2019 HANDBOOK
COMMUNITY HEALTH SCIENCES

HANDBOOK FOR 2019

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 G1 (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)

*C*reating *H*ealthy *S*ocieties

CONTENTS

1. 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 Mansfield School, Gate 8, Steve Biko Rd, Mansfield Site, Ritson Road 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:	Health Sciences Faculty Office: Gate 8, Steve Biko Road, Block Mansfield Site Area, Ritson Campus

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:	Executive Dean's Office, Gate 8, Steve Biko Road, Second floor, above Faculty of Health Sciences offices, Ritson Campus

2. STAFFING   Name and Qualification

Department: Community Health Studies

Head of Department   Ms EJ Kistnasamy: Master of Technology: Environmental Health (DUT); B.Comm (UDW)

Secretary   Mrs A Karamchand: Bachelor of Technology: Office Management & Technology (DUT)

Technician   Mrs Melishnee Ruthanam: Bachelor of Technology: Environmental Health (DUT)

Programme: Environmental Health

Associate Professor   Prof P Reddy: Doctor of Philosophy: Occupational and Environmental Health (UKZN)

Senior Lecturer   Dr I Niranjan: Doctorate in Technology: Quality Management (DUT)

Lecturers   Ms M Dalasile: Master of Technology: Environmental Health (DUT)

Mr SD Gabela: Masters in Public Health (UKZN)

Mrs S Ghuman: Masters in Public Health (UKZN)

Programme: Child and Youth Care

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

Lecturers   Mrs F Dewan: Master's Degree: Higher Education (UKZN)

Ms T Hlengwa: Master's Degree: Higher Education (UKZN); Bachelor of Social Sciences (Honours): Social Development (UCT)

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

Mrs C Singh: Master of Technology: Public Management (DUT); BTech: Child and Youth Development (DUT)

Ms J 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
ND: Environmental Health	NDEVH1	72231	2020 (phasing out)
BTech: Environmental Health	BTEVH1	72132	2019 (phasing out)
MHSc: Environmental Health	MHEVH1	72181	2016 (start date)
BHSc: of Environmental Health	BHEVH1	94797	2016 (start date)
ND: Child and Youth Development	NDCYC2/NDCYC1	72216	2018 (phasing out)
BTech: Child and Youth Development	BTCYC2	72218	2019 (phasing out)
Bachelor of Child and Youth Care	BCCYC1/BCCYC2	94178	2015/2016 (start date)

NB: Some of the qualification codes may be subject to change

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. <u>The certificate must be submitted to the subject lecturer no later than five (5) working days after the "fit for duty" date on the medical certificate.</u>

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. <u>This declaration must be submitted to the subject lecturer no later than two (2) working days after the date of the missed assessment.</u>

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 G1 (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 NATIONAL DIPLOMA: ENVIRONMENTAL HEALTH (NDEVH1)

4.1 Programme Information

This programme is a full time annual course comprising a total of fifteen (15) subjects. Subjects are taught on the basis of one subject allocated to a full day. Teaching methods include: lectures, self-study exercises, group work tasks and field trips where applicable. Students are required to comply with all pre-requisites as prescribed by the course outline.

Registration with the Professional Board of EHP

Students are required to be registered with the Professional Board for Environmental Health Practitioners (EHP) by March of their first (1) year of studies. Registration fees and submission of registration documents will be the responsibility of the student. The fee is a once-off payment and covers the student during the entire training period. This process is co-ordinated by an EH staff member

Community Service

In accordance with the requirements of the National Department of Health, as of January 2004 all newly qualified National Diploma: Environmental Health students are required to undergo a one (1) year period of compulsory Community Service. This is a pre-requisite for registration with the Professional Board in order to practice as an Environmental Health Practitioner.

Work Integrated Learning (WIL)

Work Integrated Learning (WIL), a compulsory component of this programme, comprises hundred (100) days to be spent in industry (e.g.: Local authorities or government departments appropriate to the programme, private companies) of which twenty five (25) days must be completed at a registered abattoir. Proof of completion will be determined following an evaluation of your record book submitted by 30 September, which must indicate sufficient proof that you have completed the work required. Please note: while you will be assisted with placement, the onus is ultimately on the student to ensure that the days are completed as required. You will be fully advised of this by the programme WIL Coordinator. In addition, students are referred to Rule G28.

Assessment and Moderation

The assessment includes both formative and summative assessment. A variety of testing methods are used including, but not limited to, written tests, oral tests, practical examinations, group work and assignments. Assessment details for each course are outlined in the study guides for that particular subject. Moderation follows the DUT policy. Certain subjects are evaluated by a 100% year mark which is determined by a weighted combination of assessments. As such, there are no supplementary examinations for these subjects.

