

**Template for HEQSF**

**Alignment - Corrections**

**Bachelor of Social Science Honours**

**BSocScHons**

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HEQSF Category B Alignment SECTION 3

1. Describe how the curriculum of this programme has been redesigned so that it aligns with the HEQSF, specifically in relation to:

**The Programme Title: Bachelor of Social Science Honours**

**Abbreviation: BSocScHons**

**Intended Purpose:**

The purpose of the qualification is to bridge undergraduate (general, post-graduate knowledge) and skills training for the benefit of learners and the society. It is intended to provide in-depth theoretical knowledge and lifelong learning in a chosen major field. This programme will prepare learner for the Masters programme.

**Rationale:**

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| The qualification seeks to provide students with an opportunity for in-depth theoretical knowledge and practical skills in their field of specialisation. The programme serves as a response to local, provincial, national and international needs. It also provides the society with intellectual and independent leaders. |

**Exit Level Outcomes: (of Programme)**

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| The programme aims at promoting research oriented towards producing graduates equipped with skills, innovativeness and competencies relevant for provincial, regional and national strategic developmental needs with reference to cultural centred approaches. This is set to be achieved through establishing strategic partnerships with government and private sector stakeholders with specific focus on advancing community engagement, research, as well as problem-based learning for the benefit of students and the participating stakeholders.  The programme further serves to develop research capacity in the methodology and techniques, theoretical engagement and intellectual independence of the students.   Critical Outcomes:  The Critical Cross-Field Outcomes are integrated into the Exit Level Outcomes of the qualification as follows:   * Identifying and solving problems in which responses display that responsible decisions using critical and creative thinking have been made. * Working effectively with others as a member of a team, group, organization and community.   Both formative and summative assessment methods will be used as indicated in Section 10 on Integrated Assessment. |

**Assessment Criteria:**

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| The assessment strategy includes a variety of options to demonstrate and provide evidence of practice, based on the anticipated outcomes and the assessment criteria. This includes activities such as case studies, problem solving assignments, practices in simulated and in situ contexts, projects, written and oral presentations.  The assessment is focused on applied competence and assessment evidence include:   * Oral Presentations which are observed in context to observe ability to communicate with comprehension. * Two or more work-based projects to demonstrate the application of the learning and insights from the core modules. * Evidence of self, peer, and tutor assessment. * Assignments and/or examinations providing evidence of the ability to apply knowledge to practice. * Mini dissertation. |

1. **Complete the table below indicating the specific amendments to the design of the learning programme. Indicate whether a module of the programme has been added, removed, modified or remains unchanged. The amendments indicated should clearly illustrate that the proposed curriculum changes do not differ from the original programme design by more than 50% (Criteria 1 vi, 5 ii).**

