

COMMUNITY HEALTH STUDIES



 **FACULTY OF
HEALTH
SCIENCES**

20 HAND 24 BOOK

ENVISION2030

transparency • honesty • integrity • respect • accountability
fairness • professionalism • commitment • compassion • excellence

CREATIVE. DISTINCTIVE. IMPACTFUL.

HANDBOOK FOR 2024

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 module Study Guides.

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

FACULTY of HEALTH SCIENCES:

FACULTY VISION, MISSION & VALUES

Vision

Leading Transformative and Innovative Health Sciences Education

Mission

Developing Holistic Professionals responsive to Healthcare needs through Excellence in:

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

Values

Professionalism

To work within regulatory frameworks of professional conduct.

To maintain and develop professional expertise and good work ethic.

Integrity

To conduct ourselves with strong moral principles.

To be honest and authentic.

To do what is ethical and just.

Ubuntu

To treat people with respect, fairness, courtesy, politeness and kindness.

Transparency

To conduct ourselves with openness and honesty through shared governance.

Accountability

To accept responsibility for one's actions.

DEPARTMENTAL VISION, MISSION, VALUES:

(revised November 2020)

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)

CONTENTS

	Page
1. DEPARTMENTAL AND FACULTY CONTACT DETAILS	1
2. STAFFING	2
3. DEPARTMENTAL INFORMATION AND RULES	4
3.1 Programmes offered by the Department	4
3.2 Qualifications offered by the Department	4
3.3 Departmental Information	4
3.3.1 Academic Integrity	4
3.3.2 Conduct of Student in Laboratory/Lecture Theatres	4
3.3.3 Work done during the Year/Semester	5
3.3.4 Health and Safety	5
3.3.5 Special Tests and Condonements	5
3.3.6 Late submission of assignments	5
3.3.7 Consultation on student matters	6
3.3.8 Student Appeals	6
Section A:	
4. PROGRAMME: ENVIRONMENTAL HEALTH	7
4.1 BACHELOR OF HEALTH SCIENCES DEGREE: ENVIRONMENTAL HEALTH (BHEVHI)	7
4.1.1 Programme Information	7
4.1.2 Learning Programme Structure	8
4.1.3 Programme Rules	12
4.1.3.1 Admission Requirements	12
4.1.3.2 Selection Criteria	12
4.1.4 Duration of Study	13
4.1.5 Progression Rules	13
4.1.6 Exclusion Rule	14
4.1.7 Interruption of Studies	14
4.1.8 Registration with the Health Professions Council of South Africa (Environmental Health)	14
4.2 MASTERS HEALTH SCIENCES: ENVIRONMENTAL HEALTH (MHEVHI)	15
4.2.1 Programme Information	15
4.2.2 Learning Programme Structure	15
4.2.3 Minimum Admission Requirements	15
4.2.4 Selection Procedures	15

4.2.5	Interruption of Studies	15
4.3	DOCTOR OF ENVIRONMENTAL HEALTH (DREVHI)	16
4.3.1	Programme Information	16
4.3.2	Assessment and Moderation	16
4.3.3	Learning Programme and Structure	16
4.3.4	Minimum Admission Requirements	16
4.3.5	Publication	17
4.3.6	Interruption of Studies	17
4.3.7	Re-Registration	17
4.3.8	Exclusion Rules	17
5.	MODULE CONTENT AND ASSESSMENT	18
5.1	Bachelor of Health Sciences (BHEVHI)	18
Section B:		
6.	PROGRAMME: CHILD AND YOUTH CARE	29
6.1	BACHELORS DEGREE: CHILD AND YOUTH CARE (BCCYC2/BCCYC3)	29
6.1.1	Learning Programme Structure (BCCYC2)	29
6.1.2	Learning Programme Structure (BCCYC3)	32
6.1.3	Programme Rules	34
6.1.3.1	Minimum Admission Requirements	34
6.1.3.2	Selection Criteria	34
6.1.3.3	Duration of Study	35
6.1.3.4	Progression Rules	35
6.1.3.5	Exclusion Rules	35
6.1.3.6	Interruption of Studies	35
6.1.4	Child and Youth Care Work Practice	36
6.1.5	Registration with the Professional Board	36
6.2	MASTER OF CHILD AND YOUTH CARE	37
6.2.1	Programme Information	37
6.2.2	Learning Programme Structure	37
6.2.3	Minimum Admission Requirements	37
6.2.4	Selection Procedures	37
6.2.5	Minimum and maximum duration	38

6.2.6	Interruption of Studies	38
6.2.7	Publication	38
6.3	POST GRADUATE DIPLOMA IN CHILD AND YOUTH CARE	38
6.3.1	Programme Information	38
6.3.2	Learning Programme Structure	39
6.3.3	Minimum Admission Requirements	39
6.3.4	Selection Procedures	39
6.3.5	Minimum and maximum duration	39
6.3.6	Interruption of Studies	39
7.1	CONTENTS: BACHELOR OF CHILD AND YOUTH CARE DEGREE (BCCYC2)	40
7.2	CONTENTS: BACHELOR OF CHILD AND YOUTH CARE DEGREE (BCCYC3)	46
7.3	CONTENTS: POST GRADUATE DIPLOMA IN CHILD AND YOUTH CARE DEGREE (PGDCYC)	52

I. DEPARTMENTAL AND FACULTY CONTACT DETAILS

All Departmental queries to:

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

All Faculty queries to:

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

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

2. STAFFING Name and Qualification

Department: Community Health Studies

Head of Department	Dr. Moeti Kgware <i>Doctor of Philosophy: Management Sciences (DUT)</i> <i>LLM: Public Health Laws (UKZN)</i>
Secretary	Mrs Anusha Karamchand <i>Bachelor of Technology: Office Management & Technology (DUT)</i>
Technician	Ms Melishnee Ruthanam <i>Masters in Health Sciences: Environmental Health (DUT)</i>

Programme: Environmental Health

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

Programme: Child and Youth Care

Professor	Prof Raisuyah Bhagwan <i>Doctor of Philosophy: Social Science (UKZN)</i>
Lecturers	Dr Fathima Dewan <i>Doctor of Philosophy: Public Administration (DUT)</i>
	Ms Thobile Hlengwa <i>Master's Degree: Higher Education (UKZN)</i>

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

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

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 offered in this Department will, upon successful completion, lead to the award of the qualifications as illustrated in Table 1.

Table 1: Qualifications offered by the Department of Community Health Studies

Qualification	Qualification Code	SAQA NLRD number	Important Dates
BHSc: Environmental Health	BHEVH2	94797	2016 (start date)
MHSc: Environmental Health	MHEVHI	96828	2016 (start date)
Doctor of Environmental Health	DREVHI	111124	2020 (start date)
Bachelor of Child and Youth Care	BCCYC2/BCCYC3	94178	2016 (start date) 2021 (start date)
Master of Child and Youth Care	MHCYCI	118133	2022 (start date)
PGDip Child and Youth Care	PGDCYC	119819	2023 (start date)

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 Durban University of Technology (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 module.

3.3.3 Work done during the year/semester

1. The calculation of the year/semester mark for each module is included in the respective syllabi (Rule G12/1).

2. In addition to the general requirements for a year/semester mark, satisfactory attendance is required. It is therefore the responsibility of all students to ensure that a register is signed during all academic activities.

(i) 75% attendance of all lectures, tutorials and/or practical classes in a module;

(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, Rule G3(1) (i-k) will apply.

3.3.4 Health and Safety

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

3.3.5 Special tests and condonement

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

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

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

3.3.6 Late submission of assignments

A student will be penalized if assignments are not submitted on the due date and time. Students are reminded that assignments are given well in advance and that last-minute problems can be avoided by completing assignments before the due date. Faculty rule applies: late submissions will constitute a 10% deduction for every day the assignment is late.

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 (Teaching and Learning) -> 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:

4. PROGRAMME: ENVIRONMENTAL HEALTH

- Bachelors of Health Sciences: Environmental Health (BHEVH1 BHEVH2)
- Master of Health Sciences: Environmental Health (MHEVH1)
- Doctor of Environmental Health (DREVH1)

4.1 BACHELORS OF HEALTH SCIENCES: ENVIRONMENTAL HEALTH (BHEVH1/ BHEVH2)

This degree is at level 8 of the National Qualifications Framework (NQF) and candidate who graduate with this qualification can articulate into Masters qualification (NQF Level 9).

4.1.1 Programme Information

The Programme is over four years with 8 semesters of various modules that are specific with one compulsory General Education (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.