4.2   Learning Programme Structure

Code	Subjects	Assessment Type (CA/E)	Year of Study	SAQA credits	Pre-requisite Subjects	Co-requisite Subjects
ENVP101	Environmental Planning I	E	1	0.200	none	none
CDEV102	Community Development I	CA	1	0.200	none	none
ANPY101	Anatomy & Physiology I	E	1	0.200	none	none
MENH101	Microbiology I	E	1	0.200	none	none
PHCM111	Physics & Chemistry Module 1 (Chemistry)	E	1	0.100	none	none
PHCM121	Physics & Chemistry Module 2 (Physics)	CA	1	0.100	none	none
ETEH101	Experiential Training I	CA	1	none	none	none
OCHS201	Occupational Health and Safety II	E	2	0.200	PHCM111 PHCM121	none
CDEV202	Community Development II	CA	2	0.200	CDEV102	none
EPWW201	Environmental Pollution: Waste and Water II	E	2	0.200	ENVP101	none
EPID204	Epidemiology II	E	2	0.200	ANPY102 MENH101	none
FDMH201	Food and Meat Hygiene II	E	2	0.200	ANPY102 MENH101	none
ETEH201	Experiential Training 2	CA	2	none	none	none
OHSF301	Occupational Health and Safety III	E	3	0.200	OCHS201	none
MNPR301	Management Practice III	E	3	0.200	CDEV202	none
EPAN301	Environmental Pollution: Air and Noise III	E	3	0.200	EPWW201	none
EPID302	Epidemiology III	E	3	0.200	EPID204	none
FDMH301	Food and Meat Hygiene III	E	3	0.200	FDMH201 ETEH201	Experiential Training 3
ETEH301	Experiential Training 3	CA	3	none	none	none

*CA = Continuous Assessment / E= Final Examination/ TBC = To Be Confirmed

*Physics & Chemistry Modules 1 + 2 are combined in equal weighting to form the subject: Physics & Chemistry.

4.3   Programme Rules

4.3.1   Minimum Admission Requirements

The National Diploma Programme is discontinued.

4.3.2   Prerequisites and pass requirements

Notwithstanding the DUT pass requirements (G14 and G15), and those

detailed as follows, 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. In order to register for a second (2) or third (3) level subject, a student must have met the pre-requisites as listed previously in order to be competent and have sufficient knowledge to perform satisfactorily in the subject at the higher level. Any student registered for a second level subject cannot register for Food and Meat Hygiene 3 as the practical meat component requires a student to spend 25 working days off campus. Students will not be permitted to register for more than five (5) subjects per academic year.

4.3.3   Re-registration Rules
Rule G16 of the General Handbook for students applies.

4.3.4   Exclusion Rules
In addition to Rule G17, a first (1) year student who fails three (3) or more subjects with less than 40% is not permitted to reregister for the course. Deregistration from any subject is subject to the provisions of Rule G6 (2).

4.3.5   Interruption of Studies
In accordance with Rule G21A (b), the minimum duration for this programme will be three (3) years of registered study and the maximum duration will be five (5) years of registered study, including any periods of WIL. Should a student interrupt their studies by more than three (3) 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.

4.3.6   Examinations
In order to be eligible to enter for the main examination, students must obtain a minimum of 40% for the year mark in that particular subject. Notwithstanding G12 (10) a year/semester mark obtained for any subject is valid for the main examination only in the year/semester in which a learner is registered plus the supplementary examination in that subject, if granted, to the learner in terms of Rule G13 (3).

5 BACHELOR TECHNOLOGY: ENVIRONMENTAL HEALTH (BTEVH1)

5.1 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.

5.2 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.

5.3 Programme Rules

5.3.1 Entrance Requirements:
ND: Environmental Health or an equivalent qualification.

5.3.2 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*).

5.3.3   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.

6   BACHELORS OF HEALTH   SCIENCES DEGREE:

ENVIRONMENTAL HEALTH (BHEVH1)

6.1   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.

