# FACULTY OF MANAGEMENT

# SCIENCES

# PROSPECTUS


# 2026

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This faculty prospectus must be read in conjunction with the Mangosuthu University of Technology's General Rules contained in the current General Regulations handbook for students.

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## 1. DEPARTMENT OF ACCOUNTING AND LAW

**Clarification of Abbreviations**:

| ECP | **E**xtended **C**urriculum **P**rogramme (4 year programme) |
|-----|-----|
| RP | **R**egular **P**rogramme (3 year Programme) |
| HG | **H**igher **G**rade (grading symbol for Senior Certificate matriculation subject) |
| SG | **S**tandard **G**rade (grading symbol for Senior Certificate matriculation subject) |
| AL | **A**chievement **L**evel (grading points for National Senior Certificate matriculation subject) |
| NCV | **N**ational **C**ertificate (**V**ocational) |
| FS | **F**undamental **S**ubject |
| CS | **C**ore **S**ubject |
| NQF | **N**ational **Q**ualifications **F**ramework |
| A | Accounting and Law |

**Clarification of Codes**:

| SC | **S**ubject **C**ode |
|-----|-----|
| Y | **Y**ear Level |
| S | **S**emester subject |
| A | **A**nnual subject |
| E | Type of Examination |
| P | Number of examination papers |
| T | Duration of examination papers in hours |
| CA | Continuous Assessment |
| NQFL | NQF **L**evel |
| NQFC | NQF **C**redits |

Servicing Departments
**\*\*Unit within the Department of Accounting and Law**

Communication\*:

| SC | Subject Name | FS | CS | YA | EPT | NQFL |
|-----|-----|-----|-----|-----|-----|-----|
| ENGL100 | English Communication Skills [**ACODIP**] | √ | | 1A | A13 | 5 |
| ECSK100 | English Communication Skills [**CMADIP**] | √ | | 1A | A13 | 5 |
| ENCS100 | English Communication Skills [**FINDIP**] | √ | | 1A | A13 | 5 |
| INTC000 | Intro. to Communication [**ACOECP**] | √ | | 1S1 | S13 | 5 |
| ENGK100 | English Communication Skills [**ACOECP**] | √ | | 2A | A13 | 5 |
| INEC000 | Intro. to English Communication Skills [**FINECP**] | √ | | 1A | A13 | 5 |
| ECMK100 | English Communication Skills [**FINECP**] | √ | | 1A | A13 | 5 |
| LGCS100 | English Communication Skills [**LOGDIP**] | √ | | 1A | A13 | 5 |
| RESE400 | Research Methodology [**ADCVMA**] | | √ | 1A | CA | 7 |

Human Resources Management\*:

| SC | Subject Name | FS | CS | YA | EPT | NQFL |
|-----|-----|-----|-----|-----|-----|-----|
| ESKL200 | Entrepreneurial Skills [**ACODIP**] | √ | | 2S1 | S13 | 6 |
| ENMA200 | Enterprise Management [**CMADIP**] | | √ | 2A | A13 | 6 |
| ITES000 | Intro. to Entrepreneurial Skills [**ACOECP**] | √ | | 1S2 | S13 | 5 |
| ENTS200 | Entrepreneurial Skills [**ACOECP**] | √ | | 3S1 | S13 | 6 |

Information Communication and Technology**\***:

| SC | Subject Name | FS | CS | YA | EPT | NQFL |
|---|---|---|---|---|---|---|
| BINS100 | Bus. Info. Systems [**ACODIP**] | √ | | 1A | A13 | 5 |
| BUIS100 | Bus. Info. Systems [**CMADIP**] | √ | | 1A | A13 | 5 |
| ENCO100 | End-User Computing [**FINDIP**] | √ | | 1A | A13 | 5 |
| BINF100 | Bus. Info. Systems [**ACOECP**] | √ | | 2A | A13 | 5 |
| ENUS100 | End-User Computing [**FINECP**] | √ | | 2A | A13 | 5 |
| LGEU100 | End-User Computing [**LOGDIP**] | √ | | 1A | A13 | 5 |

