



PROSPECTUS
2024



hugonote kollege

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Disclaimer:

The information contained in this brochure was accurate and correct at the time of printing. Please note that Hugenote Kollege NPC reserves the right to change any content and will, if possible, formally notify current and prospective students of any such changes. Every possible measure will be taken to minimize inconvenience to students.



MESSAGE FROM THE RECTOR

Hugenote Kollege NPC (Hugenote Kollege) is a private Christian higher education institution that specializes in the training for Church ministry and social welfare services. It also provides state-of-the-art ethical solutions to societal problems through the School of Social Innovation. Social innovation results in the design and delivery of replicable and scalable solutions to societal problems.

Hugenote Kollege is involved in training and education for more than a century, its origins dating back to the nineteenth century when the late Dr Andrew Murray ministered in Wellington. He founded a school for marginalised girls, as well as a college for missionaries. The current Hugenote Kollege opened its doors in 1951, offering courses in “Christian Social Work”.

In the early 1970’s Hugenote Kollege entered into an academic partnership with Unisa, and this allowed the institution to teach the curricula of Unisa. Students received Unisa qualifications. This partnership was terminated in 2012.

Hugenote Kollege is continuing its proud historical calling to provide training in social welfare services, Church ministry serving the missionary church, and social innovation. The training is supported by an excellent online learning platform called MyNotes.

Currently, Hugenote Kollege offers a variety of programmes that are accredited by various Setas and the Council on Higher Education. The College offers a Bachelor's degree in Social Work, and a Bachelor's degree in Theology, and trains pastors to minister in very specific roles in ministry, as well as in continued education. Several short courses are also on offer in areas such as social innovation, ethical leadership and the missional church.

Hugenote Kollege NPC remains committed to the cornerstones on which this institution was built: prayer, calling, and service.



Prof CJP Niemandt
Rector



MISSION

Hugenote Kollege NPC is a private Christian higher education institution focusing on the training and equipping of leaders to participate in the Triune God's mission of caring for and healing this world through innovative social service delivery and the proclamation of the Kingdom of God.

GOALS

Hugenote Kollege NPC strives to:

- offer affordable and relevant residential, distance and telematic training;
- extend ecclesiastical relationships;
- cooperate with partners and networks;
- maintain a Christian ethos of humanity, inclusivity, transparency, equity and harmonious relationships;
- facilitate the integration of the faith, knowledge and skills of students;
- nurture and enhance the spiritual development, sense of calling and readiness of staff and students to serve.



GENERAL INFORMATION

WELLINGTON CAMPUS

Tel: 021 873 1181 Email: info@hugenote.com

Physical address: 1 College Street, Wellington, 7655

Postal address: PO Box 16, Wellington, 7654

Office Hours

- 07:45 to 16:30 *(Mondays to Thursdays)*
- 07:45 to 15:00 *(Fridays)*

Board of Directors

Rev C Janse van Rensburg (Chairperson)

Mr D Theron (Vice-Chairperson)

Rev J Nortier

Mr C Blair

Ms D Brown

Dr G Claassen

Mr A de Vries

Dr JF Marais

Dr N Philander

Mr E Tallie

Dr RB van Aarde

Dr N Venter

Mr B Vermooten

Prof CJP Niemandt (Rector)

Academic Staff Members

School of Theology and Ministry

Dr Y Steenkamp (Dean) BTh, MA, MDiv, MTh, PhD (Systematic Theology)

Dr G Smit BA, BD, DD, PhD

Dr K Delpont BTh, NDip, MTh, PhD (Systematic Theology)

Prof CJP Niemandt BA, BD, DD (Missiology)



School of Social Reformation

Dr N von Wielligh (Dean) BA (Social Work), HED, BEd (Hons), PGDip, MA, PhD

Prof CE Prinsloo BA (Social Work), MA, DPhil (Programme Coordinator)

Mr B Arries BA, BA Hons, MA

Dr S Bredell BA (Social Work), MA, PhD

Ms AM Crocker BSW, B Psych Hons, MA

Dr JC Johannisen BSW, MA, PhD

Ms CA Julies BA, B Psych Hons, HOD, MEd Psych

Ms J MacDonald BA (Social Work), MA

Ms C Oosthuizen BA, BA Hons, MA Research Psych

Dr AW van Jaarsveld BA (Social Work), BA Hons, MA, DPhil

Ms S Meyer BA, BA Hons, MA Soc

Rev CJ Botha BTh, BA Hons, M Div

School of Social Innovation

Prof E Schwella (Dean) BA Law, Hons BA (Sociology), Hons B Publ. Admin, MPA, PhD

Mrs L Schwella (Programme Coordinator) BA, Hons.BA (Counselling Psychology), MA (Counselling Psychology), HED

Registration Periods

Please see the respective residential programmes for registration period details.

Registration for distance learning programmes takes place at the beginning of every term and will be communicated once the academic programme has been finalized.

Accreditation Details

The accreditation and registration details of each qualification are indicated at the beginning of each respective programme.

How to apply

Applications may be submitted in the following ways, with the following application fees:

| Method of Application | | Non-Refundable Application Fee |
|-----------------------|--|--------------------------------|
| Online: | www.hugernote.com | Free |
| Email: | applications@hugernote.com | R350.00 |
| Post: | PO Box 16, Wellington, 7654 | R350.00 |
| In-person: | 1 College Street, Wellington, 7655 | R350.00 |



Supporting Documents

All students must submit one (1) certified copy of each of the following documents:

- Applicant's Identity Document
- Highest qualification
- Marriage/divorce certificate (if applicable)
- Proof of residential address of Applicant. (An affidavit of the Applicant's parent(s), guardian(s), partner, spouse or landlord confirming that she/he is residing at their residence, along with proof of their address, will be accepted.)
- Identity Document of the person responsible for the fees
- Proof of residence of the person responsible for the fees
- Copy of medical aid card (if applicable)
- Copy of the main member on the medical aid's Identity Document (if applicable)
- Proof of payment of the application fee (if applicable)
- Any further information and/or documents needed for the academic department to decide on selection.

Should the application be successful, applicants are expected to provide three (3) additional copies of the above documents at registration.

Additional Documents

Students registering for the Bachelor of Social Work and FET Certificates in Social Auxiliary Work and Child and Youth Care Work will be required to submit the following documents before the start of the practical/workplace component of the respective programmes to enable the College to register them as students with the South African Council for Social Service Professions:

- Police Clearance Certificate
- National Child Protection Register Part B clearance (Children's Act 38 of 2005) (inquiry by person) (Form 29)
- National Child Protection Register Part B clearance (Children's Act 38 of 2005) (inquiry by employer) (Form 30)
- Register of Persons Convicted of Abuse of Older Person clearance (Older Person's Act 13 of 2006)

International Prospective Students (Non-South African Citizens)

In addition to the documents indicated above, applicants will be expected to provide the following documents:

- Four (4) certified copies of the applicant's passport
- Valid study permit – to be submitted before registration



- Non-RSA qualifications: The onus rests with all international applicants to have their school qualifications evaluated by SAQA before submitting this application form. SAQA can be contacted at Postnet Suite 248, Private Bag, Waterkloof, 0145. Tel. +27 12 431 5000 / +27 86 010 3188.
- School leaving certificate (with English translation where necessary).

Minimum Requirements

Certificates:

The minimum admission requirement is a Grade 10 or equivalent Certificate on NQF Level 3 as certified by the Council for General and Further Education and Training (Umalusi).

Executive Short Courses:

The requirement for admission is an undergraduate degree or equivalent qualification. With appropriate leadership and management experience, applicants with a Grade 12 school leaving certificate can also be considered for admission to the executive short courses.

Occupational Certificates:

The minimum admission requirement is a Grade 12 or equivalent Certificate on NQF Level 4 as certified by the Council for General and Further Education and Training (Umalusi).

Higher Certificates:

The minimum admission requirement is a National Senior Certificate (NSC) as certified by the Council for General and Further Education and Training (Umalusi), or a Certificate at Level 4 obtained as a result of training done at Hugenote Kollege NPC.

Students registering for this qualification must have the following skills:

- Reading, writing, listening and speaking in Afrikaans and/or English, equivalent to NQF Level 4.
- The ability to undertake independent learning.

Diplomas:

The minimum admission requirement is a National Senior Certificate (NSC) as certified by Umalusi, or a Certificate at Level 4 obtained as a result of training done at Hugenote Kollege NPC.

The Hugenote Kollege NPC programmes are aimed at *Social Services and Theology*. To achieve the exit outcomes of this qualification, learners need the following knowledge and skills equivalent to NQF Level 4:



- the ability to read, write and use written resource material for learning and teaching in at least Afrikaans or English;
- the ability to understand fundamental mathematical/numeracy concepts;
- the applied competence outlined in the core unit standards/exit level outcomes at Level 4.

Bachelor Degrees:

The minimum admission requirements for a *Bachelor's Degree* at the Hugenote Kollege NPC are based on the Higher Education South Africa (HESA) requirement for a Bachelor's degree as set out in Notice 1632 in the Government Gazette of the 26th August 2005 (No. 27961).

The minimum admission requirements for the *Bachelor's Degree (Social Work and Theology)* are:

- a National Senior Certificate (NSC) as certified by Umalusi (or equivalent) with the achievement of “4” (Adequate Achievement of 50-59%) or better in **at least three** recognised NSC 20-credit subjects that are on the list of designated subjects;
- a **fourth mandatory** subject of English, with a minimum pass rate of
 - **50%** for admission to the BTh-degree
 - **60%** for admission to the BSW-degree
- In the case of applicants who did not have English as a school subject and who are non-English speaking, an additional test will be conducted to determine their English language proficiency. This test will be made available online on the College's MyNotes communication platform. The test must be passed to gain access to the College's courses and will form part of the application process and conditions for admission.
- or a QCTO-Certificate, Higher Certificate or Diploma with a pass rate of 65% or more for the knowledge modules in a similar field of study as the degree applied for
- or a TVET-Certificate, with a pass rate of 75% or more for the knowledge modules in a similar field of study as the degree applied for.
- A tertiary qualification (Higher Certificate or Diploma) with a pass rate of 65% or more from an accredited institution registered by the South African Department of Education or from a foreign institution accredited by a recognised accrediting body or by the institution's national government, will also give access to Bachelor Degree study at Hugenote Kollege NPC.