4.1.2 Learning Programme Structure

4.1.2 (a) Environmental Health (BHEVHI)

Code	Module	Semester of Study	Assessment Type (CA/E)	HEMIS credits	SAQA 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
PYS1111	Physics I 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
IGSH101	Issues of Gender & Society in Health Care	1	CA	0.092		None	None
ANPB102	Anatomy & Physiology IB	2	E	0.060		None	None
PYS1121	Physics I Module 2	2	CA	0.605		None	None
BCHM101	Biochemistry I	2	E	0.060		None	None
MENH102	Microbiology I	2	E	0.121		None	None
CMMS101	Communication	2	E	0.605		None	None
CLTY101	Computer Literacy	2	E	0.605		None	None
CSTN101	Cornerstone 101	2	CA	0.090		None	None
YEAR 2							
PLBE101	Planning For Built Environment	3	E	0.100		None	None
FHYG101	Food Hygiene I **	3	E	0.133		MENH102	None
ENPL101	Environmental Pollution I	3	E	0.133		None	None
OHSF101	Occupational Health & Safety I	3	E	0.133		PYS1101 CHMT101	None
CLDV101	Cultural Diversity	3	CA	0.068		None	None
MWMU101	Me, My World, My Universe	3	CA	0.068		none	none
ITCH101	Introduction to Technopreneurship	3	CA	0.068		none	none
EPDM101	Epidemiology I	4	E	0.133		None	None
RMEH101	Research Methodology I	4	E	0.100		None	None
SOAN101	Sociology and Anthropology I	4	E	0.100		None	None
PPDV201	Professional and Personal Development II	4	CA	0.100		None	None
CSIC101	Contemporary Social Issues in SA Child and Youth Care Work	4	CA	0.100		none	None

Code	Module	Semester of Study	Assessment Type (CA/E)	HEMIS credits	SAQA Credits	Pre-requisite Modules	Co-requisite Modules
YEAR 3							
EHMA101	Environmental Health Management and Admin I	5	E	0.121		None	None
ELLP101	Environmental Law and Legal Processes I	5	E	0.060		None	None
ENPL201	Environmental Pollution II	5	E	0.121		ENPL101	None
OHSF201	Occupational Health and Safety II	5	E	0.121		OHSF101	None
TENE101	The Entrepreneurial Edge OR	5	CA	0.060		None	None
EQDV101	Equality and Diversity	5	CA	0.060		none	None
EPDM201	Epidemiology II	6	E	0.121		EPDM101	None
FHYG201	Food Hygiene II	6	E	0.121		FHBG101	None
HINM101	Health Information Management	6	E	0.060		MATH103	RMEH101
RMEH201	Research Methodology II	6	E	0.121		RMEH101	None
PPDV301	Personal and Professional Development III OR	6	CA	0.094		None	None
EDUT101	Educational Techniques						
YEAR 4							
EHMA201	Environmental Health Mngt & Admin II	7	E	0.118		EHMA101	None
ELLP201	Environmental Law and Legal Processes II	7	E	0.118		ELLP101	None
OHSF302	Occupational Health and Safety III	7	E	0.118		OHSF201	None
RPEH101	Research Project	7	CA	0.088		RMEH201	None
RSJS101	Restorative Justice OR	7	CA	0.058		None	None
PHHL101	Philosophies and History of Healing	7	CA	0.058		none	None
DSMN101	Disaster Management	8	E	0.058		None	None
ENPL301	Environmental Pollution III	8	E	0.118		ENPL201	None
ENVM101	Environmental Management	8	E	0.118		None	ELLP101 & ELLP201
FHYG301	Food Hygiene III	8	CA	0.118		FHBG201	None
PPDV401	Professional and Personal Development IV OR	8	CA	0.088		None	None
EMDL101	Ethics and Medical Law	8	CA	0.088		none	None

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

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

4.1.2 (b) Environmental Health (BHEVH2)

Code	Module	Semester of Study	Assessment Type (CA/E)	HEMIS credits	SAQA Credits	Pre-requisite Modules	Co-requisite Modules
YEAR 1							
CHMT101	Chemistry I	1	E	0.143		None	None
ANPA102	Anatomy & Physiology IA	1	E	0.067		None	None
FEHL101	Fundamental Environmental Health	1	E	0.067		None	None
PYS1111	Physics I Module 1	1	CA	0.067		none	None
MATH103	Mathematics I	1	CA	0.067		None	None
PPDV101	Personal and Professional Development I	1	CA	0.094		None	None
IGSH101	OR Issues of Gender & Society in Health Care	1	CA	0.094		None	None
ANPB102	Anatomy & Physiology IB	2	E	0.067		None	None
PYS1121	Physics I Module 2	2	CA	0.067		None	None
MBIO102	Microbiology I	2	E	0.133		None	None
CMMS101	Communication	2	E	0.067		None	None
COL101	Computer Literacy	2	E	0.067		None	None
CSTN101	Cornerstone 101	2	CA	0.094		None	None
YEAR 2							
PTBE101	Planning For Built Environment	3	E	0.113		None	None
FOHY101	Food Hygiene I**	3	E	0.121		MBIO102	None
EPOL101	Environmental Pollution I	3	E	0.121		None	None
OCHS101	Occupational Health & Safety I	3	E	0.121		PYS1101 CHMT101	None
CLDV101	Cultural Diversity	3	CA	0.067		None	None
MWMUI01	OR Me, My World, My Universe	3	CA	0.067		none	none
ITCH101	OR Introduction to Technopreneurship	3	CA	0.067		none	none
EPDE101	Epidemiology I	4	E	0.121		None	None
REME101	Research Methodology I	4	E	0.121		None	None
CAED101	Community Engagement and Development	4	E	0.121		None	None
PPDV201	Professional and Personal Development II	4	CA	0.094		None	None
CSIC101	OR Contemporary Social Issues in SA Child and Youth Care Work	4	CA	0.094		none	None

Code	Module	Semester of Study	Assessment Type (CA/E)	HEMIS credits	SAQA Credits	Pre-requisite Modules	Co-requisite Modules
YEAR 3							
EHEM101	Environmental Health Management and Admin I	5	E	0.088		None	None
ELAP101	Environmental Law and Legal Processes I	5	E	0.114		None	None
EPOL201	Environmental Pollution II	5	E	0.114		EPOL101	None
REME201	Research Methodology II	5	E	0.114		REME101	None
TENE101	The Entrepreneurial Edge	5	CA	0.067		None	None
EQDV101	Equality and Diversity	5	CA	0.067		none	None
EPDE201	Epidemiology II	6	E	0.114		EPDE101	None
FOHY201	Food Hygiene II	6	E	0.114		FOHY101	None
HSDM101	Health Systems and Data Management	6	E	0.067		MATH103	RMEH101
OCHS202	Occupational Health and Safety II	6	E	0.114		OCHS101	None
PPDV301	Personal and Professional Development III	6	CA	0.094		None	None
EDUT101	Educational Techniques		CA	0.094		None	None
YEAR 4							
EHEM201	Environmental Health Mngt & Admin II	7	E	0.116		EHEM101	None
OCHS302	Occupational Health and Safety III	7	E	0.125		OCHS202	None
RPJET01	Research Project	7	CA	0.156		REME201	None
RSJS101	Restorative Justice	7	CA	0.067		None	None
PHHL101	Philosophies and History of Healing	7	CA	0.067		none	None
DIMA101	Disaster Management	8	E	0.067		None	None
EPOL301	Environmental Pollution III	8	E	0.125		EPOL201	None
EVRM101	Environmental Management	8	E	0.125		None	ELAP101
FOHY301	Food Hygiene III	8	CA	0.125		FOHY201	None
PPDV401	Professional and Personal Development IV	8	CA	0.094		None	None
EMDL101	Ethics and Medical Law	8	CA	0.094		none	None

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

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

4.1.3 Programme Rules

4.1.3.1 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.

4.1.3.2 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 candidates/applicants 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)

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 1 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.

4.1.4 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.

4.1.5 Progression Rules

4.1.5.1 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 per semester in order to progress to the next study period.

[Rule approved at SENATE 13.11.2019]

4.1.5.2 A student carrying any module(s) from 1st year (semester 1) will not be allowed to register for Food Hygiene 1 (FHYG101) in the 2nd year (semester 1).

[Rule approved at SENATE 13.11.2019]

4.1.5.3 A student may only register for modules in the 4th year provided they have attained a minimum of 208 credits in preceding modules for the Bachelors of Health Sciences Degree: Environmental Health.

[Rule approved at SENATE 13.11.2019]

4.1.6 Exclusion Rule

In addition to the DUT General Rule G17*, a first year student who fails 50%+1 modules with an average of less than 40% in the failed modules, at the end of year 1, 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)*.

[Rule approved at SENATE 13.11.2019]

4.1.7 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.

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

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

4.2 MASTER OF HEALTH SCIENCES: ENVIRONMENTAL HEALTH (MHEVHI)

4.2.1 Programme Information

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

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

4.2.2 Learning Programme Structure

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

4.2.3 Minimum Admission Requirements

In addition to the General Handbook for Students Rule G24 (I), candidates must be in possession of a Bachelor of Health Sciences in Environmental Health (NQF Level 8), or related disciplines OR must have been granted conferment of status according to Rule G10A.

Candidates may also apply for admittance via Recognition of Prior Learning (RPL) in accordance with Rule G7 (8) and / or G10B.

4.2.4 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 paper to the Head of Department 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 MHS programme, the student will work on a proposal and research project under the guidance of an appointed supervisor and/or co-supervisor.

4.2.5 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).

4.3 DOCTOR OF ENVIRONMENTAL HEALTH (DREVHI)

4.3.1 Programme Information

The Doctor of Environmental Health is offered as a full research qualification. Students wishing to enroll for the Dr: Env Health must comply with Rule G24. This 360-credit qualification is offered at the HEQSF Level 10. This programme comprises a novel, comprehensive, independently executed research project that culminates in a thesis. The student will undertake self-study that will comprise proposal writing, literature review and writing up of a thesis under guidance of the appointed supervisor/s. Contact with supervisor/s and access to the library and available online databases and e-journals is essential throughout the research process. The conducting of fieldwork/laboratory work / data collection will be undertaken under supervision following the applicable research methodology in compliance with DUT's Institutional Research Ethics requirements. 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. Guidelines are contained in the Post Graduate Student Handbook.