6.2   Learning Programme Structure

Code	Module	Semester of Study	Assessment Type (CA/E)	HEQF credits	Pre-requisite Modules	Co-requisite Modules
YEAR 1						
CHMT101	Chemistry I	1	E	0.121	none	none
ANPA102	Anatomy & Physiology IA	1	E	0.060	none	none
FNEH101	Fundamental Environmental Health	1	E	0.092	none	none
PYSI111	Physics 1 Module 1	1	CA	0.605	none	none
MATH103	Mathematics I	1	CA	0.060	none	none
PPDV101	Personal and Professional Development I	1	CA	0.092	None	None
	OR					
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 1 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	0.129	PYSI101 CHMT101	none
CLDV101	Cultural Diversity	3	CA	0.068	none	none
	OR					
MWMU101	Me, My World, My Universe	3	CA	0.068	none	none
	OR					
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	4	CA	0.100	none	None

		OR				
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	5	CA	0.060	none	none
		OR				
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	6	CA	0.094	none	none
		OR				
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	7	CA	0.058	none	none
		OR				
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	TBC	none	ELLP101 & ELLP201
FHYG301	Food Hygiene III	8	CA	0.118	FHBG201	none
PPDV401	Professional and Personal Development IV	8	CA	0.088	none	none
		OR				
EMDL101	Ethics and Medical Law	8	CA	0.088	none	none

** A student carrying any 1st year module(s) cannot register for Food Hygiene 1 (FHYG101) in the 2nd year, semester 1.
This is due to the practical meat component that requires a student to spend a number of working days off campus.

6.3 Programme Rules
6.3.1 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.

6.3.2   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.

6.3.3   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.

6.3.4   Progression Rule
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

6.3.5   Exclusion Rule
Please note that this rule is subject to change in 2019. 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).

6.3.6   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.

6.3.7   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*)

7.   MASTERS HEALTH SCIENCES: ENVIRONMENTAL HEALTH (MHEVH1)

7.1 Programme Information

The Masters in Environmental Health is offered as a full research qualification. Students wishing to enroll for the MHSc: 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.

7.2 Learning Programme Structure

Code	Module	Year of Study	Assessment Type (CA/E)	HEQF credits	Prerequisite Modules	Co-requisite Modules
RPLH511	Research Project and Dissertation (1st Registration)	1	E	120	BTEVH1 BHEVH1	none
RPLH521	Research Project and Dissertation (Successive Registration)	2	E	NA	none	none

7.2.1   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.

7.2.2   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 pogramme, the student will work on a proposal and research project under the guidance of an appointed supervisor and/or co-supervisor.

7.2.3   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).

8   SUBJECT CONTENT & ASSESSMENT PLANS: ***++

8.1   NATIONAL DIPLOMA: ENVIRONMENTAL HEALTH (NDEVH1)

Please note: Course work for all subjects will comprise a minimum of four (4) separate assessments consisting of: theory & practical tests, assignments, presentations, group work projects.

With the exception Community Development II, all other subjects will have a final examination which counts 60% of the final mark. Food & Meat Hygiene III AND Occupational Health and Safety III have each two equally weighted final examinations, i.e.: Paper 1 (Theory) and Paper 2 (Practical). Specific assessment details are available in the Subject Study Guides and in the tables below.

SUBJECT NAME AND CODE	LEARNING AREAS/CONTENT	ASSESSMENT PLAN
YEAR 2		
COMMMUNITY DEVELOPMENT II (CDEV202)	Methods; Didactics; Pedagogic; Androgogic; Gerontology; Relationships; Practical; Other health service providers; Community profile studies (analysis and programme development); Community development and profile development; Environmental psychology; Dynamics and management practice.	100% coursework
ENVIRONMENTAL POLLUTION II (WATER AND WASTE) (EPWW201)	Water Quality Control; Sources of pollution; Principles of Water Quality: Sewage purification; Water Purification: Sanitation; Waste technology - Types / Definitions; Sources; Storage and collection; Transport; Disposal; Tidy Town System.	Exam -60% Coursework-40%
EPIDEMIOLOGY II (EPID204)	Physical and biological agents; Pathogenesis; Immunology; Vector control; Agent, host, Environmental interaction and control; Causation; Types of Epidemiological studies; Biostatistics; Communicable diseases; Port health; The Health Act	Exam -60% Coursework-40%
FOOD AND MEAT HYGIENE II (FDMH201)	Introduction to Food Hygiene; Food Premises; Sanitary practice; Changes in foodstuffs; Food poisoning and infestation; Legislation; Meat and anatomy of food Animals; Food Hygiene Primary Inspection	Exam -60% Coursework-40%
OCCUPATIONAL HEALTH AND SAFETY II (OCHS201)	Basic principles; Occupational health and safety legislation; Physical environmental stresses; Biological environmental stresses; Psychological environmental stresses	Exam-60% Tests- 10% Assignment -10% Project-20%
YEAR 3		
FOOD AND MEAT HYGIENE III (FDMH301)	Biochemistry; Food preservation; Contamination, spoilage and inspection of food; Processing of food; Quality control; HAS and HACCP; Milk and Dairies; Meat science (technology); Abattoir planning and construction; Food animal husbandry; Abattoir practice and legislation; Parasitology; Pathology; Diseases; Pathology practical: Secondary inspection and laboratory practice	Exam -60% Coursework-40%
MANAGEMENT PRACTICE III (MNPR301)	Public Administration; Office practice; EH Legislation; Governance; Project Management; Financial management; Personnel Management; Leadership and Management techniques	Exam -60% Coursework-40%
OCCUPATIONAL HEALTH AND SAFETY III (OHSF301)	Chemical environmental stresses; Ergonomic stresses; Safety systems; Occupational health and safety programme; Occupational health and safety statistics	Exam -60% Coursework-40%