- Within the context of the South African history of limited access to education and training, persons with 'Mature Age' will also be considered for admission to the College. Applicants who are 23 years of age or older **and who are in possession of a matriculation certificate (NSC), but without the required level of endorsement**, may conditionally be accepted on the grounds of mature age.

Post-graduate studies:

Application for admission to postgraduate study must be made according to the normal application procedure of the College. These applications will be handled by the Dean of the relevant School. Applicants must have at least a SAQA-accredited B-degree or the equivalent thereof.

Selection Criteria

In cases where a limited number of students are admitted to a course, the following criteria will be applied in order of priority (Level 1 = top priority – Level 5 is the least priority) to determine who is admitted:

Level 1: An APS score of at least 30 with 60% or more for English.

Level 2: Qualifying alumni from Hugonote Kollege NPC

Level 3: Average of 60% or more plus 70% or more for a language and a social science subject.

Level 4: Grade 12 bachelor's endorsement with an average percentage of 50% or more.

Level 5: Recognition of Prior Learning. (Click [HERE](#) for relevant policy)

Fees

- Please see the relevant programme information for the latest fees.
- Should you wish to apply for a bursary or are waiting for feedback on a bursary application, please indicate yourself as the person responsible for paying the fees, as the student always remains liable for the fees should the person responsible for the fees neglect to pay.
- The difference after minimum payments are due within three months after registration. Any account outstanding for more than 90 days will incur interest at prime + 3%.
- Where applicable, tuition fees exclude the costs of the External Integrated Summative Assessment (EISA) conducted by the QCTO (Quality Council for Trades and Occupations). These fees are determined by the QCTO on an annual basis.
- Accommodation fees quoted are for the duration of tuition. Additional fees may be charged for extended stay and accommodation relating to



examinations conducted outside of the tuition period.

- Academic registration for the next academic period will only be allowed if the full amount for the previous registration period has been settled.

Cancellation Policy

Tuition Fees:

Students or their legal guardians must give notice of intention to cancel the application or discontinue studies in writing by completing the relevant form that can be obtained from adminoffice@hugenote.com

The student and person indicated as responsible for fees will be liable for the following depending on when cancellation is received.

| Description | Deductible fee before a refund |
|---|--|
| Before registration – Administration fee | R2 000.00 |
| After registration before the commencement of classes | R3 500.00 |
| Within 21 (twenty-one) days of the official programme registration date | 50% of the deposit |
| After 21 (twenty-one) days of the official programme registration date | Full-term fee payable on cancellation |

Accommodation Fees:

Students or their legal guardians must give written notification to the College of their intent to cancel the agreement.

The student and person indicated as responsible for fees will be liable for the following depending on when cancellation is received.

| Description | Deductible fee before a refund |
|--|---|
| Before registration (after the deposit is paid and the room is allocated) – Administration fee | R1 500.00 |
| Within 21 (twenty-one) days of the official programme registration date | 100% of the deposit |
| After 21 (twenty-one) days of the official programme registration date | Full accommodation fees for the academic year, unless the contract is transferred to another student, subject to approval. |



Assessment and Examination

Please see each programme for information regarding assessment, evaluation and examination specifics.

Language Policy

- In conducting its business, the College shall use two languages, namely Afrikaans and English.
- Tuition programmes can be presented either in Afrikaans or in English or in both these languages of tuition, provided that there is a demand for instruction in the language(s) concerned and that such programmes are academically and economically justifiable.
- Afrikaans and English are to be used and developed as academic languages to achieve excellence in academic communication.
- All students are entitled to be assessed in either Afrikaans or English unless a specific language of assessment is prescribed by the requirements of a relevant accreditation body.
- Students enrolled in professional or occupational qualifications may be required, from time to time, to complete a task(s) in a particular language as part of their professional training.

Off-Campus Studies

Students are expected to make provision for the necessary infrastructure (computers, internet, etc.) to access MyNotes and continue with their studies while off-campus.

Contact with Students

Once students have been registered, the College will only send a formal communication to students using their official Hugenote Kollege email addresses and/or MyNotes and/or student portal. Communication via another means will not be formally attended to.

Students with Disabilities

All applications by students declaring disabilities are evaluated individually and attempts are made to accommodate such students, for example, classes for students with physical disabilities are accommodated on the ground floor of the main campus where appropriate bathroom facilities and wheelchair ramps are available. Regrettably, College accommodation is not designed to accommodate students in need of wheelchair access.



PROGRAMMES

Please see information on the programmes listed under the relevant schools.

SCHOOL OF THEOLOGY AND MINISTRY

- Bachelor of Theology in Missional Ministry (NQF 7)
- Ministers with Preaching and Worship Leadership Skills*
- Ministers with Youth and Family Ministry Skills*
- Ministers with Pastoral Care Skills*
- Ancient Bible Languages

**Courses are presented in Afrikaans only.*

SCHOOL OF SOCIAL REFORMATION

- Bachelor of Social Work (NQF 8)
- National Diploma in Early Childhood Development (NQF 5)
- FET Certificate in Social Auxiliary Work (NQF 4)

SCHOOL OF SOCIAL INNOVATION

- Human-centred Design Thinking For Social Innovation and Entrepreneurship
- Leadership for Social Innovation and Entrepreneurship
- Mentoring and Coaching, Personal Mastery and Emotional Intelligence for Social Business



SCHOOL OF THEOLOGY AND MINISTRY

Bachelor of Theology in Missional Ministry (NQF level 7)

SAQA ID: 111022 – SAQA Decision Number 06120/18

Minimum Credits: 360

Accreditation and registration

Hugenote Kollege NPC is provisionally registered with the Department of Higher Education and Training until 31 December 2025 as a private higher education institution under the Act. Registration certificate no. 2019/HE08/002

Description

The curriculum of this qualification is grounded in missional theology. The theory and skills developed by the traditional theological sub-disciplines, as well as other applicable social sciences are treated as integrated knowledge based on core themes of missional theology. Theology is influenced by the context and it transforms the context in which it is practised. Training in theology at the College is focused on the praxis of discipleship/congregational life. The skills to be mastered by the student to be a co-worker of God in a certain context are included in the curriculum. The content of the curriculum is developed in light of the creative tension of who God is and the skills His disciples should develop to witness and serve (with) Him.

The offering of the course via distance training provides for the need of students not able to attend residential training. It provides training for people who wish to become ordained ministers as well as those who do want to be knowledgeable and able to minister and serve in other areas in the Kingdom of God.



Career Opportunities

The majority of candidates for this Qualification are likely to be working in churches, para-church and/or community organisations. The Qualification will allow them to integrate knowledge of the Christian faith with essential skills to minister to and lead Christian communities and contribute to the development and transformation of the broader society, as well as develop the values of such leadership. Learners who wish to gain an understanding of the Christian faith and develop their spirituality will also benefit from this qualification. Some learners will continue after this first degree with post-graduate studies, which may be required for a professional qualification or ordination by some church denominations.

Duration

Minimum Three Years - Maximum of 7.5 years (minimum of 48 credits every 12 months).

Additional Admission Requirements

- Other than the admission requirements stated, an additional requirement for admission to the BTh-degree is access to a reliable internet connection and the possession of a computer with a webcam.

Programme Modules

360 credits on NQF level 7 (15 modules of 24 credits each).

| | Year 1 | Year 2 | Year 3 |
|--------------------------------|---|---|---|
| Module 1 Revelation | What is the Bible? Canon formation Pentateuch Synoptic Gospels and Acts | Prophets Letters of Paul Catholic Epistles | Wisdom Literature Johannine Literature Hebrews |
| Module 2 God | Creation Covenant General Revelation Trinity, Sin, providence | Christology Soteriology Incarnation Lifestyle | Pneumatology Eschatology |



| | | | |
|---|--|--|--|
| Module 3 Faith Formation | Calling Defining Spirituality Church throughout the ages | Spiritual formation Spiritual disciplines South African church history Christian spirituality | Missional Church Missional leadership Church and Mission History |
| Module 4 Kingdom of God | The Kingdom of God Missio Dei Public theology Ecclesiology Homiletics | Leiturgia (Worship) Kerugma Exegesis Hermeneutics Preaching and Witnessing | Ethics Church Governance Church Order Church Offices Ecclesiology |
| Module 5 World | Ecology Development Research Sustainability Pastoral care | Pastoral care Theology of Lament Community development | World religions Interreligious Net- working Advocating Ecumenism |

Learning Material and Delivery Mode

This Bachelor of Theology Degree programme is a distance learning course where students are not required to attend residential classes but are free to study from home. It will be offered via an e-learning web-based platform called 'MyNotes' which is a website-based platform that integrates the academic information of the student. Students who register for the BTh. in Missional Ministry will also be registered on MyNotes and will receive a student number and password to access the MyNotes Internet Communication programme. By logging onto MyNotes, students will be able to access their course material, interact with the lecturer and other students, submit their assignments, keep track of their status and receive feedback on their assignments and online tests.

MyNotes will also provide students with the necessary course readers, access to library resources and other vital documents. The lecturers will be available via MyNotes and communication software for consultation regarding the modules. The course consists of 15 modules offered over a minimum period of three years for a total of 360 credits. Each module has 24 credits and is offered during a term



of 2 months. The academic year starts in February and ends in December. Each term, therefore, has 24 credits which means a student must devote six hours a day for five days of the week to his/her study.

