty, ill-being and wellbeing • Approaches to community development • Process and skills for community development • The community project 	Exam 60% Coursework 40%
Research Methodology	<ul style="list-style-type: none"> • Nature, characteristics and value of research including the quantitative and qualitative research designs- features and comparisons • The blended paradigm • The five traditions of research • Foci, origin, approach and procedures in 5 qualitative traditions • Conducting research i.e.: choosing sample, data collection tools, data analysis procedures/ strategies • Standards and verification process / reliability and validity of research • Ethics in research • Writing the proposal 	100% Coursework
Child and Youth Care Work Practice III	<ul style="list-style-type: none"> • Use of self • Life-space work • Teamwork • Management and leadership • Assessment and programming • Ethical and professional practice • Utilization of supervision. 	100% Coursework
The Global Environment OR The Entrepreneurial Edge	DUT GENED	100% Coursework
Community Health Care and Research III OR Professional Practice and Management I	FACULTY GENED	100% Coursework
Year 4		
Child and Youth Care Work IV A & IVB	<ul style="list-style-type: none"> • Legislative requirements in child and youth care management and leadership • The South African Constitution • BBBEE and PPPFA • Basic Conditions of Employment Act • Financial Management and budgeting • HR management (job description, leave rosters, performance appraisals; Working with unions • Programme evaluation and quality assurance (DQA) 	Exam 60% Coursework 40%

	<ul style="list-style-type: none"> • Strategic thinking/planning • Project management • Community networking and liaison • Record-keeping (statutory requirements) • The legal and regulatory framework underpinning management and leadership in CYC work including roles and functions in multidisciplinary teams • Lobbying and advocacy 	
Human Development IV A & IVB	<ul style="list-style-type: none"> • Specialized therapeutic interventions —dance, play, art, drama, movement, music, family, grief therapy, wilderness therapies, a range of diverse and alternative therapies • Young people who are suicidal, self-mutilate, abuse substances, damage property, set fires • Mental health, DSM, medical therapies • Culture-bound syndromes and culture-based interventions • Trauma and shock • Children with disabilities 	Exam 60% Coursework 40%
Behaviour Management IV	<ul style="list-style-type: none"> • Responding to assault and violence in accordance with CYC philosophy (e.g. PART —Professional Assault Response Training) • Violence of various descriptions e.g. fire-setting, gang-related behaviour, animal cruelty • Suicide and self-harm • Cult behavior • Substance abuse • Reportable incidents and legal requirements • Procedures and protocols for referrals • Identifying resources 	Exam 60% Coursework 40%
Life-Space Crisis Intervention	<ul style="list-style-type: none"> • Elements necessary for behaviour change • History, background and definitions of LSCI • Developmental and therapeutic goals and purposes of LSCI • Review of the conflict cycle and escalation models • Theme of self-awareness and self-control • The stages of LSCI including clarification of distortions • Adaptations for children with developmental delays • Skill training 	100% Coursework
Legislation and Policy for Child and Youth Care Workers	<ul style="list-style-type: none"> • The differences between policy and legislation • Human rights history and UDHR • Relevant human/child rights legislation, e.g. UNCRC, African Charter, SA Constitution • Relevant children's legislation, e.g. Children's Act and its amendments, Child Justice Act and its amendments, Beijing Rules, Riyadh Guidelines, the Tokyo Rules, Sexual Offences Act, Domestic Violence Act • The legislative process • The statutory process • Child participation and stakeholder involvement in child and youth care policy formulation • Advocacy and lobbying for the rights of children and youth at risk • Group and global programmes supporting policy and child rights 	Exam 60% Coursework 40%
Research Project	<ul style="list-style-type: none"> • Steps in the social research process • Writing the research proposal including developing critical aims and objectives of the study, utilizing the appropriate research paradigm, selecting appropriate population, sample group and sample size, delineating time frames • Writing a literature review which includes: literature searches through various sources: academic repositories, journals, books; Completing the ethics checklist; Developing a 	Completed project-100%

	proposed research budget; Accurate referencing during research using the Harvard Referencing Guide.	
Research Proposal Development	<ul style="list-style-type: none"> • Steps in the social research process. • Writing the research proposal including developing critical aims and objectives of the study, utilizing the appropriate research paradigm , selecting appropriate population a, sample group and sample size, delineating time frames. • Writing a literature review which includes: literature searches through various sources: academic repositories, journals, books. • Completing the ethics checklist. • Developing a proposed research budget. • Accurate referencing during research using appropriate format. 	100% Coursework
Child and Youth Care Work Practice IV	<ul style="list-style-type: none"> • Leadership and management • Legislation and policy • Assessment and programming • Supervision • Reflections 	100% Coursework
HIV and Communicable Diseases in KZN OR Philosophies and History of Healing	DUT GENED	100% Coursework
Educational Techniques OR Ethics and Medical Law	FACULTY GENED	100% Coursework