SUBJECT NAME AND CODE	LEARNING AREAS/CONTENT	ASSESSMENT PLAN
EPIDEMIOLOGY III (EPID302)	Key Epidemiological Concepts; Epidemiological study approaches; Investigating environmental disease outbreaks; Occupational Epidemiology; Rapid Health Assessment Protocols for Emergencies; Health Service and Public Policy	Exam -60% Coursework-40%
ENVIRONMENTAL POLLUTION III (AIR AND NOISE) (EPAN301)	Air pollution; Combustion; Engineering control; Climatology; Environmental noise; Sources and Prevalence / Legislation / Monitoring / Measurement / Evaluation / Control	Exam -60% Coursework-40%

***applies to all subjects/modules to read as follows:

"Subject and module specific assessment details are available in the Learner Guides."

++ 1st year subjects: learning areas/content and assessment plans are absent due to the discontinuation of the National Diploma

8.2 BACHELOR OF TECHNOLOGY: ENVIRONMENTAL HEALTH (BTENH1)

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) (EEPI402)	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	Water quality parameters and standards; Standards of water sources;	100% coursework

MANAGEMENT IV (ELECTIVE) (WQMT402)	Water pollution; Endemic health problems; Treatment and disposal standards; Water analysis; Legal standards; Disaster Management	

8.3 BACHELOR OF HEALTH SCIENCES: ENVIRONMENTAL HEALTH (BHEVH1)

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 1		
CHEMISTRY 1 (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 1A (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 1 (MATH103)	Basic mathematical concepts and calculations; Functions and algebra; Data handling and probability.	100% CA
PERSONAL & PROFESSIONAL DEVELOPMENT 1(PPDV101) **OR** ISSUES OF GENDER AND SOCIETY IN HEALTH CARE (IGSH101)	FACULTY GENED	100% CA
ANATOMY & PHYSIOLOGY 1B (ANPB102)	Thermoregulatory, endocrine, reproductive, nervous, lymphatic, joints, skin, immunology, senses.	Exam -60% Coursework-40%
PHYSICS 1 Module 1(PYSI111) and PHYSICS 1Module 2 (PHS1121)	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 1 (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 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.	Exam -60% Coursework-40%
MICROBIOLOGY 1(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 1 (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 1 (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 1 (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 1 (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 1(RMEH101)	Introduction to Research; Statistical methods; Literature Review.	Exam -60% Coursework-40
SOCIOLOGY & ANTHROPOLOGY 1 (SOAN101)	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 1(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 DEVLOPMENT 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

9. NATIONAL DIPLOMA: CHILD AND YOUTH DEVELOPMENT (NDCYC2/NDCYC1)

9.1 Programme Information

This programme is a full time annual course comprising a total of sixteen (16) subjects. Teaching methods include lectures, self-study, presentations, group work tasks, skills training, positive peer support groups and work integrated learning. Assessment includes both formative and summative assessment. A variety of testing methods including, but not limited to, written tests, oral tests, group work and assignments. Assessment details for each course are outlined in the study guides for that particular subject. Moderation follows the DUT policy. Certain subjects in this programme do not have a final examination. The results for these subjects are determined by a weighted combination of assessments. As such, there are no supplementary examinations for these subjects.