Although no formal lecture times will be scheduled by the College, individual lecturers will arrange contact sessions via electronic communication technology where necessary with the registered students. Recordings or formal lectures will be available to registered students on the MyNotes platform. It is thus expected of students to conduct his/her study primarily via the MyNotes internet communication platform.

The mode of teaching may include reading, self-study activities, online forums/blogs interaction, online multiple-choice questionnaires, online tasks/activities/tests, listening, viewing, tutorials, video-conferencing, group discussions, workplace learning, assignments as well as peer collaborative learning.

Tuition Fees

The BTh degree is divided into five modules per year. Students are allowed to register for a minimum of two modules. Tuition fees for 2024 are **R6 360.00 per module**.

The minimum payable before or on registration: **R3 180.00 per module**.

The registration terms are as follows:

Orientation: 22 to 26 January 2024

Registration: 15 to 19 January 2024. **Term 1:** 29 January to 26 March 2024

Registration: 27 March to 2 April 2024. **Term 2:** 3 April to 30 May 2024

Registration: 31 May to 6 June 2024. **Term 3:** 7 June to 2 August 2024

Registration: 3 to 11 August 2024. **Term 4:** 12 August to 8 October 2024

Registration: 9 to 15 October 2024. **Term 5:** 16 October to 11 December 2024

Should the student elect to register per module, the full amount per module has to be settled before he/she will be allowed to register for the next module.



Lay Ministers with Preaching and Worship Leading Skills

Accreditation

The course is accredited by the Hugonote Kollege and recognized by the Dutch Reformed Church as a qualification for the confirmation of church council members and/or members who are equipped to lead worship services and preach the Gospel. It is therefore a non-SAQA accredited course for which a Church Diploma is awarded to successful candidates.

Description

The course is offered via distance education by facilitators appointed by the Synod or Presbytery of the candidate's home congregation and trained by the Hugonote Kollege. The course is a skills course at approximately first-year level (National Qualifications Framework Level 5) and consists of three modules. In the first module, Reformed Theology is studied with special attention to the Apostolic creed, in the second module Reformed Ecclesiology is studied and then the third module focuses specifically on the knowledge and skill to be able to prepare and deliver a sermon and lead a worship service. The outcomes of the course have been fixed and assessment criteria determine the requirements that must be met to achieve the outcomes. The College awards diplomas to successful candidates.

Career Opportunities

As it is not a formal qualification but focused on equipping members and church council members to serve in a specific area of the church's activities, it does not equip candidates for a particular profession.

Duration

The duration of the course is set as not less than 1 year and not more than two years. Within those parameters, candidates and their facilitators can contract with each other a way of working and pace that suits both.



Admission Requirements

Although there are no specific academic admission requirements, it is recommended that candidates have a National Senior Certificate. On the part of the Dutch Reformed Church, a requirement is set that candidates must be nominated or recommended for the study by their church councils. However, members of other churches can also register for the course and in their case, no letters of recommendation are expected from their churches, although it is also welcomed by the College.

Programme Modules

The outcomes of the three modules are as follows:

Module 1: Reformed Theology.

The learning outcomes of this module are the following:

- Candidates will have faith knowledge regarding the Triune God and His revelation of salvation and will be able to communicate it in the African context.
- Candidates will have an understanding of missionality (missional theology) and be able to explain its implications for the ministry.
- Candidates will have an introductory knowledge of the 'sola's' of the Protestant Reformation, the plot and themes of the gospel and have the skill to retell the salvation-historical story.
- Candidates will know the background and content of the Reformed Confessions. (Apostolicum and the Creed of Nicea)
- Candidates will know the general Church history and have the ability to communicate it and place the Reformed tradition in the context of the larger history.
- Candidates will have a basic understanding of Hermeneutics.
- Candidates will understand the principles of religious discernment and be able to participate in it in the context of a religious community.

Module 2: Reformed Church Concept

The learning outcomes of this module are the following:

- Candidates will have the ability to explain the origin, nature and mission of the church.
- Candidates will have a general knowledge of different forms of church government as well as a thorough understanding of Reformed church



government and the ability to explain the implications of missionality to congregation members and act accordingly.

- Candidates will know the Reformed understanding of the offices and demonstrate the principles of servant leadership in practice.
- Candidates will know how God calls people, can clearly articulate his/her calling and be able to develop him/herself and the congregation (faith community) following faith discernment.

Module 3: Preaching and Worship Leadership

The learning outcomes of this module are the following:

- Candidates will have the ability to use a basic exegetical and hermeneutical method.
- Candidates will be able to use a basic homiletical methodology to prepare a sermon and share the gospel with people.
- Candidates will know the essential elements of the worship service and will be able to set up and lead a missional worship service meaningfully.

Learning Material and Delivery Mode

The learning material is made available as far as possible on the College's online communication platform, MyNotes. Some sources are recommended per module but there are no prescribed sources. Candidates who are registered, receive a username and password from the College and can then register at any time and gain access to the study material and assignments. Assignments are also handed in by the students, marked and moderated on MyNotes.

Tuition Fees

Total fees for 2024 payable on or before registration: R4 500.00



Lay Ministers with Youth and Family Ministry Skills

Accreditation

The course is accredited by the Hugonote Kollege and recognized by the Dutch Reformed Church as a qualification for the confirmation of church council members and/or members who are equipped to minister to youth and families. It is therefore a non-SAQA accredited course for which a Church Diploma is awarded to successful candidates.

Description

The course is a skills course at approximately first-year level (National Qualifications Framework Level 5) and consists of three modules. The first module, Reformed Theology, is a broad overview of the background and content of the Confessions and Reformed Creeds. It will equip candidates with a basic knowledge of the so-called Reformational "solos" and also provide them with an introductory knowledge of the Apostles' Creed. It will also orient candidates about the main themes of systematic theology. At the skills level, it will equip candidates to retell the salvation-historical story, to gain and convey knowledge regarding the Trinity and missionality as well as an overview of church history, in a youth ministry context. In the second module, the Reformed Ecclesiology is studied and then the third module focuses specifically on the knowledge and skills of faith formation of children and teenagers. The outcomes of the course have been standardized and assessment criteria determine the requirements that must be met to achieve the outcomes. The College awards diplomas to successful candidates.

Career Opportunities

As it is not a formal academic qualification but focused on equipping church members and elders to serve in a specific area of the church's activities, it does not equip candidates for a particular profession.

Duration

The duration of the course is set as not less than 1 year and not more than two



years. Within those parameters, candidates and their facilitators can contract with each other a way of working and pace that suits both.

Admission Requirements

Although there are no specific academic admission requirements, it is recommended that candidates have a National Senior Certificate. On the part of the Dutch Reformed Church, a requirement is set that candidates must be nominated or recommended for the study by their church councils. However, members of other churches can also register for the course and in their case, no letters of recommendation are expected from their churches, although it is also welcomed by the College.

Programme Modules

The outcomes of the three modules are as follows:

Module 1: Reformed Theology.

The learning outcomes of this module are the following:

- Candidates will know the larger story of the Bible and have the skill to retell the salvation-history story.
- Candidates will have and be able to communicate faith knowledge regarding the Triune God and His revelation of salvation.
- Candidates will have a general understanding of missionality (missional theology) and be able to explain its implications for the ministry. Candidates will know the general Church history, and the content of the Reformed Confessions and creeds and will be able to explain how it forms the Reformed identity.

Module 2: Reformed Ecclesiology

The learning outcomes of this module are the following:

- Candidates will be able to clearly articulate the story of his/her calling and relate it to the larger salvation-historical framework of the Bible.
- Candidates understand the basic principles of discipleship and can demonstrate how it takes shape in practice.
- Candidates will be able to demonstrate a general knowledge of Reformed Church government and the function of the offices and the principles of service leadership in practice.



- Candidates will have a basic knowledge of the sacraments and be able to articulate them clearly in a youth ministry context.

Module 3: Youth and Family Ministry

The learning outcomes of this module are the following:

- Candidates will know how faith formation takes place differently in a changing context.
- Candidates will have the following skills to plan and facilitate an event where faith can be formed:
 - I. Creative storytelling techniques to discover knowledge/truth;
 - II. Games and activities to deepen relationships;
 - III. Accompanying children and teenagers to practice serviceability as a gift and responsibility;
 - IV. Creating spaces for different types of worship and religious practices taking into account diverse spirituality types.
- Candidates will have the ability to evaluate the impact of this module on both their understanding of faith formation and its application in their congregation/community context.

Learning Material and Delivery Mode

The course is presented in a hybrid mode which means that learning materials are presented using the internet and communication technology as well as in contact sessions. The mode is determined according to the circumstances and needs of clusters/groups composed of the candidates who have registered. The learning material is made available as far as possible on the College's online communication platform, MyNotes. Some sources are recommended per module but there are no prescribed sources. Candidates who are registered receive a username and password from the College and can then register at any time and gain access to the study material and assignments. Assignments are also handed in by the students, marked and moderated on MyNotes.

Tuition Fees

Total fees for 2024 payable on or before registration: R4 500.00



Lay Ministers with Pastoral Care Skills

Accreditation

The Pastoral Care Skills course is a non-SAQA accredited course offered by Hugonote Kollege, Wellington via distance learning. A Hugonote Kollege Church Diploma is awarded to successful candidates. This diploma is accepted by the Dutch Reformed Church as sufficient training to be confirmed as a lay member or elder with a speciality skill in the church.

Description

The purpose of the course is to train church members and other interested believers in ministry skills in Pastoral Care. Such members will have the background, knowledge and practical skills to reach out pastorally in congregations and faith communities to fellow believers and other needy who find themselves in crises and/or traumas.