4.3.2 Assessment and Moderation:

Post graduate assessment will be aligned to the DUT Postgraduate policies and guidelines. Rule G25 (4) and the Postgraduate Student Handbook apply.

4.3.3 Learning Programme Structure

Code	Module	Years of Study	Assessment Type	NATED credits	Prerequisite Modules	Co-requisite
	Research Project and Dissertation	3	External Examination	2.0	None	None

4.3.4 Minimum admission requirement

In addition to Rule G25 (1), candidates must be in possession of a:
Master's degree in Environmental Health (NQF 9)

Or

A Masters degree in a related field of which admission is granted by:
conferment of status

Or

RPL according to Rule G10 (a).

Students are selected into the programme once they have completed a concept document and the Department Research Committee has discussed the viability of the proposed topic for the qualification and approved it. A sound knowledge of the fundamental principles and concepts of research and statistical methods is required.

4.3.5 Publication

Students registered for this qualification are required to have at least ONE submitted article to a DHET approved journal prior to completion of the degree.

[7.2.1 – 7.2.3: Approved by SENATE 13.11.2019]

4.3.6 Interruption of Studies

The minimum duration for this programme shall be two consecutive years of registered study and the maximum duration will be four years of registered study {Rule G25 (2)}. Should there be bona fide reasons for a break of a year or more once you are formally registered, you may apply for a suspension of registration. Your registration may be suspended only under exceptional circumstances, and is never done retrospectively. In addition to Rules G6 (b) and G26 (4), interruption of studies could be applied for via the Executive Dean and the Head of department.

Should a student interrupt their studies by more than three (3) years, the student will need to apply to the department for permission to reregister and will need to prove currency of appropriate knowledge prior to being given permission to continue with registration. Please refer to the Postgraduate Student Handbook.

4.3.7 Re-Registration

Re-registration Rule G26 (5) and the Postgraduate Student Handbook apply.

4.3.8 Exclusion Rules

Rules G25 (2)(b; c(ii)) in the General Student Handbook; and the Postgraduate Student Handbook apply.

5. MODULE CONTENT & ASSESSMENT PLANS:

5.1 BACHELOR OF HEALTH SCIENCES: ENVIRONMENTAL HEALTH (BHEVH2)

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.

MODULE NAME AND CODE	LEARNING AREAS/CONTENT	ASSESSMENT PLAN
YEAR I		
CHEMISTRY I (CHMT101)	Measurements, Mathematical concepts and SI Units; Energy and Matter; Atoms and Atomic Theory; Periodic Table, Elements and Compounds; Chemical Reactions	Exam -60% Coursework-40%
ANATOMY & PHYSIOLOGY IA (ANPA102)	The cell, fluids and electrolytes, histology, systems, skeletal system, heart and circulatory, respiratory, urinary, digestive.	Exam -60% Coursework-40%
FUNDAMENTAL ENVIRONMENTAL HEALTH (FEHL101)	Code of ethics and professional conduct, Scope of practice. The Professional Board for EH (Health Professions Council of South Africa (HPCSA), overview and structure, regulations and policy guidelines. Foundational aspects of Environmental Health. Sustainable development principles Application of the IDP (introduction, interpretation, implementation of principles of IDP), 9 core functions of NHS	Exam -60% Coursework-40%
MATHEMATICS I (MATH103)	Basic mathematical concepts and calculations; Functions and algebra; Data handling and probability.	100% CA
PERSONAL & PROFESSIONAL DEVELOPMENT I (PPDV101)	FACULTY GENED	100% CA

OR ISSUES OF GENDER AND SOCIETY IN HEALTH CARE (IGSH101)		
ANATOMY & PHYSIOLOGY 1B (ANPBI02)	Thermoregulatory, endocrine, reproductive, nervous, lymphatic, joints, skin, immunology, senses.	Exam -60% Coursework-40%
PHYSICS I Module 1 (PYSII11) and PHYSICS I Module 2 (PHSI121)	Principles of vibration from its various sources; Physics of sound in relation to environmental health; Thermal heat transfer process; Principles of electromagnetism in the context of environmental health; Transmission process of light; Various types of radiation and the health effects of each.	100% CA
MICROBIOLOGY I (MBSIO102)	Microbiological concept and terminology and background to microbiology, role of microbiology in Environmental Health and related Environmental Health issues. Structure of Microorganisms & Staining Techniques. Replication, Metabolism and Control of growth of Microorganisms. Microbial metabolism, growth requirements, replication process. Determine what type of control mechanisms is most effective for specific microbes and at what stage of their growth cycle, Eukaryotic microorganisms. Viruses, prions, viroids. Host-microbe interactions, pathogenicity of microorganisms Microbiology of food. Microorganisms in soil, water, air and environment, Biodegradation and fermentation. Microbial infections/diseases	Exam -60% Coursework-40%
COMMUNICATION (CMMSI01)	Effective writing, dictionary work and analytical Skills; Communication process and paragraph writing; Perception and business writing;	100% CA

	Non-verbal and verbal communication.	
COMPUTER LITERACY (COLI01)	Basic computer literacy, MS Office (Word, Excel, Access, PowerPoint, Outlook), Report Writing, Scanning and faxing	100% CA
CORNERSTONE I01(CSTN101)	DUT GENED	100 % CA
YEAR 2		
PLANNING FOR THE BUILT ENVIRONMENT(PTBE101)	<p>Building Technology, basic principles of building science in terms of structure, layout and materials.</p> <p>Building regulations in terms of industrial and urban environments.</p> <p>Social, economic, and environmental factors in environmental planning.</p> <p>Sustainability & creation of Healthy Cities. Urbanisation & urban decay.</p> <p>“Healthy cities” in relationship to uncontrolled development of urban areas and its associated problems and with reference to agenda 21.</p> <p>Informal Settlements both urban & rural. Environmental management specifically relating to planning.</p> <p>Agenda 21.</p> <p>Concepts of town planning, regional planning. Municipal Systems Act 2000, IDP.</p> <p>KwaZulu-Natal Planning and Development Act, 2008 (Act No. 6 of 2008).</p>	Exam -60% Coursework-40
FOOD HYGIENE I (FOHY101)	<p>Introduction to food and meat hygiene, food premises design and layout.</p> <p>Food premises compliance to national legislation and standards of ethics and professionalism, health impacts related to formal and informal food premises design and layout are identified, evaluated, monitored and controlled.</p>	Exam -60% Coursework-40

	<p>Good Hygiene and Manufacturing Practices</p> <p>Abattoir design and slaughter of animals, meat inspection</p>	
<p>ENVIRONMENTAL POLLUTION I (EPOLI01)</p>	<p>Principles of ecology related to inland water pollution</p> <p>Nutrient cycling</p> <p>Stationary or standing water systems</p> <p>Geochemical Cycles</p> <p>Classification of water pollutants</p> <p>Water management</p> <p>SDG goals: Integration of water management in terms of sustainable use and water quality.</p> <p>Water scarcity and interventions with respect to sustainable water management.</p> <p>Impact of climate change on water sustainability, mitigation strategies</p> <p>Roles and responsibilities of the EHP with respect to water quality management.</p> <p>Impact of acid mine drainage on environment and water bodies.</p> <p>Legislation relating to water use and management is introduced and discussed.</p>	<p>Exam -60%</p> <p>Coursework-40</p>
<p>OCCUPATIONAL HEALTH AND SAFETY I (OCHSI01)</p>	<p>Principles of occupational Health and safety, physical stresses in the workplace, industrial noise, vibration, lighting, thermal stress, abnormal pressure, ionizing radiation, non-ionizing radiation, industrial and general ventilation. Hearing protection equipment and hearing loss programmes in context.</p> <p>Control measures for reducing the risk of heat and cold stress are described in terms of prevention</p>	<p>Exam -60%</p> <p>Coursework-40</p>

	and health and safety requirements. Relevant OHS Act, regulations and standards are explained and discussed.	
CULTURAL DIVERSITY(CLDV101) OR ME, MY WORLD, MY UNIVERSE (MWMUI01) OR INTRODUCTION TO TECHNOPRENEURSHIP (ITCH101)	DUT GENED	100% CA
EPIDEMIOLOGY I (EPDE101)	Introduction to Epidemiology Disease causation and transmission Judging evidence of causality including temporal relationships, plausibility, consistency, strength, dose-response relationship and reversibility Immune mechanisms against infectious agents Communicable diseases Vector control and Port Health Relevant legislation	Exam -60% Coursework-40
RESEARCH METHODOLOGY I (REME101)	Introduction to Research Assess research in terms Health issues and other related Environmental Health problems Study Designs Health Measurement (Rates, Ratios, OR and RR) Statistical methods Literature Review	Exam -60% Coursework-40
COMMUNITY ENGAGEMENT AND DEVELOPMENT (CAED101)	General theory of community development. Human behaviour development & driving forces. Motivation & influence on others & in the community Culture, class structures & the	Exam -60% Coursework-40