Work Integrated Learning (WIL)

The compulsory WIL component of this programme comprises the subjects Child and Youth Care Practice 1, 2 and 3 and is strongly supported by the subjects Child & Youth Care and Applied Development at the appropriate levels. WIL is undertaken as follows:

Child and Youth Care Practice 1:

- Approximately seventy five (75) hours of practical work in a child and youth care

  setting.
- Child and Youth Care Practice 2: Approximately 100 (100) hours of practical work in residential child and youth care centres.
- Child and Youth Care Practice 3: Approximately hundred and fifty (150) hours of practical work in choice of child-related setting.
- It is conducted in the following ways:
- Compulsory practical work in child and youth care settings and other developmental contexts
- Skills training. The aim is to equip students with knowledge, skills and aspects of

  self-development necessary for effective work in the field.
- Peer supervision/mentoring

Students are required to comply with the Child and Youth Care code of ethics and the rules and regulations of the organization in which they are placed. Any disciplinary action taken by the work-based WIL supervisor will become part of the student's academic record. Work-based WIL supervisors are requested to complete a

confidential report on the student's performance. The DUT disciplinary procedures will be followed in implementing disciplinary action. In addition students are referred to Rule G28.

9.2 Learning Programme Structure

Code	Subjects	Year of Study	Assessment Type (CA/E)	SAQA credits	Pre-requisite Subjects	Co-requisite Subjects
APDV101	Applied Development1	1	E	0.150	none	none
CYTC101	Child and Youth Care 1	1	E	0.150	none	none
PSYC101	Psychology	1	E	0.100	none	none
SCLY101	Sociology	1	E	0.100	none	none
CMCS101	Communication Skills	1	CA	0.100	none	none
CYCP101	Child and Youth Care Practice 1	1	CA	0.400	none	CYTC101 APDV101
APDV201	Applied Development 2	2	E	0.150	APDV101	none
CYTC201	Child and Youth Care 2	2	E	0.150	CYTC101	none
CDVF101	Community Development Facilitation	2	E	0.150	none	none
SPYL201	Social Psychology	2	E	0.150	none	none
CYCP201	Child and Youth Care Practice 2	2	CA	0.400	CYCP101	CYTC101 APDV101
APDV301	Applied Development 3	3	E	0.150	APDV201	none
CYTC301	Child and Youth Care 3	3	E	0.150	CYTC201	none
YJSP101	Youth Justice and Probation 1	3	E	0.150	none	none
CYAD101	Administration and Management 1	3	E	0.150	none	none
CYCP301	Child and Youth Care Practice 3	3	CA	0.400	CYCP201	APDV301 CYTC301

9.3 Programme Rules

9.3.1 Minimum Admission Requirements

In addition to Rule G7, persons applying for this qualification must be in possession of either a

National Senior Certificate (NSC) or Senior Certificate (SC)

For NSC the following requirements must be met:

Compulsory Subjects	NSC Rating
English	4
Life Orientation	4
3 other 20 credit subjects; not more than 1 language	4
TOTAL POINTS REQUIRED	

For SC the minimum admission requirements is matriculation exemption with the following subjects at the stated rating

Compulsory Subjects	HG	SG
English	D	B

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.

9.3.2 Selection Criteria

The National Diploma Programme is discontinued.

9.3.3 Pass requirements

Notwithstanding the DUT pass requirements (G14 and G15), and those detailed as follows, 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.

9.3.4 Re-registration

Rule G16 of the General Handbook applies.

9.3.5 Exclusion Rules

In addition to Rule G17, the following programme rule applies:

A first year student who fails three (3) or more subjects with less than 40% is not permitted to reregister for the course. Deregistration from any subject is subject to the provisions of Rule G6 (2).

9.3.6 Interruption of Studies

In accordance with Rule G21 (b), the minimum duration for this programme will be three (3) years of registered study and the maximum duration shall be five (5) years of registered study. Should a student interrupt their studies by more than three (3) 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 granted permission to continue with registration.

10. BACHELOR OF TECHNOLOGY: CHILD AND YOUTH DEVELOPMENT (BTCYC2)

10.1 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

10.2 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.

10.3 Programme Rules

10.3.1 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.

10.3.2   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.

10.3.3   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.

10.3.4   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*)

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

Please note that the programme overview is subject to change in 2019. Students will be advised accordingly.

11.1 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.