Career Opportunities

Graduate candidates will be able to apply to the Council for Pastoral and Spiritual Counselors (CPSC) of the Association of Christian Religious Practitioners (ACRP) for the designation of an “Intermediate Religious Professional in Christian Pastoral Counseling”.

Duration

The course is offered for not less than one year and not more than two years. The course facilitator determines the period within the above boundaries in consultation with each course group.

Admission Requirements

A National Senior Certificate is required for admission to the course. Members of the Dutch Reformed Church who follow the course with a view to confirmation in their congregations must also obtain a letter of recommendation from their local church council and attach it to the application form.



Programme Modules

The course consists of three modules viz. Reformed Theology, Reformed Ecclesiology and Pastoral Care. The first two modules (Reformed Theology and Reformed Ecclesiology) are generic modules that form the foundation for all the ministerial skills courses. The themes addressed in the modules are the following:

Module 1 - Reformed Theology:

1. The Triune God (Trinity)
2. Missional Theology
3. Scope of the Gospel with a focus on Understanding the Scripture
4. Background and content of the Confessions
5. Hermeneutics
6. Understanding of and participation in distinction processes

Module 2 - Reformed Ecclesiology:

1. Church (Missio Dei)
2. Reformed church government
3. Function of the offices
4. Awareness and understanding of calling

Module 3 - Pastoral Care:

1. An overview of Pastorate and Pastoral Counselling
 - 1.1. Practical Theology
 - 1.2. The Unique Nature and Focus of Pastoral Counselling
 - 1.3. The Objectives of Pastoral Counseling
 - 1.4. The Biblical Principles for Pastoral Counselling
 - 1.5. The Values of the Pastoral Counselor
 - 1.6. Self-knowledge for the Pastoral Counselor
 - 1.7. The Attitude of the Pastoral Counselor
 - 1.8. Typical Themes and Needs in Pastoral Counselling
 - 1.9. Different types of pastoral care and counselling
 - 1.9.1. Informal pastoral support
 - 1.9.2. Formal pastoral care and counselling
 - 1.9.3. Individual pastoral care
 - 1.9.4. Pastoral care for couples
 - 1.9.5. Pastoral care in groups



- 1.10. The different levels of pastoral interventions
 - 1.10.1. Mutual care
 - 1.10.2. Pastoral care
 - 1.10.3. Pastoral counselling
 - 1.10.4. Pastoral therapy
 - 1.11. A spiritual model for pastoral counselling
 - 1.12. Different models for psychological and pastoral counselling
2. Pastoral Counseling in Practice
 - 2.1. Introduction
 - 2.2. A pastoral narrative approach
 - 2.3. The narrative pastoral counselling process
 - 2.3.1 Establishing a relationship of trust
 - 2.3.2 Listen to problem-filled stories (Who am I?)
 - 2.3.3 Understanding problem-filled stories (How did I get here?)
 - 2.3.4 Exploring hopeful alternative stories (Where am I headed?)
 - 2.3.5 Living hopeful, alternative stories (How do I get there?)
 - 2.4. Overview of different movements and essential skills.
 - 2.4.1 Movement 1: Building a relationship
 - 2.4.2 Movement 2: Listening to problem-filled stories
 - 2.4.2.1 The skill of empathy
 - 2.4.2.2. The use of questions
 - 2.4.3 Movement 3: understanding problem-filled stories
 - 2.4.3.1 Advanced empathy (deconstructive listening)
 - 2.4.3.2 Deconstructive questions
 - 2.4.3.3 Summary
 - 2.4.4 Movement 4: Explore hopeful alternative stories
 - 2.4.4.1 A comprehensive approach
 - 2.4.4.2 Unique outcomes
 - 2.4.5 Movement 5: Living hopeful alternative stories
 - 2.4.5.1 Re-authoring
 - 2.4.5.2 Objectives
 - 2.4.5.3 Planning
 - 2.4.5.4 Troubleshooting
 - 2.5. Ending a conversation
 - 2.6. Let's take everything back together
 - 2.7. Narrative principles and practices
 - 2.8. A short narrative conversation
 - 2.9. Writing reports and record keeping of counselling sessions
 - 2.9.1 The need for an administrative system for counselling
 - 2.9.1.1 Reasons for record keeping and notes



- 2.9.1.2 Ingestion
 - 2.9.1.3 Counselling notes
 - 2.9.1.4 Record-keeping of appointments
 - 2.9.1.5 Liability
 - 2.9.1.6 Referencing
 - 2.9.2 Action in difficult cases and legal cases
 - 2.9.3 The importance of follow-up
 - 2.9.4 How to identify and use other available resources
3. On the way over obstacles and through deep valleys
 - 3.1 Mental health (depression, anxiety and self-death)
 - 3.1.1 Externalization
 - 3.1.2 Position statement regarding depression
 - 3.2 Stress, Crisis and Trauma
 - 3.2.1 Post-traumatic stress disorder
 - 3.2.1.1 Narrative Practices in trauma counselling
 - 3.3 COVID 19
 - 3.4 Relationship problems
 - 3.5 Illness and death
 - 3.6 Loss and mourning
 - 3.6.1 “Re-Membering Conversations”
 - 3.7 Addiction
 - 3.8 Abuse (physical and emotional)
 - 3.9 Support people in a culturally sensitive way
 4. Pastoral Counseling in a Congregational Context
 - 4.1 We live in a community
 - 4.2 Identification process of special needs in the community and response on it
 - 4.2.1 Involving members of the faith community to provide support
 - 4.3 The process of congregational mobilization
 - 4.4 Ministry planning in the faith community to support people with special needs.

Learning Material and Delivery Mode

The course is presented in a hybrid mode which means that learning materials are presented using the internet and communication technology as well as in contact sessions. The mode is determined according to the circumstances and needs of clusters/groups composed of the candidates who have registered. The learning material is made available as far as possible on the College's online communication



platform, MyNotes. Some sources are recommended per module but there are no prescribed sources. Candidates who are registered, receive a username and password from the College and can then register at any time and gain access to the study material and assignments. Assignments are also handed in by the students, marked and moderated on MyNotes.

Tuition Fees

Total fees for 2024 payable on or before registration: R4 500.00



Lay Ministers with Community Diaconate Skills

Accreditation

The course is accredited by the Hugenate Kollege and recognized by the Dutch Reformed Church as a qualification for the confirmation of church council members and/or members who are equipped with skills to render diaconal services in congregations and their communities. It is therefore a non-SAQA accredited course for which a Church Diploma is awarded to successful candidates.

Description

The course is offered via distance education by facilitators appointed and trained by the Hugenate Kollege. The course is primarily a skills course at approximately first-year level (National Qualifications Framework Level 5) and consists of three modules. In the first module, Reformed Theology is studied with special attention to the Apostolic creed, in the second module Reformed Ecclesiology is studied and then the third module focuses specifically on the knowledge and skill to be able to render diaconal services in congregations and their communities. The outcomes of the course have been fixed and assessment criteria determine the requirements that must be met to achieve the outcomes. The College awards diplomas to successful candidates.

Career Opportunities

As it is not a formal qualification but focused on equipping members and church council members to serve in a specific area of the church's activities, it does not equip candidates for a particular profession.

Duration

The duration of the course is set as not less than 1 year and not more than two years. Within those parameters, candidates and their facilitators can contract with each other a way of working and pace that suits both.



Admission Requirements

Although there are no specific academic admission requirements, it is recommended that candidates have a National Senior Certificate. On the part of the Dutch Reformed Church, a requirement is set that candidates must be nominated or recommended for the study by their church councils. However, members of other churches can also register for the course and in their case, no letters of recommendation are expected from their churches, although it is also welcomed by the College.

Programme Modules

The outcomes of the three modules are as follows:

Module 1: Reformed Theology

The learning outcomes of this module are the following:

- Candidates will have faith knowledge regarding the Triune God and His revelation of salvation and will be able to communicate it in the African context.
- Candidates will have an understanding of missionality (missional theology) and be able to explain its implications for the ministry.
- Candidates will have an introductory knowledge of the 'sola's' of the Protestant Reformation, the plot and themes of the gospel and have the skill to retell the salvation-historical story.
- Candidates will know the background and content of the Reformed Confessions. (Apostolicum and the Creed of Nicea)
- Candidates will know the general Church history and have the ability to communicate it and place the Reformed tradition in the context of the larger history.
- Candidates will have a basic understanding of Hermeneutics.
- Candidates will understand the principles of religious discernment and be able to participate in it in the context of a religious community.

Module 2: Reformed Church Concept

The learning outcomes of this module are the following:

- Candidates will have the ability to explain the origin, nature and mission of the church.



- Candidates will have a general knowledge of different forms of church government as well as a thorough understanding of Reformed church government and the ability to explain the implications of missionality to congregation members and act accordingly.
- Candidates will know the Reformed understanding of the offices and demonstrate the principles of servant leadership in practice.
- Candidates will know how God calls people, can clearly articulate his/her calling and be able to develop him/herself and the congregation (faith community) following faith discernment.

Module 3: Community Diaconate

The learning outcomes of this module are the following:

Theme 1 - The Church and Diaconate

- The student will apply the Trinity and the Missio Dei as the basis for reflection on mercy and what it means to 'be' the church
- The student will be able to think critically about the action or the 'do' to which diaconate theology calls the church
- The student will develop a personal working definition and understanding of a theology for the diaconate.
- Skills schooling: Foundation for the movement of theory/theology after practice of ministry.

Theme 2 - Church and Community

- The student will develop practical skills to answer with faith distinction to the question: Where and how is God at work in the community we are a part of and how can we join?
- The student will discover the value of network functioning (other relevant terms: team context/partnership/ecumenical/participating).
- The student will acquire skills in the facilitation of networking.
- The student will learn to explore the community (broader than just the congregation) through this learning experience.
- The student will develop the skill to discover the resources (gifts) in the community with this network.