*PROGRAMME DESIGN*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Module Code** | **Existing Programme/ Module** | **Amended Programme/ Module** | **Compulsory** | **Elective** | **Credits** | **Added/**  **Removed/**  **Modified/**  **Unchanged** |
| ANT4101 | Anthropological Research Methods | Anthropological Research Methods | YES | NO | 18 | *Unchanged* |
| ANT4102 | Modern Anthropological Thought | Modern Anthropological Thought | YES | NO | 18 | *Unchanged* |
| ANT4103 | Aesthetics and literature in Africa | Aesthetics and literature in Africa | NO | YES | 18 | *Unchanged* |
| ANT4104 | Kinship and Marriage | Kinship and Marriage | NO | YES | 18 | *Unchanged* |
| ANT4201 | Trends in Medical Anthropology | Trends in Medical Anthropology | NO | YES | 18 | *Unchanged* |
| ANT4202 | Economic/Development Anthropology | Economic/Development Anthropology | YES | NO | 18 | *Unchanged* |
| ANT4203 | Mini dissertation | Research Paper | YES | NO | 30 | *Modified* |
| ANT4204 | Growing up in SA Traditional Society | SA Traditional Society and social change | NO | YES | 18 | Modified |
| ANT4205 | Impact of city and rise of informal settlements | Impact of city and rise of informal settlements | NO | YES | 18 | Unchanged |
| ANT4207 | Selected topics: E/Africa, W/Africa, C/Africa | Ethnographic studies: SA and Beyond. | NO | YES | 18 | Modified |
| ANT4106 | Systems of beliefs/ Ritual analysis and Ethics | Cross-cultural approaches to Knowledge | NO | YES | 18 | *Modified* |
| ANT4206 | Psychological Anthropology | Psychological Anthropology | NO | YES | 18 | *Modified* |
| CES 4109 | Research Paper | Research Paper | YES | NO | 30 | Modified |
| MET 4101 | Research methodology | Research methodology | YES | NO | 18 | Unchanged |
| THC4102 | Theories of crime | Theories of crime | YES | NO | 18 | Unchanged |
| JUD4201 | Juvenile Delinquency | Juvenile delinquency | NO | YES | 18 | Unchanged |
| PEN4202 | Penology | Penology | NO | YES | 18 | Unchanged |
| CRW4203 | Victimology | Victimology | NO | YES | 18 | Unchanged |
| CEV4204 | Crime prevention | Crime prevention | NO | YES | 18 | Unchanged |
| PCM4205 | Psycho-criminology | Psycho-criminology | NO | YES | 18 | Unchanged |
| POS 4101 | Fundamentals of Police Science | Fundamentals of Police Science | YES | NO | 18 | Unchanged |
| POS 4102 | Research Methodology | Research Methodology | YES | NO | 18 | Unchanged |
| POS 4203 | Police Administration & Organisation | Police Administration & Organisation | YES | NO | 18 | Unchanged |
| POS 4204 | Functional Policing | Functional Policing | YES | NO | 18 | Unchanged |
| POS 4000 | Research Project | Research Paper | YES | NO | 30 | Credits modified |
| POS 4205 | Criminalistics | Criminalistics | YES | NO | 18 | Unchanged |
| PHE4101 | Moral Decision Making | Moral Decision Making | YES | NO | 18 | Unchanged |
| PHE4102 | Social Justice | Social Justice | YES | NO | 18 | Unchanged |
| PHE4070 | Mini Dissertation | Research Paper | YES | NO | 30 | Modified |
| PHE4103 | Business Ethics | Business Ethics | NO | YES | 18 | Unchanged |
| PHE4104 | Development Ethics | Development Ethics | NO | YES | 18 | Unchanged |
| PHE4105 | Biomedical Ethics | Biomedical Ethics | NO | YES | 18 | Unchanged |
| PHE4106 | Ethics In Education | Ethics In Education | NO | YES | 18 | Unchanged |
| PHE4201 | Feminist Ethics | Feminist Ethics | NO | YES | 18 | Unchanged |
| PHE4202 | Environmental Ethics | Environmental Ethics | NO | YES | 18 | Unchanged |
| PHE4203 | Medical & Information Technology Ethics | Medical & Information Technology Ethics | NO | YES | 18 | Unchanged |
| PHE4204 | Police Ethics | Police Ethics | NO | YES | 18 | Unchanged |
| PHE4205 | Public Administration Ethics | Public Administration Ethics | NO | YES | 18 | Unchanged |
| SOC4101 | Contemporary And Post-Modern Social Theories | Contemporary And Post-Modern Social Theories | YES | NO | 18 | Unchanged |
| SOC4102 | Social Research Methods For Social Sciences | Social Research Methods For Social Sciences | YES | NO | 18 | Unchanged |
| SOC4103 | Social Statistics For Social Sciences | Social Statistics For Social Sciences | YES | NO | 18 | Unchanged |
| SOC4005 | Mini dissertation | Research Paper | YES | NO | 30 | *Name and Credits modified* |
| SOC4203 | Sociology Of Work And Labour Relation Studies | Sociology Of Work And Labour Relation Studies | NO | YES | 18 | *Unchanged* |
| SOC4004 | Sociology Of Development | Sociology Of Development | NO | YES | 18 | *Unchanged* |
| SOC4006 | Sociology Of The Family And Gender Issues | Sociology Of The Family And Gender Issues | NO | YES | 18 | *Unchanged* |
| SOC4007 | Sociology Of Health, Illness And Medicine | Sociology Of Health, Illness And Medicine | NO | YES | 18 | *Unchanged* |
| S0C4008 | Sociology Of Education | Sociology Of Education | NO | YES | 18 | *Unchanged* |
| SOC4009 | Political Sociology | Political Sociology | NO | YES | 18 | *Unchanged* |
| SOC4010 | Rural Sociology | Rural Sociology | NO | YES | 18 | *Unchanged* |
| SOC4011 | Sociology Of Religion | Sociology Of Religion | NO | YES | 18 | *Unchanged* |
| SOC4012 | Sociology Of Deviance | Sociology Of Crime and Deviance | NO | YES | 18 | *Modified* |
| SOC4211 | Sociology Of Africa | Sociology Of Africa | NO | YES | 18 | *Unchanged* |
| SOC4217 | Environment And Sustainable Development Studies | Environment And Sustainable Development Studies | NO | YES | 18 | *Unchanged* |
| SOC4216 | Rural/Urban Social Development | Rural/Urban Social Development | NO | YES | 18 | *Unchanged* |
| SOC4219 | Population And Sustainable Rural Development | Population And Sustainable Rural Development | NO | YES | 18 | *Unchanged* |
| SOC4218 | Race Thinking And Thinking About Race | Race Thinking And Thinking About Race | NO | YES | 18 | *Unchanged* |
| SOC4220 | The Sociology Of Media | The Sociology Of Media | NO | YES | 18 | *Unchanged* |
| POP4001 | Population Change and Development studies: Emphasis on Africa in general and South Africa in Particular | Population Change and Development studies: Emphasis on Africa in general and South Africa in Particular | YES | NO | 18 | *Unchanged* |
| POP4002 | Techniques in Demography | Demographic techniques | YES | NO | 18 | *Name modified* |
| POP4006 | Research Methodology and statistics | Research Methodology and statistics | YES | NO | 18 | *Unchanged* |