11.2.1 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 1A	1	E	0.125	none	none
CCWB101	Child & Youth Care Work 1B	2	E	0.125	none	none
HDVA101	Human Development 1A	1	E	0.125	none	none
HDVB101	Human Development 1B	2	E	0.125	none	none
BHVM101	Behaviour Management 1	2	E	0.094	none	Child & Youth Care Work 1B
PPRD101	Personal & Professional Development 1	1	CA	0.094	none	none
CCYC101	Communication for Child and Youth Care Workers	1	E	0.125	none	Child & Youth Care Work 1A
CYCP102	Child and Youth Care Work Practice 1	2	CA	0.094	Personal & Professional Development 1	Child & Youth Care Work 1B
CSTN101	Cornerstone (GE)	1	CA	0.093	none	none
YEAR 2						
CCWA201	Child & Youth Care Work 2A	1	E	0.125	Child & Youth Care Work 1A & 1B	none
CCWB201	Child & Youth Care Work 2B	2	E	0.125	Child & Youth Care Work 1A & 1B	none
HDVA201	Human Development 2A	1	E	0.125	Human Development 1A & 1B	none
HDVB201	Human Development 2B	2	E	0.125	Human Development 1A & 1B	none
BHVM201	Behaviour Management II	2	E	0.125	Behaviour Management 1 Personal & Professional Development 1	Child & Youth Care Work 2B

Code						
CSIC101	Contemporary Social Issues in SA CYC Work	I	E	0.125	none	none
PPRD201	Personal & Professional Development II	I	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)	I	CA	0.062	none	none

YEAR 3

Code						
CCWA301	Child & Youth Care Work IIIA	I	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	I	E	0.125	Human Development IIA & Human Development IIB	none
HDVB301	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	I	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	I	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)	I	CA	0.062	none	none

YEAR 4

Code						
CCWA401	Child & Youth Care Work IVA	I	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	I	E	0.094	Human Development IIIA & IIIB	none

Code	Module					
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	I	CA	0.063	Counseling	none
LPCW101	Legislation & Policy for Child & Youth Care Workers	I	E	0.063	none	none
RPDV101	Research Proposal Development	I	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)	I	CA	0.062	none	none

11.2.2 Learning Programme Structure (BCCYC2) (for students registered from 2016 onwards

GE- General Education offered by DUT

FGE- General Education offered by the Faculty

E- Exam

CA- Continuous Assessment

*Please note that changes may be made to the curriculum in 2019.

Code	Module	Semester of Study	Assessment Type (CA/E)	HEQF credits	Pre-requisite Modules	Co-requisite Modules
YEAR 1						
CCWA101	Child & Youth Care Work 1A	I	E	0.125	none	none
CCWB101	Child & Youth Care Work 1B	2	E	0.125	none	none
HDVA101	Human Development 1A	I	E	0.125	none	none
HDVB101	Human Development 1B	2	E	0.125	none	none
BHVM101	Behaviour Management I	2	E	0.063	none	Child & Youth Care Work 1B
PPRD101	Personal & Professional Development I	I	CA	0.063	none	none
CCYC101	Communication for Child and Youth Care Workers	I	E	0.094	none	Child & Youth Care Work 1A
CYCP102	Child and Youth Care Work Practice I	2	CA	0.094	Personal & Professional Development I	Child & Youth Care Work 1B
CSTN101	Cornerstone (GE)	2	CA	0.092	none	none
CHCR102 IGSH101	Community Health Care and Research OR Issues of Gender and Society in Health Care (FGE)	I	CA	0.094	none	none
YEAR 2						
CCWA201	Child & Youth Care Work IIA	I	E	0.125	Child & Youth Care Work 1A & 1B	none
CCWB201	Child & Youth Care Work IIB	2	E	0.125	Child & Youth Care Work 1A & 1B	none

HDVA201	Human Development IIA	1	E	0.125	Human Development 1A & 1B	none
8HDVB201	Human Development IIB	2	E	0.125	Human Development 1A & 1B	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 BGEP101	Sustainable Earth Studies OR Basics of Geopolitics (GE)	1	CA	0.062	none	none
ITCH101	Introduction to Technopreneurship OR Hands filled with Meaning (GE)	1	CA	0.061	none	none
CHCR201 EVAH101	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	0.060	None	none
EDUT101 EMDL101	Educational Techniques OR Ethics and Medical Law (FGE)	2	CA	0.090	None	none

11.3 Programme Rules

11.3.1 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%

11.3.2 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% delete	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	I	I

- 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.

11.3.3   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.

11.3.4   Progression Rules
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.

11.3.5   Exclusion Rules
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)*.

11.3.6   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.

11.3.7   Child and Youth Care Work Practice

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

- o 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.
- o A completed logbook 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.
- o 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.