Skills schooling: Faith distinction in the context of project management, community analysis, facilitation, networking and functioning



Learning Material and Delivery Mode

The learning material is made available as far as possible on the College's online communication platform, MyNotes. Some sources are recommended per module but there are no prescribed sources. Candidates who are registered, receive a username and password from the College and can then register at any time and gain access to the study material and assignments. Assignments are also handed in by the students, marked and moderated on MyNotes.

Tuition Fees

Total fees for 2024 payable on or before registration: R4 500.00



Ancient Bible Languages

Accreditation

The Hugenote Kollege in Wellington is offering training in Biblical Hebrew and Greek since April the previous year. Although it will initially be offered as non-SAQA accredited courses, the plan is to develop it processive and in phases and eventually officially accredit it with SAQA. Both courses will be presented in the same format and have been developed to be worth 24 credits according to SAQA standards.

Description

The purpose of the course is to train church members and other interested believers to understand Greek and Hebrew. The course will deliver students who can follow any text in Greek or Hebrew with aids and critically deal with existing translations and comments in commentaries.

Duration

The course is offered over a period of one year.

Admission Requirements

Prospective students must have a National Senior Certificate with a minimum achievement of 50% in English.

Programme Modules

The course consists of five modules and is compiled as follows:

Modules 1- 3 Vocabulary and grammar (14 credits)

Module 4 - Text Study and Reading (6 credits) (Hebrew - Jonah and Greek - Mark)

Module 5 - Cultural-historical background (4 credits) (The Cultural World of the Bible)

In terms of time, this means spending 17 weeks on grammar, 10 weeks on cultural-historical background, 12 weeks on text reading, 1 week on orientation and 3 weeks on revision.



The first three modules follow the communicative language teaching principles and feature learning materials, assessments that are compiled at random and course tools that enable the facilitators to monitor the progress of students throughout. The program offers students the opportunity to work at their own pace with built-in assessments after each section which must be passed to progress to the next section. The student can repeat the assessments until he/she has reached the desired standard. Modules 4 and 5 are presented and completed in full via MyNotes and Zoom.

The following outcomes are formulated for the first-year certificate:

Upon successful completion of the certificate, students will be able to:

1. know and understand the basic principles of the grammar of Biblical Greek/Hebrew. These include signs of writing and pronunciation, Greek/Hebrew morphology, the nominal and verbal system, basic syntax and vocabulary. (Assessment - Exercise basic competence by analysing and translating selected passages from the Hebrew Bible/New Testament.)
2. know and deal with advanced principles of the grammar of Biblical Greek/Hebrew: the function of nouns, verbs and particles. (Assessment - Excerpts from the Hebrew Bible/New Testament form the basis for the practice of language proficiency.)
3. understand the Greek/Hebrew verb system: the irregular and weak verbs. (Assessment - Excerpts from the Hebrew Bible/New Testament form the basis for students' practice in language proficiency.)
4. be able to read selected texts from the Hebrew Bible/New Testament, with an emphasis on word analysis, basic translation, and the use of basic aids (dictionary, translations).
5. know the cultural-historical background of the texts of the Old and New Testaments and explain its application to the understanding of selected texts.

Development of a follow-up certificate at NQF Level 6 in which attention will be paid to the technical analysis of texts with an emphasis on syntactic analysis, structural analysis and identification of literary techniques is in progress.



Learning Material and Delivery Mode

Both courses (Greek and Hebrew) are offered entirely online and supported on the College's MyNotes system with contact sessions via Zoom Communication Software. Students register online and the normal application process of the College is followed. The courses are offered following the dates of the 5 terms of the BTh degree program and students may enrol at any time of the year at the beginning of the said terms. This means that there are 5 cycles of registration and presentation during a year and the students complete the modules regardless of the calendar year. This is possible thanks to video and audio recordings that largely eliminate physical presentation. The first three modules must be successfully completed as a prerequisite for enrolment in module 4. Module five can be followed at any stage of the study - between or after modules 1-4. All five modules must be completed to be awarded the Hugenate Kollege Certificate. Facilitators will guide students through all five modules.

Tuition Fees

First year - Total fees for 2024 payable on or before registration:
R7 700.00 each

Second year - Total fees for 2024 payable on or before registration:
R7 700.00 each



SCHOOL OF SOCIAL REFORMATION

Bachelor of Social Work (NQF level 8)

SAQA ID: 105031 – SAQA Decision Number 04123/18

Minimum Credits: 480

Accreditation and registration

Hugenote Kollege NPC is provisionally registered with the Department of Higher Education and Training until 31 December 2025 as a private higher education institution under the Act. Registration certificate no. 2019/HE08/002

Description

The Bachelor of Social Work degree aims to provide a well-rounded education that prepares graduates to effectively engage with people on micro-, mezzo- and macro levels within a dynamic socio-political context. The qualification is designed to equip graduates to engage people in problem-solving, promote social change and development, social cohesion and the empowerment and liberation of people. The programme is underscored by principles of respect for human dignity and diversity, social justice, and balancing human rights and their corollary duties and collective responsibilities.

The Hugenote Kollege NPC's mission is to contribute to the holistic healing and development of communities. The Bachelor's Degree in Social Work was therefore designed to provide students with a knowledge base, understanding and skills to work within partnerships and networks while maintaining the ethos of human dignity, transparency, equal rights and harmonious relationships. This requires that they will integrate faith, knowledge and skills to nurture and enhance the awareness of the self and others in practice.



Career Opportunities

Social Worker in the public-, non-profit – and occupational sector and private practice.

Duration and Mode

Four-year full-time residential degree.

Programme Modules

Modules are divided into core and fundamental modules. Core modules are directly related to Social Work, while fundamental modules act as support to enhance knowledge, understanding and skills. All modules are compulsory.

Prerequisites (**Pre.**) are indicated (if applicable) underneath modules. Should a prerequisite be indicated, students must successfully complete the prerequisite module before registering for the stated module.

Co-requisites (**Co.**) indicate two or more modules that must be undertaken in the same study period.

B SW First Year

Core modules:

- SWH 111: Introduction to social work methodology (12 Credits)
- SWH 122: Introduction to social work (12 Credits)
- SWH 123: Introduction to practical training (6 Credits)

Fundamental modules:

- SEH 111: Creative communication in intercultural work (6 Credits)
- TEH 111: Personal calling, the church and community (6 Credits)
- SEH 123: Professional writing (6 Credits)
- PSH 111: Introduction to Psychology (12 Credits)
- PSH 122: Child and adolescent development (12 Credits)
- SOH 111: Introduction to Sociology (12 Credits)
- SOH 122: Social dynamics within global and national transitions (12 Credits)



B SW Second Year

Core modules:

- SWH 211: Casework as a method (12 Credits)
(Pre. SWH 111, SWH 123, Co. SWH 212)
- SWH 212: Practical training: Casework (12 Credits)
(Pre. SWH 111, SWH 123, Co. SWH 211)
- SWH 213: Contemporary issues in social work (12 Credits)
- SWH 224: Group work as method (12 Credits)
(Pre. SWH 111, Co. SWH 225)
- SWH 225: Practical training: Group work (12 Credits)
(Pre. SWH 111, SWH 123, Co. SWH 224)
- SWH 226: Poverty, unemployment and social injustice (12 Credits)

Fundamental modules:

- TEH 221: Diaconia as hermeneutic approach (12 Credits)
- PSH 211: Adult development and ageing (12 Credits)
- PSH 222: Psychopathology (12 Credits)
- SOH 211: Sociological theories (12 Credits)
(Pre. SOH 111)
- SOH 222: Structural determinants in current-day South Africa (12 Credits)
(Pre. SOH 122)

B SW Third Year

Core modules:

- SWH 311: Casework: Multidimensional perspectives (12 Credits)
(Pre. SWH 212, Co. SWH 313)
- SWH 312: Community work as method (12 Credits)
(Pre. SWH 225, Co. SWH 327)
- SWH 313: Practical training: Casework (24 Credits)
(Pre. SWH 212, Co. SWH 311)
- SWH 324: Substance abuse and legislation (12 Credits)
- SWH 325: Child and family care practice and legislation (12 Credits)
- SWH 326: Social Research (12 Credits)
- SWH 327: Practical training: Group and Community Work (24 Credits)
(Pre. SWH 225, Co. SWH 312)



Fundamental modules:

- PSH 311: Social psychology (12 Credits)
- PSH 322: Personality psychology (12 Credits)
- SOH 311: Sociology of development (12 Credits)
- SOH 322: Research in sociology (12 Credits)

B SW Fourth Year

Core modules:

- SWH 411: Casework: Intervention strategies (12 Credits)
(Pre. SWH 311)
- SWH 412: Group work: Intervention strategies (12 Credits)
(Pre. SWH 224)
- SWH 413: Community work: Practice models and strategies (12 Credits)
(Pre. SWH 312)
- SWH 424: Management (12 Credits)
- SWH 425: Supervision (12 Credits)
- SWH 426: Practical training: Supervision and Management (12 Credits)
(Pre. All core modules for year one to three, Co. SWH 431)
- SWH 431: Research Project (24 Credits)
- SWH 432: Practical training: Case Work (24 Credits)
(Pre. All core modules for year one to three, Co. SWH 431)
- SWH 433: Practical training: Group Work (24 Credits)
(Pre. All core modules for year one to three, Co. SWH 431)
- SWH 434: Practical training: Community Work (24 Credits)
(Pre. All core modules for year one to three, Co. SWH 431)

Learning Material

Students will be provided with a study letter and study guide for each module. Textbooks will be prescribed for different modules. While students will be encouraged to purchase these books to use in practice, all prescribed books and other readings will be made available in the College Library.