	<p>influences of culture, race ethnicity as it relates to health intervention. Stratification, Social Class and Social Mobility: Effects on communities' / community disease.</p> <p>Psychological principles relating to public participation. Influences on health seeking behaviour on individual, groups & communities</p> <p>Various approaches used in community development.</p> <p>Project management</p> <p>Leadership, representation and decision making</p> <p>Community Profiling: Topography, housing, domestic activities, types of businesses, inequalities and access to health care services</p> <p>Community engagement models, health promotion</p> <p>Designing and implementing a campaign/health promotion/awareness</p>	
<p>PROFESSIONAL AND PERSONAL DEVELOPMENT II (PPDV201)</p> <p>OR</p> <p>CONTEMPORARY SOCIAL ISSUES IN SA CHILD AND YOUTH CARE WORK (CSIC101)</p>	FACULTY GENED	100% CA
YEAR 3		
EH MANAGEMENT AND ADMIN I (EHEM101)	<p>Policy Making in the Environmental Health field</p> <p>Organisational Hierarchies</p> <p>Human Resource Management</p> <p>Work Procedures</p> <p>Control Systems</p> <p>Environmental Health Governance</p> <p>Provision of Environmental Health Services</p> <p>Project Management</p> <p>Management Techniques</p>	Exam -60% Coursework-40

	<p>Advanced Financial Management Advanced Personnel Management Ethics and Professional Practice</p>	
<p>ENVIRONMENTAL LAW & LEGAL PROCESSES (ELAPI01)</p>	<p>Environmental Health Legislation Environmental Management Enforcement Law Enforcement & Compliance Measures The Criminal Procedure Act and Environmental Health Environmental Justice</p>	<p>Exam -60% Coursework-40</p>
<p>ENVIRONMENTAL POLLUTION II (EPOL201)</p>	<p>Waste management and the steps involved in the waste management process Principles of waste management National Waste Management Strategy Classification and sources of Waste Composition and analysis of waste Storage of waste Waste treatment Legislation(The National Environmental Management: Waste act) Health risks to man Environmentally sound management of chemicals and waste (link to relevant SDGs)</p>	<p>Exam -60% Coursework-40</p>
<p>OCCUPATIONAL HEALTH AND SAFETY II (OCHS202)</p>	<p>Compiling and interpreting occupational hygiene reports on occupational chemical stresses. Documentation used for the identification of hazardous substances Precautions relating to the storage and handling of hazardous substances in the workplace. Relevant legislation: use and control of hazardous substances. HCS Regulations is defined in terms</p>	<p>Exam -60% Coursework-40</p>

	of hazardous substances. OHS Act, COIDA and MHS Act in relation to work related injuries and illnesses.	
THE ENTREPRENEURIAL EDGE (TENE101) OR EQUALITY AND DIVERSITY (EQDV101)	DUT GENED	100% CA
EPIDEMIOLOGY II (EPDE201)	Non-communicable diseases Parasitology Outbreak investigations Mortuary and Burial Practice	Exam -60% Coursework-40
FOOD HYGIENE II (FOHY201)	Food Safety Relevant sections of the FCD act 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 SYSTEMS AND DATA MANAGEMENT (HSDM101)	South African health system Primary health care (PHC) and Universal Health Coverage (UHC) Recognizing agents in health systems Health systems complexity and change Development & application of Dept. Health information Systems. Role of health information in Government structures. Use of information/ data to for health promotion as it applies to environmental health, particularly Epidemiology. Data needed to run an environmental health unit	Exam -60% Coursework-40
RESEARCH METHODOLOGY II	Biostatistics Research Design (methodology)	Exam -60% Coursework-40

(REME201)	Ethics in research Proposal Development	
PERSONAL & PROFESSIONAL DEVELOPMENT III (PPDV301) OR EDUCATIONAL TECHNIQUES (EDUT101)	FACULTY GENED	100% CA
YEAR 4		
ENVIRONMENTAL HEALTH MNGT & ADMIN II (EHM201)	Leadership Theories Attributes of a Leader Entrepreneurship Soft skills, professionalism, presentation skills	Exam -60% Coursework-40
FOOD HYGIENE III (FOHY301)	Requirements of a food safety management system (FSMS) The elements of a food safety management system Documentation of a food safety management system (FSMS) Identification of food safety hazards and hazard analysis Auditing techniques and auditing of food safety management systems Reporting on the outcomes of auditing food safety management systems	Exam -60% Coursework-40
RESORATIVE JUSTICE (RSJS101) OR PHILOSOPHIES AND HISTORY OF HEALING (PHHLI01)	DUT GENED	100% CA
RESEARCH PROJECT (RPJET01)	Data Collection Data Analysis Report Writing/Completed Report Submission Presentation of research project	Exam -60% Coursework-40

<p>DISASTER MANAGEMENT (DIMA101)</p>	<p>Environmental Degradation and Disaster Risk Disaster Risk Management in South Africa: Municipal, Industrial and Community Perspective Municipal, Industrial and Community Disaster Management Plans are compared, contrasted and evaluated. Rapid Health Assessment (RHA) Protocols for Emergencies Role of the EHP after the disaster-environmental health challenges, disease outbreaks, displaced populations, overcrowding, food safety and water quality Disaster management protocols Disaster management related to climate change, mitigation, adaptation and resilience</p>	<p>Exam -60% Coursework-40</p>
<p>ENVIRONMENTAL POLLUTION III (ENPL301)</p>	<p>Atmospheric emission sources Regional and global air pollution challenges Ambient air quality monitoring and data availability Developments in air quality management and control in South Africa Climatology and meteorology Atmospheric emission licensing and permitting Indoor air quality Integrated environmental management Environmental noise</p>	<p>Exam -60% Coursework-40</p>
<p>ENVIRONMENTAL MANAGEMENT (EPOL301)</p>	<p>Structure and function of aquatic and terrestrial ecosystems as they relate to EH Impact Assessments Environmental Health Risk assessment processes Environmental impact assessment processes</p>	<p>Exam -60% Coursework-40</p>

	<p>Environmental control as it relates to EIA's</p> <p>Environmental Management ISO 140001 is introduced and applied to case studies</p> <p>Environmental Health norms and standards (21 categories)</p> <p>Sustainable development goals (achievement, evaluation and progress)</p>	
<p>OCCUPATIONAL HEALTH AND SAFETY III (OCHS302)</p>	<p>Legal and organisational requirements are identified and included in tender and/or contract for service documentation.</p> <p>Categories of hazards are identified, physical, chemical, biological, ergonomic, psychological.</p> <p>Controls prescribed in the OHS Act 1993.</p> <p>Control strategies in the particular industrial setting.</p> <p>Strategies for monitoring hazards and auditing of occupational safety and management systems</p>	<p>Exam -60%</p> <p>Coursework-40</p>
<p>PERSONAL & PROFESSIONAL DEVELOPMENT IV (PPDV401)</p> <p>OR</p> <p>ETHICS AND MEDICAL LAW (EMDL101)</p>	<p>FACULTY GENED</p>	<p>100% CA</p>

SECTION B:

PROGRAMME: CHILD AND YOUTH CARE

6.1 BACHELOR OF CHILD AND YOUTH CARE (BCCYC2/BCCYC3)

GE- General Education offered by DUT

FGE- General Education offered by the Faculty

E- Exam

CA- Continuous Assessment

6.1.1 Learning Programme Structure –BC CYC2

Code	Module	Semester of Study	Assessment Type (CA/E)	HEQF HEMIS credits	SAQA CREDIT	Pre-requisite Modules	Co-requisite Modules
YEAR 1:							
CCWA101	Child & Youth Care Work IA	1	E	0.125	16	none	none
HDVA101	Human Development IA	1	E	0.125	16	none	none
PPRD101	Personal & Professional Development I	1	CA	0.063	8	none	none
CCYC101	Communication for Child and Youth Care Workers	1	E	0.094	12	none	Child & Youth Care Work IA
IGSH101	Issues of Gender and Society in Health Care (FGE)	1	CA	0.094	12	none	none
CCWB101	Child & Youth Care Work IB	2	E	0.125	16	none	none
HDVB101	Human Development IB	2	E	0.125	16	none	none
BHVM101	Behaviour Management I	2	E	0.063	8	none	Child & Youth Care Work IB
CYCP102	Child and Youth Care Work Practice I	2	CA	0.094	12	Personal & Professional Development I	Child & Youth Care Work IB
CSTN101	Cornerstone (GE)	2	CA	0.092	12	none	none
YEAR 2							
CCWA201	Child & Youth Care Work IIA	1	E	0.125	16	Child & Youth Care Work IA & IB	none
HDVA201	Human Development IIA	1	E	0.125	16	Human Development IA & IB	none
CSIC101	Contemporary Social Issues in SA CYC Work	1	E	0.094	12	none	none
PPRD201	Personal & Professional Development II	1	CA	0.063	8	Personal & Professional Development I	none
SERS101 BGEPI01	Sustainable Earth Studies OR Basics of Geopolitics (GE)	1	CA	0.062	8	none	none