11.3.8   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*)

12.   SUBJECT CONTENT & ASSESSMENT PLANS
12.1   NATIONAL DIPLOMA: CHILD & YOUTH DEVELOPMENT (NDCYC2)

NB: Students are to read this in conjunction with the relevant study guides

Subject name and code	Learning areas/content	Assessment Plan
YEAR 1		
APPLIED DEVELOPMENT 1 (APDV101)	• The developmental approach • Play and leisure • Developmental care • Components of care • Caring environments • Types of care • The circle of courage model.	Exam -60% Coursework-40%
CHILD & YOUTH CARE 1 (CYTC101)	• The nature of child and youth care work • Roles and tasks of the child and youth care worker in historical, contemporary, international and national contexts • African approaches to child-rearing • Pioneers in child and youth care work • Functions of the child and youth care worker in various settings • Self-awareness and personal development • Professionalism • Core principles and ethics of child and youth care work • Child and youth care methodology • Relationships • Children's rights	Exam -60% Coursework-40%
COMMUNICATION SKILLS (CMCS101)	• Listening skills • Communication skills: process, types of communication • Demographics and barriers to communication • Non-verbal communication • Intercultural communication • Stereotyping • Acculturation • Reading skills: scanning, skimming, comprehensive reading, speed reading • Writing skills: paragraph writing, letters and email.	100% coursework
CHILD & YOUTH CARE PRACTICE 1 (CYCP101)	• Self-awareness • Personal and professional development • Ethical and professional behavior • Teamwork • Relationship-building • Developmental care • Individual and group programming • HIV/AIDS awareness • First aid • Stress management • Time management • Nutrition • Observation • Academic literacy • Reflective writing • Problem-solving.	100% coursework

PSYCHOLOGY (PSYC101)	• Basic concepts in psychology • Introduction to various areas of psychology • Perception, language, motivation • Holistic development • Lifespan development • Theories in development, behavioral, social learning, cognitive, contextual, moral, humanistic.	Exam -60% Coursework-40%
SOCIOLOGY (SCLY101)	• Basic concepts in sociology • Social networks • Socialization, social control and culture; • Social institutions , education, government, religion • Eco systemic perspective • Social stratification • Gender and racial inequality • Social Issues • Social environments and social change • Deviance • Prejudice and discrimination.	Exam -60% Coursework-40%
YEAR 2		
APPLIED DEVELOPMENT II (APDV201)	• Courage and discouragement • Resiliency • Competency • Effects of trauma and separation • Behaviour management • The reclaiming approach • Reclaiming relationships • Observation and recording • Feedback • Relationship-reluctance	Exam-60% Tests- 20% Assignment - 10% Presentation- 10%
CHILD & YOUTH CARE II (CYTC201)	• Life-space work • Phenomenological approach • "Educateur" approach • Restorative processes • Peer approaches • Contemporary issues youth violence and gangs • HIV/AIDS • Group management and leadership • Group dynamics • Systems theory • Group meetings.	Exam-60% Tests- 20% Assignment -20%
CHILD & YOUTH CARE PRACTICE II (CYCP201)	• Life-space work • Communication • Reflective writing and practice • Observation and recording • Behaviour management • Activity programming • Verbal feedback • Professional relationships • Teamwork • Creative methods	100% course mark
COMMUNITY DEVELOPMENT FACILITATION (CDVF101)	• Purpose, principles and process of community development • Social structure and social process • Environments • Housing • National and international policy • Communication in community development • Stages , planning, implementation, evaluation • Report-writing	Exam-60% Tests- 10% Assignment -10% Project-20%

SOCIAL PSYCHOLOGY (SPYL201)	- Social perception - Non- verbal communication - Attribution - Impression management and impression formation - Social cognition - Attitudes - Persuasion - Social identity and gender - Pro social behavior - Aggression - Social influence.	Exam-60% Tests-20% Assignments-20%
YEAR 3		
ADMINISTRATION AND MANAGEMENT 1 (CYAD101)	- Principles and functions of management - Roles of managers - Management skills - Problem-solving - Self-management - Report-writing - Creation of dynamic learning organisations - Organisational development and leadership - Self-awareness - Supervision - Teamwork - Power - Conflict management - Diversity management - Strategic planning - Financial management and planning - Quality assurance	Exam-60% Tests-20% Assignments-20%
APPLIED DEVELOPMENT III (APDV301)	- Therapeutic application of indigenous and contemporary developmental theories and models (e.g. asset building model) - Ecological and developmental Assessment - Developmental and therapeutic Programming - Young people with special needs.	Exam-60% Tests-20% Assignments-20%
CHILD & YOUTH CARE III (CYTC301)	- Diversity as strategy - Leadership - Transformation - Transition and change - Working with groups - Working with families - Positive peer culture - The stress model - The conflict cycle - Life-space crisis intervention - The Re-ED model - Learning environments.	Exam -60% Test-16% Assignment-16% Other Tasks-8%
CHILD & YOUTH CARE PRACTICE III (CYCP301)	- Leadership skills - Team-building - Diversity management - Group facilitation - Administrative skills - Reflective writing and practice Behaviour management - Assessment and programming	100 course mark