Tuition Fees

The BSW degree for years one to three is divided into two registration periods per academic year. The difference after the minimum registration payment has to be settled within three months after registration. Students will not be allowed to register for the second academic period if any fees for the first period have not been settled and deposits for the second academic period have not been paid.

The fourth year of the BSW degree has one registration at the start of the academic year. The difference after the minimum registration payment has to be settled within three months after registration.

First-year 2024: R50 600.00

***First-term registration – Last day for online registration on 2 February 2024.
Students report to campus on 5 February 2024: R31 250.00***

The minimum payable on or before registration: **R15 000.00**

Difference payable within three months after registration: **R16 520.00**

Second term registration – Last day for online registration on 19 July 2024.

Students report to campus on 22 July 2024: R19 080.00

The minimum payable on or before registration: **R15 000.00**

Difference payable within three months after registration: **R4 080.00**

In addition to the above, students are advised to budget approximately **R5 000.00** for book purchases. The following books are however compulsory and will be used throughout the four years of study:

| | | | | |
|--|---|---------------|------|--------------|
| Rautenbach, JV Maistry, SM Shokane, AL | Introduction to Social Work 2 nd edition | 9781485131991 | 2023 | Hard copy |
| Du Bois, B Miley, KK | Social Work an Empowering Profession | 9780134695792 | 2019 | Hard copy |



Second year 2024: R58 270.00

(Transport fees related to practical training are included in the tuition fees.)

***First-term registration – Last day for online registration on 9 February 2024.
Students report to campus on 12 February 2024: R26 750.00***

The minimum payable on or before registration: **R15 000.00.**

Difference payable within three months after registration: **R11 750.00**

***Second term registration – Last day for online registration on 19 July 2024.
Students report to campus on 22 July 2024: R31 520.00***

The minimum payable on or before registration: **R15 000.00.**

Difference payable within three months after registration: **R16 520.00**

In addition to the above, students are advised to budget approximately **R5 000.00** for book purchases.

Third year 2024: R58 270.00

(Transport fees related to practical training are included in the tuition fees.)

***First term registration – Last day for online registration on 9 February 2024.
Students report to campus on 12 February 2024: R39 190.00***

The minimum payable on or before registration: **R15 000.00.**

Difference payable within three months after registration: **R24 190.00**

***Second term registration – Last day for online registration on 19 July 2024.
Students report to campus on 22 July 2024: R19 080.00***

The minimum payable on or before registration: **R15 000.00**

Difference payable within three months after registration: **R4 080.00**

In addition to the above, students are advised to budget approximately **R5 000.00** for book purchases.



Fourth year 2024: R59 000.00

(Students are responsible for own transport and related fees during practical training. Transport will however be made available to students residing in College residences at an additional cost.)

***Final year registration – Last day for online registration on 19 January 2024.
Students report to campus on 22 January 2024: R59 000.00***

The minimum payable on or before registration: **R15 000.00**

Difference payable as follows:

I May 2024: **R15 000.00**

I August 2024: **R15 000.00**

I November 2024: **R14 000.00**

In addition to the above, students are advised to budget approximately **R5 000.00** for book purchases.

The Hugonote Kollege endeavour to include all reasonable costs relating to practical placement in the fees above, however, additional fees may be incurred subject to the place of practical placement.



National Diploma in Early Childhood Development (NQF level 5)

SAQA ID: 64650

Minimum Credits: 240

Accreditation and registration

Quality Assurance and Certification Body – ETDP SETA (Education, Training and Development Practices Seta)

Description

This programme provides a solid grounding in the academic theory underpinning the main concepts of Early Childhood Development. The purpose of the programme is to enable students to plan and implement age-appropriate programmes for children from birth to age five. These learner programmes are aimed to assist facilitators and children in the Early Childhood Development facility. The curriculum includes a significant practical component based on workplace placements.

Career Opportunities

With this qualification, successful students could pursue a career in Early Childhood Development and be employed by any school/daycare centre accommodating children between 0 to 5 years. Consideration can also be given to opening a school/daycare centre as an entrepreneur!

Duration and Mode

Two years full-time qualification. This excludes the post-tuition in-house assessment and moderation as well as the administrative processes conducted by the relevant quality assurance body (SETA).

The Diploma in Early Childhood Development consists of the Higher Certificate in Early Childhood Development (LP 23117) and the Diploma in Early Childhood



Development (LP 23118). The programme is therefore structured in such a way as to enable students to exit the programme at the end of the first year with a Higher Certificate in Early Childhood Development, should they wish to do so.

Programme Modules

| | |
|----------|--|
| Module 1 | Develop and apply academic literacy skills (47 credits) |
| Module 2 | Design and conduct research (10 credits) |
| Module 3 | The physical, emotional, social and intellectual well-being of learners (34 credits) |
| Module 4 | Organising, developing, managing, facilitating and mediating an ECD programme of learning (92 credits) |
| Module 5 | Facilitating learning programmes in the Reception Year (51 credits) |
| Module 6 | Manage a medium-scale ECD service (18 credits) |

Learning Material

All learning material (Study guides and Workbooks) is included in tuition fees.

Tuition Fees

The National Diploma in Early Childhood Development is divided into two registration periods per academic year. The difference after the minimum registration payment has to be settled within three months after registration. Students will not be allowed to register for the second academic period if any fees for the first period have not been settled and deposits for the second academic period have not been paid.

First-year 2024: R37 100.00

***First term registration – Last day for online registration on 2 February 2024.
Students report to campus on 5 February 2024: R18 550.00***

The minimum payable on or before registration: **R11 500.00**

Difference payable within three months after registration: **R7 050.00**



Second term registration – Last day for online registration on 5 July 2024:

R18 550.00

Students report to campus on 8 July 2024: R19 750.00

The minimum payable on or before registration: **R11 500.00**

Difference payable within three months after registration: **R7 050.00**

Second year 2024: R39 500.00

First term registration – Last day for online registration on 2 February 2024.

Students report to campus on 5 February 2024: R19 750.00

The minimum payable on or before registration: **R11 500.00**

Difference payable within three months after registration: **R8 250.00**

Second term registration – Last day for online registration on 31 May 2024:

R19 750.00

Students report to campus on 3 June 2024: R19 750.00

The minimum payable on or before registration: **R11 500.00**

Difference payable within three months after registration: **R8 250.00**



FET Certificate in Social Auxiliary Work (NQF level 4)

SAQA ID: 23993

Minimum Credits: 182

Accreditation and registration

Quality Assurance and Certification Body – HWSETA (Health and Welfare Seta)

Description

This programme provides a solid grounding in the academic theory underpinning the main concepts of Social Auxiliary Work. The curriculum includes a significant practical component based on workplace placements.

Career Opportunities

With this qualification, successful students can pursue a career as a Social Auxiliary Worker and can be employed at NGOs, FBOs, community-based organizations, and government departments.

Duration and Mode

One year full-time qualification. The course consists of residential theoretical training including the time to complete assessments, research and self-study, and a compulsory workplace learning component that provides students with opportunities for professional and personal growth.

This excludes the post-tuition in-house assessment and moderation as well as the administrative processes conducted by the relevant quality assurance body (SETA).



Programme Modules

| | |
|----------|---|
| Module 1 | Introduction to Social Auxiliary Work in the South African context (21 credits) |
| Module 2 | Introduction to Social Welfare Service Delivery (29 credits) |
| Module 3 | The person in context (56 credits) |
| Module 4 | Primary Methods in Social Work (37 credits) |
| Module 5 | Secondary Methods in Social Work (39 credits) |

Learning Material

All learning material (Study guides and Workbooks) is included in tuition fees.

Tuition Fees

The FET Certificate in Social Auxiliary Work is divided into two registration periods per academic year. The difference after the minimum registration payment has to be settled within three months after registration. Students will not be allowed to register for the second academic period if any fees for the first period have not been settled and deposits for the second academic period have not been paid.

Total tuition fees for 2024: R31 300.00

First term registration – Last day for online registration on 3 January 2024.

Students report to campus on 5 February 2024: R15 650.00

The minimum payable on or before registration: **R10 500.00**

Difference payable within three months after registration: **R5 150.00**

Second term registration – Date to be confirmed: R15 650.00

The minimum payable on or before registration: **R10 500.00**

Difference payable within three months after registration: **R5 150.00**



SCHOOL OF SOCIAL INNOVATION

Human-centred Design Thinking for Social Innovation and Entrepreneurship

Accreditation

The course is accredited by the Hugenote Kollege NPC.

Social Workers can earn 16,5 CPD points.

Description

Human-centred Design Thinking for Social Innovation and Entrepreneurship aims to equip students with the competence required to engage with inspiration, ideation and implementation through empathy using innovative design thinking methods to find sustainable social solutions. The individual competencies are linked to institutional dimensions to concurrently enhance the institutional capacity of social businesses. Human-centred Design Thinking is a design and management framework that develops solutions to problems by involving the human perspective in all steps of the problem-solving process. Design thinking is a process, mindset, and approach to solving complex problems. It is also known as human-centred design, it is a philosophy that empowers an individual or team to design products, services, systems, and experiences that address the core needs of those who experience a problem. The focus is to design effective and impactful solutions to challenges that are concentrated within a small group of people and those that are systemic. Human-centred Design is all about understanding the perspective of the person who experiences a problem, their needs, and whether the solution that has been designed for them is truly meeting their needs effectively or not. At its most effective, the people who experience a problem are part of the design process.