ITCH101 HWSM101	Introduction to Technopreneurship OR Hands filled with Meaning (GE)	1	CA	0.061	8	none	none
CCWB201	Child & Youth Care Work IIB	2	E	0.125	16	Child & Youth Care Work IA & IB	none
HDVB201	Human Development IIB	2	E	0.125	16	Human Development IA & IB	none
BHVM201	Behaviour Management II	2	E	0.063	8	Behaviour Management I Personal & Professional Development I	Child & Youth Care Work IIB
CYCP202	Child and Youth Care Work Practice II	2	CA	0.063	8	Child and Youth Care Work Practice I	Child & Youth Care Work IIB Human Development IIB
EVAHI 01	Environmental Awareness for Health Care Practitioners (FGE)	2	CA	0.094	12	none	none

YEAR 3							
CCWA 301	Child & Youth Care Work IIIA	1	E	0.094	12	Child & Youth Care Work IIA Child & Youth Care Work IIB	none
HDVA\ 301	Human Development IIIA	1	E	0.094	12	Human Development IIA & Human Development IIB	none
BHVM 301	Behaviour Management III	1	E	0.094	12	Behaviour Management II	none
CNSL 101	Counseling	1	E	0.063	8	Communication for Child and Youth Care Workers Personal and Professional Development II Child and Youth Care Work Practice II	none
CCWF 101	Child & Youth Care Work with Families and Communities	1	E	0.063	8	Child & Youth Care Work IIA & IIB Human Development IIA & IIB Contemporary Social Issues in SA Child & Youth Care Work	none
GENV 101 TENE101	The Global Environment or The Entrepreneurial Edge	1	CA	0.062	8	None	none

	(GE)						
CCWB 301	Child & Youth Care Work IIIB	2	E	0.094	12	Child & Youth Care Work IIA Child & Youth Care Work IIB	none
HDVB 301	Human Development IIIB	2	E	0.094	12	Human Development IIA & Human Development IIB	none
RSMY 101	Research Methodology	2	CA	0.094	16	none	none
CYCP 302	Child and Youth Care Work Practice III	2	CA	0.094	16	Child and Youth Care Work Practice II Personal & Professional Development II	Child & Youth Care Work IIIB Human Development IIB
PPRM101	Professional Practice and Management I (FGE)	2	CA	0.092	12	None	none
YEAR 4							
CCWA 401	Child & Youth Care Work IVA	1	E	0.094	12	Child & Youth Care Work IIIA & IIIB	none
HDVA 401	Human Development IVA	1	E	0.094	12	Human Development IIIA & IIIB	none
LPCW 101	Legislation & Policy for Child & Youth Care Workers	1	E	0.063	8	None	none
LSCI 101	Life-Space Crisis Intervention	1	CA	0.063	8	Counseling	none
HCDK 101 PHHL 101	HIV & Communicable Diseases in KZN OR Philosophies & History of Healing (GE)	1	CA	0.060	8	None	none
RPDV 101	Research Proposal Development	1	CA	0.063	8	Research Methodology	none
CCWB 401	Child & Youth Care Work IVB	2	E	0.094	12	Child & Youth Care Work IIIA & IIIB	none
HDVB 401	Human Development IVB	2	E	0.094	12	Human Development IIIA & IIIB	none
BHVM 401	Behaviour Management IV	2	E	0.063	8	Behaviour Management III	none
RPCY 101	Research Project	2	CA	0.063	8	Research Proposal	none
CYCP 401	Child & Youth Care Work Practice IV	2	CA	0.159	20	Child & Youth Care Work Practice III	Child & Youth Care Work IV B Human Development IVB
EMDL 101	Ethics and Medical Law (FGE)	2	CA	0.090	12	None	none

6.1.2 Learning Programme Structure –BC CYC3

Code	Module	Semester of Study	Assessment Type (CA/E)	HEQF HEMIS credits	SAQA CREDIT	Pre-requisite Modules	Co-requisite Modules
YEAR 1:							
CYCY101	Child & Youth Care Work I	Annual	E	0.250	32	none	none
HDEV101	Human Development I	Annual	E	0.250	32	none	none
CCYC101	Communication for Child and Youth Care Workers	1	E	0.155	20	none	none
IGSH101 PPDV101	Issues of Gender and Society in Health Care OR Personal and Professional Development (FGE)	1	CA	0.094	12	none	none
BHVM101	Behaviour Management I	2	E	0.094	12	none	none
CYCP102	Child and Youth Care Work Practice I	2	CA	0.063	8	none	none
CSTNI01	Cornerstone (GE)	2	CA	0.094	12	none	none
YEAR 2							
CYCW201	Child & Youth Care Work II	Annual	E	0.250	32	Child & Youth Care Work I	none
HDEV201	Human Development II	Annual	E	0.250	32	Human Development I	none
CSIC101	Contemporary Social Issues in SA CYC Work	1	E	0.125	16	none	none
SERS101 BGEPI01	Sustainable Earth Studies OR Basics of Geopolitics (GE)	1	CA	0.063	8	none	none
ITCH101 HWSM101	Introduction to Technopreneurship OR Hands filled with Meaning (GE)	1	CA	0.063	8	none	none
BHVM201	Behaviour Management II	2	E	0.063	8	Behaviour Management I	none
CYCP202	Child and Youth Care Work Practice II	2	CA	0.093	12	Child and Youth Care Work Practice I	none
EVAH 101 PPDV 201	Environmental Awareness for Health Care Practitioners OR Personal and Professional Development II (FGE)	2	CA	0.093	12	none	none
YEAR 3							
CYCW301	Child & Youth Care Work III	Annual	E	0.211	32	Child & Youth Care Work II	none
HDEV 301	Human Development III	Annual	E	0.211	32	Human Development II	none

CYCP 302	Child and Youth Care Work Practice III	Annual	CA	0.122	8	Child and Youth Care Work Practice II	none
GENV 101 TENE101	The Global Environment or The Entrepreneurial Edge (GE)	I	CA	0.061	8	None	none
RSMY 101	Research Methodology	I	CA	0.061	8	none	none
HC DK 101 PHHL 101	HIV and Communicable Diseases OR Philosophies and History of Healing	I	CA	0.061	8	none	none
PPRM101 PPDV301	Professional Practice and Management I (FGE) OR Personal and Professional Development III	2	CA	0.091	12	none	None
BHVM 301	Behaviour Management III	2	E	0.091	12	Behaviour Management II	none
RPDV101	Research Proposal Development	2	CA	0.091	12	Research Methodology	none
YEAR 4							
CYCW 401	Child & Youth Care Work IV	Annual	E	0.242	32	Child & Youth Care Work III	none
HDEV 401	Human Development IV	Annual	E	0.242	32	Human Development III	none
CYCP 401	Child and Youth Care Work Practice IV	Annual	CA	0.152	12	Child and Youth Care Work Practice III	none
RPCY 101	Research Project	Annual	CA	0.182	12	Research Proposal Development	none
BHVM 401	Behaviour Management IV	I	E	0.091	12	Behaviour Management III	none
EMDL 101 PPDV 401	Ethics and Medical Law (FGE) OR Personal and Professional Development IV	2	CA	0.091	12	none	none

6.1.3 Programme Rules

6.1.3.1 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 20-credit NSC subjects (not more than one additional language)	4				Any two (2) fundamental subjects Any four (4) vocational subjects	70%

6.1.3.2 Selection Criteria

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

Initial shortlisting for selection is based on the applicant's academic performance in Grade 11 and or 12.

The point scores for each NSC, SC or NC (V) results are obtained below:

Point Scores

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

Applicants who meet the minimum departmental admission requirements will be invited to participate in the selection process.

Shortlisted applicants will be invited to undertake a written assessment and participate in an interview.

Final acceptance into the programme is based on the NSC/SC/NC (V) results, the written assessment, the interview and evidence of community service.

If an applicant is invited to an interview, s/he will be required to provide 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	35
Interview	20 (A sub-minimum of 15 must be achieved for the applicant to be considered)
Evidence of community service	5

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.

6.1.3.3 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.

6.1.3.4 Progression Rules

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

[Rule approved at SENATE 13.11.2019]

6.1.3.5 Exclusion Rules

In addition to the DUT General Rule G17*, a first year student who fails 50%+ 1 modules with an average of less than 40% in the failed modules, at the end of year 1, 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)*.

[Rule approved at SENATE 13.11.2019]

6.1.3.6 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.

6.1.4 Child and Youth Care Work Practice

In addition to Rule G28 the following should be noted:

Child and Youth Care Work Practice is a compulsory component of this programme and the student is required to spend time in designated child and youth care organisations as well as meeting particular outcomes as specified in the study guide for the module.

A completed log sheet must be submitted by the end of the second semester each year and must provide detailed proof of all completed Child and Youth Care Work Practice learning activities.

Students are required to comply with the rules and regulations of the Child and Youth Care organization in which they are placed.

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.

6.1.5 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 coordinated by the programme. On completion of the 4-year degree, the onus is on the graduate to then register with the South African Council for Social Service Professionals (SACSSP).

6.2 MASTER OF CHILD AND YOUTH CARE

6.2.1 Programme Information

The Master of Child and Youth Care is offered as a full research qualification G24(3). Students wishing to enroll for the Master's degree 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 G24 (4) and as per guidelines of the Research and Postgraduate Directorate. Guidelines are contained in the Post Graduate Student Handbook.