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| --- | --- | --- | --- | --- | --- | --- |
| POP4005 | Mini Dissertation | Research Paper | YES | NO | 30 | *Modified* |
| POP4003 | Demographic And Population Study Issues | Demographic And Population Studies Issues | YES | NO | 18 | *Unchanged* |
| POP4004 | Population Policies and Development Strategies | Population Policies and Development Strategies | YES | NO | 18 | *Unchanged* |
| POL 4102 | International Relations Theory | International Relations Theory | YES | NO | 18 | *credits changed* |
| POL 4202 | International Relations of Africa | International Relations of Africa | NO | YES | 18 | *credits changed* |
| POL 4206 | Political Theory | Political Theory | YES | NO | 18 | *credits changed* |
| POL 4005 | Mini-dissertation | Research paper | YES | NO | 30 | *Name and credits changed* |
| POL 4103 | Comparative Foreign Policy | Provincial International Relations and Cooperation | NO | YES | 18 | *Credits changed* |
| POL 4201 | International Political Economy | International Political Economy | NO | YES | 18 | *credits changed* |
| POL 4203 | International Law | International Law | NO | YES | 18 | *credits changed* |
| POL 4204 | Southern African Politics | Southern African Politics | NO | YES | 18 | *credits changed* |
| POL 4205 | Political Economy of Africa | Political Economy of Africa | NO | YES | 18 | *credits changed* |
| POL 4207 | Public Policy Analysis | Public Policy Analysis | NO | YES | 18 | *credits changed* |
| POL 4208 | Sustainable Development | Diplomacy | NO | YES | 18 | *Name and credits changed* |
| PSY 4101 | Research Methods | Research Methods & Statistics | YES | NO | 18 | *credits changed* |
| PSY4007 | Psychotherapy | Psychotherapy | NO | YES | 24 | *Name modified* |
| PSY4008 | Counselling Psychology | Counselling Psychology | NO | YES | 24 | *Name modified* |
| PSY4009 | Psychopathology | Psychopathology | YES | NO | 24 | *Unchanged* |
| PSY4101 | Research Methods & Statistics | Research Methods & Statistics | YES | NO | 18 | *Unchanged* |
| PSY4201 | Research Project | Research Paper | YES | NO | 32 | *Name and credits modified* |
| PSY4102 | Psychological Assessment | Psychological Assessment | YES | NO | 18 | *Unchanged* |
| PSY4103 | Developmental Psychology | Developmental Psychology | NO | YES | 18 | *Unchanged* |
| PSY4105 | Neuropsychology & Legal Issues | Neuropsychology & Legal Issues | NO | YES | 18 | *Unchanged* |
| IPY4001 | Human Resource Management | Human Resource Management | YES | NO | 24 | *Unchanged* |
| IPY4002 | Industrial Relations | Industrial Relations | YES | NO | 24 | *Unchanged* |
| IPY4201 | Organizational Behaviour | Organizational Behaviour | NO | YES | 18 | *Unchanged* |
| IPY4106 | Career Psychology | Career Psychology | NO | YES | 18 | *Unchanged* |
| LIS5011 | Honours Project | Research Paper | YES | NO | 30 | *Name modified* |
| LIS5212 | Library Practical | Library Practical | YES | NO | 16 | *Unchanged* |
| LIS5102 | Management of a Particular Type of Information Services | Knowledge Management | YES | NO | 16 | *Name modified* |
| LIS5104 | Information Technology | Information Technology | YES | NO | 16 | *Unchanged* |
| LIS6103 | National and International Information Systems | National and International Information Systems | YES | NO | 16 | *Unchanged* |
| LIS5112 | Education for Information Use | Information Literacy | YES | NO | 16 | *Name modified* |
| LIS5112 | Information Resources for Children | Information Resources for Children | NO | YES | 16 | *Unchanged* |
| LIS5110 | Management Information Systems (MIS) | Management Information Systems (MIS) | NO | YES | 16 | *Unchanged* |
| LIS5201 | Information Storage and Retrieval | Information dissemination, Analysis and Retrieval | NO | YES | 16 | *Name modified* |
| LID4202 | Information Processing and Dissemination | Bibliographic Description | NO | YES | 16 | *Name modified* |