Duration and Delivery Mode

In the distance learning delivery approach, the course is presented via the MyNotes Student Portal of Hugenote Kollege NPC in a programme that will require guided self-study from participants. The time required for this self-study delivery will be 40 hours and requires an in-depth engagement with all of the material supplied. The self-study on MyNotes will be linked to three four-hour Zoom-based teaching



sessions that require compulsory attendance by participants. The prescribed compulsory assessments will require further study and reading for 30 hours. The duration of the course, therefore, adds up to 90 hours and is delivered as follows:

| Zoom Sessions | Topics |
|----------------------|----------------|
| Session 1 | Topics 1 and 2 |
| Session 2 | Topic 3 |
| Session 3 | Topic 4 |

Assessment methods:

- Individual assignment (40%);
- One Individual open-book three (3) hour end of module examination (40%);
- Human-centred design individual leadership journey exercise (15%); and
- Class group presentation (5%).

Topics

The following topics will be covered:

Topic 1: Human-centred Design for Social Innovation and Social Entrepreneurship:

- Setting the scene
- Human-centred Design: Introduction and Orientation
- Creative Thinking and Creativity: The Foundation.
- Adopt the Mindsets, Understand the Process and Use the Tools

Topic 2: Phases and Methods of Human-centred Design for Social Innovation:

- Inspiration and Empathy
- Ideation
- Implementation
- Use the Tools/Methods to solve a Social Innovation Challenge

Topic 3: Social Innovation and Change Management:

- Overview of third alternative thinking
- Overview of John Kotter’s Eight Steps of Change
- Workshop: DIY: Inspiration and Ideation to solve a Social Challenge
- Workshop: DIY: Implementation of the solution to the Social Challenge

Topic 4: Leadership, Innovation and Entrepreneurship for Social Business:

- Individual assignment to show understanding of human-centred design thinking.



- Group work: Social Innovation Challenge
- Reflect and bring it all together.
- Conclusions: Sharing Human-centred Design Thinking for Social Innovation Journey

After completion of the module, the student will be able to:

- Identify and describe the meaning of human-centred design thinking.
- Critically evaluate the theoretical concepts of human-centred design thinking for social innovation and entrepreneurship.
- Interpret global and local challenges and apply human-centred design thinking and actions to explore and develop innovative and entrepreneurial solutions.
- Explore effective and ethical institutional capacity for social human-centred design thinking for social innovation and entrepreneurship.
- Create organizational change plans through human-centred design thinking.
- Analyse and utilize human-centred design thinking techniques for social innovation and entrepreneurship.
- Apply the concepts and practices of 3rd alternative problem solving and John Kotter's 8 steps of leading change.
- Identify and critically evaluate your learning journey

Tuition Fees 2024

Total fees payable on or before registration: R4 500.00



Leadership for Social Innovation and Entrepreneurship

Accreditation

The course is accredited by the Hugenote Kollege NPC.

Social Workers can earn 16,5 CPD points.

Description

Leadership for Social Innovation and Entrepreneurship aims to equip students with the competence required to engage with social innovation through social entrepreneurship by using innovative leadership approaches. The objective is to start and profitably sustain social organisations and businesses. The individual competencies are linked to institutional dimensions to concurrently enhance the institutional capacity of social organisations' businesses. Warren Bennis said: "To an extent, leadership is like beauty: It's hard to define, but you know it when you see it." Professor Muhammad Yunus defined a social business as: "Created and designed to address a social problem. A non-loss, non-dividend company." Social entrepreneurship is an approach by individuals, groups, start-up companies or entrepreneurs, in which they develop, fund, and implement solutions to social, cultural, or environmental issues.

Duration and Delivery Mode

In the distance learning delivery approach, the course is presented via the MyNotes Student Portal of Hugenote Kollege NPC in a programme that will require guided self-study from participants. The time required for this self-study delivery will be 40 hours and requires an in-depth engagement with all of the material supplied. The self-study on MyNotes will be linked to four four-hour Zoom-based teaching sessions that require compulsory attendance by participants. The prescribed compulsory assessments will require further study and reading for 30 hours. The duration of the course, therefore, adds up to 90 hours and is delivered as follows:

| Zoom Sessions | Topics |
|---------------|----------------|
| Session 1 | Topic 1 |
| Session 2 | Topic 2 |
| Session 3 | Topics 3 and 4 |



Assessment methods:

- Individual assignment (40%);
- One Individual open-book three (3) hour end of module examination (40%);
- Human-centred design individual leadership journey exercise (15%); and
- Class group presentation (5%).

Topics

The following topics will be covered:

Topic 1: Leadership for Social Innovation and Social Entrepreneurship:

- Setting the scene
- The Schwella Leadership Model and Social Entrepreneurship
- Leadership challenges in South Africa
- Turning frogs into princes: Creativity and innovation for social entrepreneurship
- Business planning

Topic 2: Innovation for Social Innovation and Entrepreneurship:

- The Civinovus Social Innovation Model
- Techniques and templates for social innovation and entrepreneurship
- Work session: from ideas to implementation: business ideas to businesses inclusive innovation for business pitches and business planning
- Connecting the dots: socially innovative social entrepreneurship
- Business planning

Topic 3: Entrepreneurship for Social Innovation and Entrepreneurship:

- Overview of social business DIY toolkit
- Building social businesses

Topic 4: Leadership, Innovation and Entrepreneurship for Social Business:

- Making the case Business ideas: competition pitches
- Business ideas: competition evaluation and award
- Harvesting the learning: the Schwella Action Learning Model and individual assessment
- Commitments and conclusion

After completion of the course, the student will be able to:

- Identify and describe the complex contexts of innovative leadership for social entrepreneurship in social organisations and businesses;



- Critically interrogate and evaluate the theoretical concepts of innovative leadership for social entrepreneurship in social organisations and businesses;
- Interpret global and local challenges related to strategic decision-making for innovative leadership for social entrepreneurship in social organisations and social businesses;
- Explore and develop learning social innovation leadership through an understanding and application of leadership competencies for social entrepreneurship in social organisations and social businesses;
- Explore effective and ethical public institutional capacity appropriate and applicable to good leadership for social entrepreneurship in social organisations and social businesses;
- Create organisational change plans to address wicked governance problems through innovative design thinking for social entrepreneurship in social organisations and social businesses;
- Analyse social innovation leadership and management techniques for social entrepreneurship in social organisations and social businesses; and
- Identify and critically evaluate a personal and professional own learning journey.

Tuition Fees 2024

Total fees payable on or before registration: R4 500.00



Mentoring and Coaching, Personal Mastery and Emotional Intelligence for Social Business

Accreditation

The course is accredited by the Hugonote Kollege NPC.

Social Workers can earn 16,5 CPD points.

Description

Mentoring and Coaching, Personal Mastery and Emotional Intelligence for Social Business aim to equip students with the competence to handle themselves and others with the help of personal mastery, emotional intelligence, mentoring and coaching practices to sustain social businesses. Clutterbuck & Megginson, *Mentoring Executives and Directors* (1999:3) state that mentoring is: “Off-line help by one person to another in making significant transitions in knowledge, work or thinking.” Eric Parsloe, *The Manager as Coach and Mentor* (1999:8) said coaching is: “A process that enables learning and development to occur and thus performance to improve. To be successful a Coach requires knowledge and understanding of the process as well as the variety of styles, skills and techniques that are appropriate to the context in which the coaching takes place.” Personal mastery can be defined as personal growth through principles of purpose, vision, belief, commitment and knowing yourself. This will enable you to hold creative tension between your vision and your current reality. Emotional intelligence (otherwise known as emotional quotient or EQ) is the ability to understand, use, and manage your own emotions in positive ways to relieve stress, communicate effectively, empathize with others, overcome challenges, and defuse conflict.

Duration and Delivery Mode

In the distance learning delivery approach, the course is presented via the “MyNotes” Student Portal of Hugonote Kollege NPC in a programme that will require guided self-study from participants. The time required for this self-study delivery will be 40 hours and requires an in-depth engagement with all of the material supplied. The self-study on MyNotes will be linked to three four-hour Zoom-based teaching sessions that require compulsory attendance by participants. The prescribed compulsory assessments will require further study and reading for



30 hours. The duration of the course, therefore, adds up to 90 hours and is delivered as follows:

| Zoom Sessions | Topics |
|----------------------|----------------|
| Session 1 | Topic 1 |
| Session 2 | Topic 2 |
| Session 3 | Topics 3 and 4 |

Assessment methods:

- Individual assignment (40%);
- One Individual open-book three (3) hour end of module examination (40%);
- Human-centred design individual leadership journey exercise (15%); and
- Class group presentation (5%).

Topics

The following topics will be covered:

Topic 1: Mentoring and Coaching for Social Business:

- Challenges faced and overcome through mentoring and coaching.
- Concepts: The Related Theory for Mentoring and Coaching.
- Competencies: Mentoring and coaching skills, attitudes, and knowledge. ethics and ethical behaviour in the mentoring and coaching environment.

Topic 2: Personal Mastery: From Analysis to Action:

- Personal Mastery
- Techniques and Guidelines for Personal Mastery
- Drawing forth a personal vision
- Self-directed learning
- Inner Game
- Appreciative Inquiry: focus on what is working well and how to build resilience.
- Debriefing: Identifying own needs and next steps

Topic 3: Emotional Intelligence and Resonant Leadership:

- Self-Awareness: know your emotions.
- Social Awareness: Recognising and understanding other people's emotions.
- Relationship management



- Self-Management: manage your own emotions and motivate yourself.

Topic 4: Mindful Compassion:

- Mindful Compassion
- Class group presentations
- Conclusions: Sharing personal mastery journey

After completion of the course, the student will be able to:

- Identify and describe the contexts of mentoring and coaching for social business;
- Critically evaluate the theoretical concepts of mentoring and coaching in a social business context;
- Interpret global and local challenges for mentoring and coaching in social business;
- Explore and develop mentoring and coaching competencies, highlighting the issues of ethics and ethical behaviour;
- Explore effective and ethical personal mastery for social business;
- Create organisational structures to assist personal mastery as part of innovative social business planning;
- Analyse and utilise emotional intelligence to enhance management techniques and leadership competencies for social business; and
- Identify and critically evaluate your learning journey.