6.2.2 Learning Programme Structure

Code	Module	Year of Study	Assessment Type (CA/E)	HEQF credits	Prerequisite Modules	Co-requisite Modules
	Research Project and Dissertation (1 st Registration)	1	E	180	BCCYC1/ BCCYC2/ BCCYC3	none
	Research Project and Dissertation (Successive Registration)	2	E	180	None	none

6.2.3 Minimum Admission Requirements

In addition to the General Handbook for Students Rule G24 (1), candidates must be possession of a Bachelor's Degree in Child and Youth Care, or a related Postgraduate Diploma, Bachelor Honours Degree or four year professional Bachelor's Degree (NQF level 8). Entry may also be obtained through being granted status or advanced standing according to Rule G10. Candidates may also apply for admittance via Recognition of Learning (RPL) in accordance with Rule G7 (8) and / or G10B.

6.2.4 Selection Procedures

In accordance with Rule G5, acceptance into the Master of Child and Youth Care is limited and admission is therefore not guaranteed. In the event of there being more applicants than the enrolment plan allows, selection will be based on the following criteria:

- Ranking of candidates based on academic performance in the undergraduate programme.
- An interview
- A concept paper of the proposed research, submitted to the Departmental Research Committee for approval

Students will be directed through the Masters selection process by the Postgraduate Coordinator. After acceptance into the Masters programme, the student will work on a proposal and research project under the guidance of an appointed supervisor and/or co-supervisor.

6.2.5 Minimum and maximum duration

The minimum duration for Master's degree shall be one academic year of registered study. If a student fails to complete the qualification after three years of registered study, the Senate may refuse to renew the student's registration or may impose any conditions it deems fit. A student may apply to the Executive Committee of the Faculty Board for an extension.

6.2.6 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).

6.2.7 Publication

Students registered for this qualification are required to have at least ONE submitted article to a DHET approved journal prior to completion of the degree.

[7.2.1 – 7.2.3: Approved by SENATE 13.11.2019]

6.3 POST GRADUATE DIPLOMA IN CHILD AND YOUTH CARE

6.3.1 Programme Information

The Postgraduate Diploma in Child and Youth Care is a postgraduate specialisation qualification offered both full time and part time. This qualification serves to consolidate and deepen the student's expertise in the Child and Youth Care discipline, and to develop research capacity in the related methodology and techniques. This qualification will ensure students have a high level of theoretical engagement and intellectual independence when engaging with curricula. Research will be conducted and reported upon under supervision. This will take the form of a discrete research component, which will create preparedness for a master's qualification, and ultimately, to a PhD qualification in Child and Youth Care.

6.3.2 Learning Programme Structure

Code	Module	Year of Study	Assessment Type (C/E)	HEQF credits	Prerequisite Modules	Co-requisite Modules
Semester one						Year 1
ACY501	Advanced Child and Youth Care Theory	1	C	20	None	None
CYCC502	Community Care	1	C	20	None	None
TRPR501	Transformative Practice	1	C	20	None	None
CYRM502	Research Methodology	1	C	8	None	None

Semester two						Year 2	
RPCY501	Research Project in Child and Youth Care	2	C	32	Research Methodology	None	
Choose ONE elective							
CYFC502	Family Care	2	E	20	None	None	
CYAS502	Child and Youth Care Administration and Supervision	2	E	20	None	None	
CYTCS02	Trauma and Counselling	2	E	20	None	None	

A total of 120 credits is required to obtain this qualification. Students must select 1 elective in semester 2 or in year 2, if part time. A pass in research methodology is required for attempting the research project.

6.3.3 Minimum Admission Requirements

In addition to the General Handbook for Students Rule G24 (I), applicants must be in possession of one of the following minimum admission requirements for entry into this programme:

Bachelor of Child and Youth Care

Or

B. Tech: Child and Youth Development

Or

Recognised equivalent at NQF level 7

Entry may also be obtained through being granted status or advanced standing according to Rule G10. Candidates may also apply for admittance via Recognition of Learning (RPL) in accordance with Rule G7 (8) and / or G10B.

6.3.4 Selection Procedures

In accordance with Rule G5, as spaces in the course are limited, applicants will be ranked based on their academic performance, an interview and concept paper of the proposed research. Applicants will be selected until the prescribed student enrolment numbers have been reached.

6.3.5 Minimum and maximum duration

Minimum time period is one year on a full-time basis or two years on a part-time basis. Part-time students must complete within 2 years.

6.3.6 Interruption of Studies

Should there be bona fide reasons for the interruption of studies for a period of one (1) year or more once the candidate is formally registered, the student may apply for

an interruption of registration. Registration may be interrupted under exceptional circumstances only and is not done retrospectively. Refer to Rule G26(4).

7.1 CONTENTS: BACHELOR OF CHILD AND YOUTH CARE (BCCYC2)

Module name and code	Learning areas/content	Assessment Plan
YEAR I		
Child and Youth Care Work I A & IB	<p>Historical western approaches to child-rearing</p> <p>Traditional approaches to child-rearing</p> <p>Development of CYC work</p> <p>Purpose of child and youth care work —scope, role, functions</p> <p>Transformation of SA CYC system</p> <p>Current influences shaping CYC practice in SA</p> <p>Contexts of care —settings</p> <p>Community-based care</p> <p>The legal and ethical framework —child rights</p> <p>Professionalism, ethics</p> <p>Methodologies of child and youth care work- care, relationship, life-space work, milieu therapy, group approaches, creativity, and activity-based approaches</p> <p>Teamwork</p> <p>Consultative and life-space supervision.</p>	<p>Exam mark 60%</p> <p>Year mark 40%</p> <p>Final mark 50%</p>
Human Development IA & IB	<p>The developmental perspective and the medical model</p> <p>Domains of development (physical, social, emotional, cognitive, spiritual)</p> <p>Developmental needs</p> <p>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, Winnicott, Adler, Bruner, Bronfenbrenner, Marx, Durkheim, Bowlby, Circle of Courage, etc.)</p> <p>The strengths, weaknesses and cultural appropriateness of the theories and how they relate to behaviour in the South African context will be evaluated</p> <p>Theories and approaches of developmental care (physical care, social care, emotional care), theories of caring (e.g. Watson).</p>	<p>Exam mark 60%</p> <p>Year mark 40%</p> <p>Final mark 50%</p>
Behaviour Management I	<p>Introduction to behavioral theories and theoretical approaches to understanding</p> <p>Behaviour, e.g. sociological, psychological</p> <p>Conceptual issues: definitions and purposes of behaviour and behaviour management</p> <p>Proactive and reactive</p> <p>Types of challenging behavior</p> <p>Principles of behaviour management</p> <p>Introduction to behaviour management techniques, e.g. containment, routine</p> <p>Prohibited strategies in relation to child rights</p> <p>Observation and recording</p> <p>Influence techniques, e.g. Maier.</p>	<p>Exam mark 60%</p> <p>Year mark 40%</p> <p>Final mark 50%</p>
Personal and Professional Development I	<p>The KSS model and conscious use of self</p> <p>Identifying own strengths and limitations/areas of growth</p> <p>The importance of self-reflection</p> <p>Personal observations using different theoretical frameworks and within the team context</p>	<p>Year mark 100%</p> <p>Final mark 50%</p>

	<p>Resources identified and accessed for self-development and identified developmental needs</p> <p>Preparation for supervisory, group and peer supervision sessions</p> <p>Self-development, self-care and development plans</p> <p>Stress management and preventing burnout</p> <p>Critical reflective writing</p> <p>Self as resource</p> <p>Goal setting, planning and review</p> <p>Consultative supervision</p> <p>Positive peer support.</p>	
Communication for Child and Youth Care Workers	<p>Verbal and non-verbal communication</p> <p>Communication and relationships</p> <p>Sensitivity to diversity including cultural and developmental appropriateness, and issues of equality and inclusion</p> <p>Self-awareness —own strengths and triggers</p> <p>Use of touch</p> <p>Barriers to communication</p> <p>Active listening</p> <p>Reflective listening —appropriate identification of feelings;</p> <p>Empathy; Attending behavior; Paraphrasing; Clarifying;</p> <p>Encouraging; Questioning;</p> <p>Self-disclosure</p> <p>Descriptive feedback and reframing (vs. labeling)</p> <p>Summarizing</p> <p>Assertiveness</p> <p>Problem-solving; Self-control and modeling</p> <p>Reporting (incl. confidentiality)</p> <p>Engagement and disengagement</p> <p>Report-writing</p> <p>Letter-writing</p> <p>Logging.</p>	<p>Exam mark 60%</p> <p>Year mark 40%</p> <p>Final mark 50%%</p>
Child and Youth Care Work Practice I	<p>Self-awareness and use of self</p> <p>Developmental care</p> <p>Developmental theories</p> <p>CYC practice principles</p> <p>Ethical practice</p> <p>Professionalism</p> <p>Teamwork</p> <p>Life-space work</p> <p>Observing and reporting</p> <p>Relationship-building</p> <p>Supervision.</p>	<p>Year mark 100%</p> <p>Final mark 50%</p>
Cornerstone	DUT GENED	<p>Year mark 100%</p> <p>Final mark</p>
Issues of Gender and Society in Health Care	FACULTY GENED	<p>Year mark 100%</p> <p>Final mark 50%</p>
YEAR 2		
Child and Youth Care Work II A & II B	<p>Caring theories (e.g., Jean Watson)</p> <p>Life-space theory (e.g., Lewin, Redl, Garfat, Fox)</p> <p>Phenomenological approach</p> <p>Educator approach (e.g., Barnes; Linton)</p> <p>Ecological model (e.g., Bronfenbrenner, Maier)</p> <p>Milieu approach</p> <p>Therapeutic community</p> <p>Reclaiming approach (Brendtro, Brokenleg and Van Bockern)</p> <p>Restorative approach (e.g., Consedine, Wachtel)</p> <p>Child and youth care approach (Garfat and McElwee)</p> <p>Systems thinking</p> <p>Group care approaches (group dynamics, group management and leadership, group meetings, PPC, EQUIP)</p>	<p>Exam mark 60%</p> <p>Year mark 40%</p> <p>Final mark 50%</p>