Subject name and code	Learning areas/content	Assessment Plan
YOUTH JUSTICE AND PROBATION I (YJSP101)	• Historical approaches to youth misbehavior • Traditional and contemporary approaches to risk behavior • The SA criminal justice system • Age of legal responsibility • Sentencing • Introduction to policy • Assessment centres • Risk factors • Status offences • Sexual offences • Family violence • School violence and bullying • Transformation of the Child and Youth Care System • Child Justice Bill • Awaiting trial • Residential care and treatment for young people in conflict with the law • International legislation and approaches • Restorative justice and conferencing • Victimology.	Exam -60% Test-16% Assignment-16% Other Tasks-8%

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

Subject name and code	Learning areas/content	Assessment Plan
ADMINISTRATION & MANAGEMENT II (CYAD201)	• 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)	• 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%

Module name and code	Learning areas/content	Assessment Plan
CHILD & YOUTH CARE 4 (CYTC401)	• 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)	• 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)	**Research Methodology** • 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. **Mini Research Project** • Planning & implementation of research project - written up according to prescribed guidelines **Practice** • 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%

12.3.1   BACHELOR OF CHILD AND YOUTH CARE (BCCYC1)

Module name and code	Learning areas/content	Assessment Plan
YEAR 1		
Child and Youth Care Work 1 A& 1B	• 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	• 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	• 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	• 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	• 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;	Exam 60% Coursework 40%

	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.	
Child and Youth Care Work Practice I	• Self-awareness and use of self	100% Coursework
	• Developmental care	
	• Developmental theories	
	• CYC practice principles	
	• Ethical practice	
	• Professionalism	
	• Team work	
	• Life-space work	
	• Observing and reporting	
	• Relationship-building	
	• Supervision.	
Cornerstone	DUT GENED	100% Coursework
YEAR 2		
Child and Youth Care Work II A &II B	• Caring theories (e.g. Jean Watson)	Exam 60% Coursework 40%
	• 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.	
Human Development II A & IIB	• Developmental approach	Exam 60% Coursework 40%
	• 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	

Behaviour Management II	• 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	• 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	Models, theories and exemplars of reflection and reflective practice Models of reflective practice and personal observations of self within specific theoretical frameworks Kolb's learning cycle; Gibbs' model of reflection van Aswegen's model of reflection Donald Schon's reflective practice Mattingly (competences) Phelan Garfat & Anglin's reflection on professional development Gerry Fewster Aspects of self as important subjects of reflection Personal development strategies and skills Personal and professional development specifically with regards to diversity, behaviour management issues, own childhood, own history, cultural and religious beliefs. Reflection on different perspectives encountered during professional practice. Personal issues that impact on self-awareness.	100% Coursework
Child and Youth Care Work Practice II	• 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 & IIIB	• 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	• 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	• 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	• 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	• 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	• 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	• 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	• 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	• 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	• 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	• 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	• 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 Proposal Development	• 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	• 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	• 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

13.3.2   BACHELOR OF CHILD AND YOUTH CARE (BCCYC2)

Module name and code	Learning areas/content	Assessment Plan
YEAR 1		
Child and Youth Care Work I A& 1B	• 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 & 1B	• 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	• 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	• 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	100% Coursework

	• 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	• 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	• 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	• 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%

	• 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	• 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	• 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	• 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	Models, theories and exemplars of reflection and reflective practice Models of reflective practice and personal observations of self within specific theoretical frameworks Kolb's learning cycle; Gibbs' model of reflection van Aswegen's model of reflection Donald Schon's reflective practice Mattingly (competences) Phelan Garfat & Anglin's reflection on professional development Gerry Fewster Aspects of self as important subjects of reflection Personal development strategies and skills Personal and professional development specifically with regards to diversity, behaviour management issues, own childhood, own history, cultural and religious beliefs. Reflection on different perspectives encountered during professional practice. Personal issues that impact on self-awareness.	100% Coursework
Child and Youth Care Work Practice II	• 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	• 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	• 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	• 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	• 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	• 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	• 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	• 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	• 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	• 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	• 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 • Elements necessary for behaviour change	Exam 60% Coursework 40%
Life-Space Crisis Intervention	• 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	• 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	• 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%
Research Proposal Development	• 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	• 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

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