Tuition Fees 2024

Total fees payable on or before registration: R4 500.00



RESIDENCE ACCOMMODATION

Residence accommodation for male and female students is offered on centrally located, access-controlled and CCTV-monitored campuses within walking distance from the academic campuses and the town centre.

Please note that accommodation is provided on a self-catering basis, therefore meals are not included in the fees below. Student meals may however be booked at the cafeteria and we strongly encourage students to do so (Please see Student Catering Services for more information). Alternatively, kitchens are available to students for food preparation and communal fridges are also available for food storage at their own risk. Microwaves are centrally located solely for the reheating of food.

All rooms include a single bed, desk/table for studying purposes as well as a wardrobe. All windows are either covered by blinds or taped curtains. Students may elect to bring their curtains and mattresses at their own risk.

Residence accommodation placement is subject to academic placement. A minimum payment has to be made to secure the room. Election to pay a certain deposit amount does not guarantee placement in a single or double room as placement is subject to availability. For more information on our residences please contact studentsupport@hugernote.com.

Amounts quoted below exclude a compulsory house chest fee to be determined annually by each residence to cover small in-house social activities, residence clothing, etc.

Accommodation Fees 2024

| | Total Fee | Minimum Payment |
|---|-----------|-----------------|
| Degree Programmes: | | |
| Bachelor of Social Work: | | |
| First Year | | |
| Single Room | 39 600.00 | 9 000.00 |
| - Monthly instalment after registration | | 3 400.00 |
| Shared Room | 35 600.00 | 7 250.00 |
| - Monthly instalment after registration | | 3 150.00 |
| Second Year | | |
| Single Room | 39 600.00 | 9 000.00 |
| - Monthly instalment after registration | | 3 400.00 |



| | | |
|---|-----------|----------|
| Shared Room | 35 600.00 | 7 250.00 |
| - Monthly instalment after registration | | 3 150.00 |
| Third Year | | |
| Single Room | 39 600.00 | 9 000.00 |
| - Monthly instalment after registration | | 3 400.00 |
| Shared Room | 35 600.00 | 7 250.00 |
| - Monthly instalment after registration | | 3 150.00 |
| Fourth Year | | |
| Single Room | 39 600.00 | 9 000.00 |
| - Monthly instalment after registration | | 3 400.00 |
| Shared Room | 35 600.00 | 7 250.00 |
| - Monthly instalment after registration | | 3 150.00 |

Diploma Programmes:

National Diploma: Early Childhood Development:

First Year

| | | |
|---|-----------|----------|
| Single Room | 33 150.00 | 9 000.00 |
| - Monthly instalment after registration | | 3 450.00 |
| Shared Room | 29 440.00 | 7 250.00 |
| - Monthly instalment after registration | | 3 170.00 |

Second Year

| | | |
|---|-----------|----------|
| Single Room | 33 150.00 | 9 000.00 |
| - Monthly instalment after registration | | 3 450.00 |
| Shared Room | 29 440.00 | 7 250.00 |
| - Monthly instalment after registration | | 3 170.00 |

TVET Programmes:

FET Certificate: Social Auxiliary Work

| | | |
|---|-----------|----------|
| Single Room | 26 250.00 | 9 000.00 |
| - Monthly instalment after registration | | 3 450.00 |
| Shared Room | 23 100.00 | 7 250.00 |
| - Monthly instalment after registration | | 3 170.00 |

The minimum payment for accommodation is a non-refundable deposit and includes the first instalment towards the accommodation fees. Accommodation placement will not be considered unless the minimum academic registration payment has been received.



STUDENT CATERING SERVICES

As of 2022, Grumbly Tummy Eatery has been contracted by the Huguenote Kollege to offer meals and more at the Flippie Cafeteria situated on the main campus. Included in the services provided, are home-style student dinners on weekdays at student-friendly prices. For more information, please visit the cafeteria or send a WhatsApp to 0736725791.



A balanced diet can help students increase energy levels, promote a functioning immune system, improve their ability to cope with stress, and increase concentration and performance.

We cook and supply Home-style Meals

- No Cooking
- No Wastage
- No Junk Food

100% peace of mind.



ORDER NOW!
Visit the College Cafeteria or scan below



STATIONERY AND ACCOMMODATION REQUIREMENT LISTS (additional/optional)

EARLY CHILDHOOD DEVELOPMENT

Prescribed list of requirements:

- A4 exam pads (at least 2)
- Black pens
- HB pencils
- Highlighters
- Eraser
- Ruler
- Sharpener
- Glue stick (Pritt, Bostik etc.)
- Colouring pencils and/or Retractable crayons (Mon Ami, Faber Castell, Marlin etc.)
- Scissors
- Black permanent marker
- Koki pens (thick and/or thin)
- A4 coloured 80-gram paper (minimum: pad of multi-coloured 50 pages)
- A4 coloured 160-gram board (minimum: pad of multi-coloured 50 pages)
- Minimum 10 x A3 multi-coloured 160-gram poster board
- A4 Clear plastic filing sleeves – minimum 25
- Stickers (animals, transport, fruit, vegetables etc.)

GENERAL: Powder paint (Primary colours)
Paint brushes

A proposed list of resources that prospective students may collect to be used for classroom activities:

- Stapler



- Calculator (basic, not scientific) (your phone's calculator is not allowed in examination venues)
- Memory stick (memory size of your choice)
- 10 x magazines (to be used for assignments – cutting out pictures, tear and paste activities etc.)
- Neatly covered/printed Lever Arch file – for filing of manuals and other important programme materials
- Any scrap paper, material, beads, pipe cleaners, ribbons, buttons, sticks (e.g. ice cream, coloured sticks), eyes, stickers, toilet rolls, paper plates, paper doilies, gift wrap paper, etc.

Please note: Make provision in your financial planning for extra expenses (such as laminating costs, printing costs, binding costs etc.)

SOCIAL AUXILIARY WORK, COMMUNITY DEVELOPMENT: YOUTH AND CHILD AND YOUTH CARE WORK

- A4 exam pads (at least 2) and/or Notebooks
- Black pens
- HB pencils
- Highlighters
- Eraser
- Ruler
- Sharpener
- Glue stick (Pritt, Bostik etc.)
- Colouring pencils and/or Retractable crayons (Mon Ami, Faber Castell, Marlin etc.) and/or Koki pens (thick and/or thin)
- Scissors
- Black permanent marker
- Stapler
- Calculator (basic, not scientific) (your phone's calculator is not allowed in examination venues)
- Memory stick (memory size of your choice)
- 10 x magazines (to be used for assignments – cutting out pictures, tear and paste activities etc.)



- Lever Arch file – for filing of manuals and other important programme materials

BACHELOR OF SOCIAL WORK

- A4 exam pads (at least 2) and/or Notebooks
- Black pens
- HB pencils
- Highlighters
- Eraser
- Ruler
- Sharpener
- Glue stick (Pritt, Bostik etc.)
- Stapler
- Calculator (basic, not scientific) (your phone's calculator is not allowed in exam rooms)
- Memory stick (memory size of your choice)
- Lever Arch files – for filing notes and other important programme materials



ACCOMMODATION REQUIREMENTS

Bedding and pillows
Towels and toiletries
Bed mat (optional)
Identity Document
Torch in case of emergency and/or battery-operated lighting during load shedding
SABS approved multi plug
Crocery (plates, bowls, mugs, ens.)
Cutlery (knife, fork, spoon, teaspoon)
Can opener (should it be needed)
Umbrella
Swim- and sports gear (optional)
Sports equipment (optional)
Laundry basket and pegs
Washing powder (Automatic only)
Music instruments (optional)
First-aid items (medication, plasters, bandages, pain tablets, etc.)
Hangers for clothes
Broom and dustpan
Dishcloth
Kitchen tray
Plate cover for microwave
Earphones

Acceptable electrical items:

Kettle
Air fryer (not exceeding 3.5litres)
Electric frying pan
Reading lamp
Small radio / CD player
Iron
Hairdryer and straightener
Computer/laptop/printer
Fan



Mosquito repellent (trap)
Bar fridge (130 liters or smaller)
Halogen heater

Unacceptable items:

Kitchen appliances (including, but not limited to microwaves)
Stove
Big CD player / Hi-Fi
Electric blanket
Open element heater
Candles and lamps
Weapons and/or firearms
Illegal substances/drugs
Alcohol
Hookah pipe

You are requested to arrange insurance for any theft of and/or damage to your property during your stay in the accommodation, as the Huguenote Kollege will not be held accountable for any loss or damage to personal property.



POLICIES

ACADEMIC

[Recognition of Prior Learning: Policy](#)

[Irregularity: Policy](#)

[Irregularity: Procedures](#)

STUDENT

[Accommodation: Accommodation Rules](#)

[Accommodation: Placement of Students: Procedures](#)

[Accommodation: Residence Rules](#)

[Admission of Students: Policy](#)

[Appeal: Policy](#)

[Assessment and Re-Assessment: Policy](#)

[Code of Conduct: Policy](#)

[Disciplinary Code Categories](#)

[GBV: Gender Related Misconduct in Post School Education and Training](#)

[Sector: Policy](#)

[GBV: Sexual and Gender Based Misconduct: Procedures](#)

[GBV: Rape and Sexual Assault: Procedures](#)[Grievance: Policy](#)

[Grievance: Procedures](#)

[Recognition of Prior Learning: Policy](#)

[Student Support: Policy](#)

[Student Support: Procedures](#)

[Students with Special Educational Needs: Procedures](#)