	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 mark 60% Year mark 40% Final mark 50%
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 mark 60% Year mark 40% Final mark 50%
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 mark 60% Year mark 40% Final mark 50%
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	Year mark 100% Final mark

	<p>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.</p>	
Child and Youth Care Work Practice II	<p>Professional and ethical practice Relationship-building and communication Observation and recording Life-space work Human development Teamwork.</p>	<p>Year mark 100% Final mark 50%</p>
Sustainable Earth Studies OR Basics of Geopolitics	DUT GENED	<p>Year mark 100% Final mark</p>
Introduction to Technopreneurship OR Hands filled with Meaning	DUT GENED	<p>Year mark 100% Final mark</p>
Environmental Health Awareness for Health Care Practitioners	FACULTY GENED	<p>Year mark 100% Final mark</p>
YEAR 3		
Child and Youth Care Work III A & IIIB	<p>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.</p>	<p>Exam mark 60% Year mark 40% Final mark 50%</p>
Human Development IIIA & IIIB	<p>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.</p>	<p>Exam mark 60% Year mark 40% Final mark 50%</p>
Behaviour Management III	<p>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.</p>	<p>Exam mark 60% Year mark 40% Final mark 50%</p>
Counseling	<p>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.,</p>	<p>Exam mark 60% Year mark 40% Final mark 50%</p>

	psychologists, social workers, SAPS.	
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 mark 60% Year mark 40% Final mark 50%
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	Year mark 100% Final mark 50%
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.	Year mark 100% Final mark 50%
The Global Environment OR The Entrepreneurial Edge	DUT GENED	Year mark 100% Final mark 50%
Professional Practice and Management I	FACULTY GENED	Year mark 100% Final mark
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 mark 60% Year mark 40% Final mark 50%
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	Exam mark 60% Year mark 40% Final mark 50%

	<p>Mental health, DSM, medical therapies</p> <p>Culture-bound syndromes and culture-based interventions</p> <p>Trauma and shock</p> <p>Children with disabilities</p>	
Behaviour Management IV	<p>Responding to assault and violence in accordance with CYC philosophy (e.g., PART —Professional Assault Response Training)</p> <p>Violence of various descriptions e.g., fire-setting, gang-related behaviour, animal cruelty</p> <p>Suicide and self-harm</p> <p>Cult behavior</p> <p>Substance abuse</p> <p>Reportable incidents and legal requirements</p> <p>Procedures and protocols for referrals</p> <p>Identifying resources</p>	<p>Exam mark 60%</p> <p>Year mark 40%</p> <p>Final mark 50%</p>
Life-Space Crisis Intervention	<p>Elements necessary for behaviour change</p> <p>History, background and definitions of LSCI</p> <p>Developmental and therapeutic goals and purposes of LSCI</p> <p>Review of the conflict cycle and escalation models</p> <p>Theme of self-awareness and self-control</p> <p>The stages of LSCI including clarification of distortions</p> <p>Adaptations for children with developmental delays</p> <p>Skill training.</p>	<p>Year mark 100%</p> <p>Final mark 50%</p>
Legislation and Policy for Child and Youth Care Workers	<p>The differences between policy and legislation</p> <p>Human rights history and UDHR</p> <p>Relevant human/child rights legislation, e.g., UNCRC, African Charter, SA Constitution</p> <p>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</p> <p>The legislative process</p> <p>The statutory process</p> <p>Child participation and stakeholder involvement in child and youth care policy formulation</p> <p>Advocacy and lobbying for the rights of children and youth at risk</p> <p>Group and global programmes supporting policy and child rights</p>	<p>Exam mark 60%</p> <p>Year mark 40%</p> <p>Final mark 50%</p>
Research Project	<p>Steps in the social research process</p> <p>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</p> <p>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.</p>	<p>Completed project-100%</p> <p>Final mark 50%</p>
Research Proposal Development	<p>Steps in the social research process.</p> <p>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.</p> <p>Writing a literature review which includes literature searches through various sources: academic repositories, journals, books.</p> <p>Completing the ethics checklist.</p> <p>Developing a proposed research budget.</p> <p>Accurate referencing during research using appropriate format.</p>	<p>Year mark 100%</p> <p>Final mark</p>

Child and Youth Care Work Practice IV	Leadership and management Legislation and policy Assessment and programming Supervision Reflections	Year mark 100% Final mark 50%
HIV and Communicable Diseases in KZN OR Philosophies and History of Healing	DUT GENED	Year mark 100% Final mark 50%
Educational Techniques OR Ethics and Medical Law	FACULTY GENED	Year mark 100% Final mark 50%

7.2 CONTENTS: BACHELOR OF CHILD AND YOUTH CARE (BCCYC3)

Module name and code	Learning areas/content	Assessment Plan
YEAR I		
Child and Youth Care Work I	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 mark 60% Year mark 40% Final mark 50%
Human Development I	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 mark 60% Year mark 40% Final mark 50%
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.,	Exam mark 60% Year mark 40% Final mark 50%

	<p>containment, routine Prohibited strategies in relation to child rights Observation and recording Influence techniques, e.g., Maier.</p>	
Communication for Child and Youth Care Workers	<p>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.</p>	<p>Exam mark 60% Year mark 40% Final mark 50%</p>
Child and Youth Care Work Practice I	<p>Self-awareness and use of self Developmental care Developmental theories CYC practice principles Ethical practice Professionalism Teamwork Life-space work Observing and reporting Relationship-building Supervision.</p>	<p>Year mark 100% Final mark 50%</p>
Cornerstone	DUT GENED	<p>Year mark 100% Final mark 50%</p>
Issues of Gender and Society in Health Care OR Personal and Professional Development I	FACULTY GENED	<p>Year mark 100% Final mark 50%</p>
YEAR 2		
Child and Youth Care Work II	<p>Caring theories (e.g., Jean Watson) Life-space theory (e.g., Lewin, Redl, Garfat, Fox) Phenomenological approach Educateur approach (e.g., Barnes; Linton) Ecological model (e.g., Bronfenbrenner, Maier) Milieu approach Therapeutic community Reclaiming approach (Brendtro, Brokenleg and Van Bockern) Restorative approach (e.g., Consedine, Wachtel) Child and youth care approach (Garfat and McElwee) Systems thinking Group care approaches (group dynamics, group management and leadership, group meetings, PPC, EQUIP) Residential treatment (e.g., Durrant, Varda Mann-Feder) —include secure care Family approaches (e.g., family preservation) Shelters and drop-in centres for children on the streets Theories of change —transition.</p>	<p>Exam mark 60% Year mark 40% Final mark 50%</p>

Human Development II	<p>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</p>	<p>Exam mark 60% Year mark 40% Final mark 50%</p>
Behaviour Management II	<p>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.</p>	<p>Exam mark 60% Year mark 40% Final mark 50%</p>
Contemporary Social Issues in SA Child and Youth Care Work	<p>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.</p>	<p>Exam mark 60% Year mark 40% Final mark 50%</p>
Child and Youth Care Work Practice II	<p>Professional and ethical practice Relationship-building and communication Observation and recording Life-space work Human development Teamwork.</p>	<p>100% Coursework</p>
Sustainable Earth Studies OR Basics of Geopolitics	DUT GENED	100% Coursework
Introduction to Technopreneurship OR Hands filled with Meaning	DUT GENED	100% Coursework
Environmental Health Awareness for Health Care	FACULTY GENED	100% Coursework

Practitioners OR Personal and Professional Development II		
YEAR 3		
Child and Youth Care Work III	<p>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. 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</p>	<p>Exam mark 60% Year mark 40% Final mark 50%</p>
Human Development IIIA & III	<p>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. 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.</p>	<p>Exam mark 60% Year mark 40% Final mark 50%</p>
Behaviour Management III	<p>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.</p>	<p>Exam mark 60% Year mark 40% Final mark 50%</p>
Research Methodology	<p>Nature, characteristics and value of research including the quantitative and qualitative research designs- features and comparisons The blended paradigm The five traditions of research</p>	<p>100% Coursework</p>