1. **Discuss the overall assessment strategy and indicate the constructive alignment of the programme design, teaching and learning strategy, and assessment procedures to the learning outcomes.**

As an integral part of teaching and learning, it is systematically and purposely used to generate data for grading. Enough space is also created for timely feedback to inform teaching and learning and to improve the curriculum. Internal assessment of students is performed by the academic staff responsible for teaching the module. Internal and external moderation of tests and examination scripts are maintained in the programme. Continuous assessment of students’ learning achievement through tests, assignments and presentations is administered, ensuring secured assessment system especially with regards to plagiarism and other misdemeanours.

The programme accommodates demonstration of competency in problem formulation, research design, data gathering, analysis and interpretation of research findings within discipline-specific fields.All examination papers andResearch projects are assessed internally and externally as per prescripts of the Institution’s Policy.

1. **In the table below, indicate the types of learning activities of the amended programme design, and number of hours a student is expected to devote to each type. (This should refer to the table above relating to Programme details) (Criterion 1 vi)**

|  |  |  |
| --- | --- | --- |
| **Type of learning activity** | **Hours** | **% of learning time** |
| Direct contact time (Lectures, face to face, limited interaction or technology-assisted, tutorials, Syndicate groups) | 580 | 48 |
| WIL (Practical experiential learning, simulated learning, laboratory work , practicals etc excluding workplace-based learning) | - | - |
| Independent self-study of standard texts and references and specially prepared materials (study guides, books, journal articles, case studies, multi-media) | 300 | 25 |
| Assessment | 120 | 10 |
| Other (specify) Research Paper | 200 | 16.7 |
| **Total** | 1200 | 100% |

1. **Explain how the guidelines for the workplace-based learning component of the programme provide clarity on the roles and responsibilities of all involved parties and incorporate ethical and educational considerations. How is the information in the guidelines communicated to students?**

Walter Sisulu University and specific disciplines through programme coordinators set guidelines with the government departments, Non-governmental organizations (NGO’s), or any other civil society organisations (CSOs). Staff members involved in the programme have the Masters qualification as minimum requirement. Memorandum of understanding (MOU) will serve as a statutory document between the institution and the other stakeholders involved. University prospectus will be utilised to communicate the guidelines to students and any other interested parties.

1. **Who takes responsibility for placement of students in appropriate work-based learning sites, and how does the responsible person organize the placements? Are the required formal agreements in place? (Provide appropriate detail.)**

The programme coordinator liaises with the various stakeholders regarding the placement of students in the relevant sites. Formal agreements are established between the disciplines and stakeholders (i.e. government departments, NGOs and other civil organisations).

1. **How is workplace-based learning monitored, supervised and assessed?**

The institution develops a checklist which serves as a guideline for the assessment of the students’ progress on site. Stakeholders appoint assessors or supervisors to work in close collaboration with the department involved.

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