	<p>Foci, origin, approach and procedures in 5 qualitative traditions</p> <p>Conducting research i.e.: choosing sample, data collection tools, data analysis procedures/ strategies</p> <p>Standards and verification process / reliability and validity of research</p> <p>Ethics in research</p> <p>Writing the proposal</p>	
Research Proposal Development	<p>Steps in the social research process.</p> <p>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.</p> <p>Writing a literature review which includes: literature searches through various sources: academic repositories, journals, books.</p> <p>Completing the ethics checklist.</p> <p>Developing a proposed research budget.</p> <p>Accurate referencing during research using appropriate format.</p>	100% Coursework
The Global Environment OR The Entrepreneurial Edge	DUT GENED	100% Coursework
HIV and Communicable Diseases in KZN OR Philosophies and History of Healing	DUT GENED	100% Coursework
Professional Practice and Management I OR Personal and Professional Development III	FACULTY GENE	100% Coursework
Year 4		
Child and Youth Care Work IV	<p>Legislative requirements in child and youth care management and leadership</p> <p>The South African Constitution</p> <p>BBBEE and PPPFA</p> <p>Basic Conditions of Employment Act</p> <p>Financial Management and budgeting</p> <p>HR management (job description, leave rosters, performance appraisals; Working with unions</p> <p>Programme evaluation and quality assurance (DQA)</p> <p>Strategic thinking/planning</p> <p>Project management</p> <p>Community networking and liaison</p> <p>Record-keeping (statutory requirements)</p> <p>The legal and regulatory framework underpinning management and leadership in CYC work including roles and functions in multidisciplinary teams</p> <p>Lobbying and advocacy; The differences between policy and legislation</p> <p>Human rights history and UDHR</p> <p>Relevant human/child rights legislation, e.g. UNCRC, African Charter, SA Constitution</p> <p>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</p> <p>The legislative process</p> <p>The statutory process</p> <p>Child participation and stakeholder involvement in child and youth care policy formulation</p> <p>Advocacy and lobbying for the rights of children and youth at risk</p> <p>Group and global programmes supporting policy and child</p>	<p>Exam mark 60%</p> <p>Year mark 40%</p> <p>Final mark 50%</p>

	rights	
Human Development IV	<p>Specialized therapeutic interventions —dance, play, art, drama, movement, music, family, grief therapy, wilderness therapies, a range of diverse and alternative therapies</p> <p>Young people who are suicidal, self-mutilate, abuse substances, damage property, set fires</p> <p>Mental health, DSM, medical therapies</p> <p>Culture-bound syndromes and culture-based interventions</p> <p>Trauma and shock</p> <p>Children with disabilities</p> <ul style="list-style-type: none"> Elements necessary for behaviour change <p>History, background and definitions of LSCI</p> <p>Developmental and therapeutic goals and purposes of LSCI</p> <p>Review of the conflict cycle and escalation models</p> <p>Theme of self-awareness and self-control</p> <p>The stages of LSCI including clarification of distortions</p> <p>Adaptations for children with developmental delays</p> <p>Skill training.</p>	<p>Exam mark 60%</p> <p>Year mark 40%</p> <p>Final mark 50%</p>
Behaviour Management IV	<p>Responding to assault and violence in accordance with CYC philosophy (e.g. PART —Professional Assault Response Training)</p> <p>Violence of various descriptions e.g. fire-setting, gang-related behaviour, animal cruelty</p> <p>Suicide and self-harm</p> <p>Cult behavior</p> <p>Substance abuse</p> <p>Reportable incidents and legal requirements</p> <p>Procedures and protocols for referrals</p> <p>Identifying resources</p>	<p>Exam mark 60%</p> <p>Year mark 40%</p> <p>Final mark 50%</p>
Research Project	<p>Steps in the social research process</p> <p>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</p> <p>Writing a literature review which includes: literature searches through various sources: academic repositories, journals, books; Completing the ethics checklist;</p> <p>Developing a proposed research budget; Accurate referencing during research using the Harvard Referencing Guide.</p>	Completed project-100%
Child and Youth Care Work Practice IV	<p>Leadership and management</p> <p>Legislation and policy</p> <p>Assessment and programming</p> <p>Supervision</p> <p>Reflections</p>	100% Coursework
Ethics and Medical Law OR Personal and Professional Development IV	FACULTY GENED	100% Coursework

7.3 CONTENTS: POST GRADUATE DIPLOMA IN CHILD AND YOUTH CARE (PGDCYC)

Module name and code	Learning areas/content	Assessment Plan
Semester One		YEAR 1
Advanced Child and Youth Care Theory- ACY501	<p>Knowledge of theories of change guides practice:</p> <ul style="list-style-type: none"> • Development of a therapeutic relationship. • Psychoanalytic perspective. • Behavioural and cognitive behavioural perspective. • Humanistic and existential perspectives. <p>Knowledge of self has an impact on professional action and clinical practice:</p> <ul style="list-style-type: none"> • Personal beliefs, values, ethics affect professional actions. • Personality and presentation of self-affect clinical practice. <p>Apply change theories to CYC case management practice (4-7 below)</p> <p>Assessment of children and families</p> <ul style="list-style-type: none"> • Systemic, ecological perspective. • Identifying needs. <p>Case planning</p> <ul style="list-style-type: none"> • Understanding diverse challenges facing children and youth. • Developing case interventions and family therapy interventions. <p>Interventions</p> <ul style="list-style-type: none"> • Counselling interventions. • Life space therapeutic work. • Specialised techniques e.g. art, music, dance therapies. <p>Case consultation, presentation and evaluation</p> <ul style="list-style-type: none"> • Collaborative consultation. • Inter-disciplinary teams. <p>The origins of difficult and problem behaviour are better understood by "entering the world of the child":</p> <ul style="list-style-type: none"> • Building rapport. • Person-centred therapeutic perspective. <p>The development of a personal theory of child and youth care praxis through an integration of:</p> <ul style="list-style-type: none"> • Knowledge of theories of change theory. • Knowledge of self. • Current child and youth care counselling practice. 	<p>Exam mark:50%</p> <p>Year mark:50%</p> <p>Final mark:100%</p>
Community Care - CYCC502	<ul style="list-style-type: none"> • Community/societal issues in SA. • Introduction to community engagement and development. • The principles of community development. • Community engagement and development skills: The community as main actor in community development. • The place and role of community development workers. • Community development workers and their organisations. • Communication skills. • Conflict resolution, mediation, and negotiation. 	<p>Assignment 1: 25%</p> <p>Assignment 2:25%</p> <p>Portfolio of evidence:50%</p> <p>Final mark: 100%</p>
Transformative Practice- TRPR501	<ul style="list-style-type: none"> • The meaning of personal identity growth and transformation. • Understanding personal self at the interface of Child and Youth Care. • Personal healing and development. • Healing and transforming children and youth • Transforming Child and Youth Care practice. • Transforming family and communities. • Planning and implementing transformative change in Child and Youth Care spaces. • Training transformative child and youth care practitioners. 	<p>Exam mark:50%</p> <p>Year mark:50%</p> <p>Final mark:100%</p>

Research Methodology- CYRM502	<ul style="list-style-type: none"> • Qualitative and quantitative research paradigms. • The 5 traditions of qualitative research namely narrative research, ethnography, case study, phenomenology, and grounded theory. • Probability and nonprobability sampling strategies and the different types of samples. • Data collection processes for quantitative and qualitative research • Different types of data collection instruments. • Data analysis • Validity and reliability • Ethical issues in research. • Elements of a research proposal. 	<p>Test: 33.33 % Assignment 1: 33.33 % Oral presentation: 33.33% Final mark:100%</p>
SEMESTER TWO		YEAR 2
Research Project in Child and Youth Care- RPCY501	<ul style="list-style-type: none"> • Conceptualising a research problem of significance and value to the field of child and youth care. • Underpinnings of a rigorous literature review • Research design, methodology and data analysis. The five traditions of qualitative research. • Methodology: sampling, data collection and analysis • Data collection processes and instruments • Critical analysis of data • Ethical considerations when conducting research • Writing a research dissertation 	<p>Assignment 1: 25% Oral Presentation: 25% Research Project: 50% Final mark:100%</p>
Choose ONE elective		
Family Care- CYFC502	<ul style="list-style-type: none"> • Diverse families in South Africa. • Historical and contemporary definitions of the family • Understanding problems families face in disadvantaged communities and its effects on children. • Understanding the challenges families face. • Understanding dysfunctional families. • Family therapy intervention strategies. • Family preservation. • Family group conferencing. • Creating community support for vulnerable families. • Practical applications for different family problems. 	<p>Exam mark:50% Year mark:50% Final mark:100%</p>
Child and Youth Care Administration and Supervision- CYAS502	<ul style="list-style-type: none"> • Managing Child and Youth Care programmes and organisations. • Administration of human resources, programmes and other activities for the benefit of the organisation, young people and their families and the community at large. • Understanding planning, strategizing and co-ordination within child and youth care organisations. • Conflict management and resolution. • Principles of effective supervision. • Theories of supervision. • Supervisory skills. • External models of supervision. 	<p>Exam mark:50% Year mark:50% Final mark:100%</p>
Trauma and Counselling-	<ul style="list-style-type: none"> • Defining and understanding trauma. 	<p>Exam mark:50% Year mark:50%</p>

CYTC502	<ul style="list-style-type: none"> • Different types of trauma related to children, youth and their families. • Causes of trauma amongst children and youth. • Effects of trauma. • Counselling approaches that enable recovery and healing. • Development of personal stories. • Writing and sharing personal stories • Critical reflection on personal experiences of trauma, pain, suffering and pathways used to enable wellbeing and personal engagement and commitment to personal recovery. • Implementing counselling and healing interventions with traumatized children and youth. 	Final mark:100%
---------	--	-----------------