Law**\*\***:

| SC | Subject Name | FS | CS | YA | EPT | NQFL |
|---|---|---|---|---|---|---|
| CLLA100 | Commercial. Law for Accountants 1 [**ACODIP**] | | √ | 1A | A13 | 5 |
| CLAA100 | Commercial Law for Accountants 1 [**CMADIP**] | | √ | 1A | A13 | 5 |
| LABL300 | Labour Law [**HRMDIP**] | | √ | 3A | A13 | 6 |
| MLAW200 | Mercantile Law 1 [**MARKDIP**] | | √ | 2A | A13 | 5 |
| LEPR100 | Legal Practice 1 (**OMTDIP**) | | √ | 1A | A13 | 5 |
| COLA100 | Commercial Law (**FINDIP**) | √ | | 1S1 | S13 | 5 |
| LGLA101 | Commercial Law [**LOGDIP**] | √ | | 1S1 | S13 | 5 |
| COML200 | Commercial Law for Accountants 2 (**ACODIP**) | | √ | 2A | A13 | 6 |
| CLAA200 | Commercial Law for Accountants 2 (**CMADIP**) | | √ | 2A | A13 | 6 |
| LEPR200 | Legal Practice 2 (**OMTDIP**) | | √ | 2A | A13 | 6 |
| ITLA000 | Intro. to Legal Aspects [**ACOECP**] | √ | | 1S2 | S13 | 5 |
| CLAW100 | Commercial Law for Accountants 1 [**ACOECP**] | | √ | 2A | A13 | 5 |
| CLFA200 | Commercial Law for Accountants 2 [**ACOECP**] | | √ | 3A | A13 | 6 |
| ICOL 000 | Intro. to Commercial Law [**FINECP**] | √ | | 1A | A13 | 5 |
| CMLW100 | Commercial Law **FINECP**] | √ | | 1S1 | S13 | 5 |
| LIPL 040 | Labour and Immaterial Property Law [**BTEOMT**] | | √ | 1A | A13 | 7 |

Mathematical Sciences**\***:

| SC | Subject Name | FS | CS | YA | EPT | NQFL |
|---|---|---|---|---|---|---|
| BUCA101 | Business Calculations [**ACODIP**] | √ | | 1S1 | S13 | 5 |
| BCAS100 | Business Calculations & Statistics [**CMADIP**] | √ | | 1A | A13 | 5 |
| INQT000 | Intro. to Quantitative Techniques [**FINECP**] | √ | | 1A | A13 | 5 |
| QTEC100 | Quantitative Techniques 1 [**FINEECP**] | √ | | 2S2 | S23 | 5 |
| QUTE100 | Quantitative Techniques [**FINDIP**] | √ | | 1S2 | S13 | 5 |
| ITBC000 | Intro. to Business Calculations [**ACOECP**] | √ | | 1S1 | S13 | 5 |
| BUSC100 | Business Calculations [**ACOECP**] | √ | | 2S1 | S13 | 5 |
| LGQT102 | Quantitative Techniques [**LOGDIP**] | √ | | 2S2 | S13 | 5 |

Office Management and Technology**\***:

| SC | Subject Name | FS | CS | YA | EPT | NQFL |
|---|---|---|---|---|---|---|
| ITLA000 | Computer Skills & Application [**ACOECP**] | √ | | 1A | A13 | 5 |
| INCL000 | Intro. to Computer Literacy [**FINECP**] | √ | | 1A | A13 | 5 |

Public Administration and Economics**\***:

| SC | Subject Name | FS | CS | YA | EPT | NQFL |
|---|---|---|---|---|---|---|
| ECNS100 | Economics 1 [**ACODIP**] | √ | | 1A | A13 | 5 |
| ECON100 | Economics 1 [**CMADIP**] | √ | | 1A | A13 | 5 |

| ECNO100 | Economics 1 [**FINDIP**] | | √ | 1A | A13 | 5 |
|---------|------------------------|---|---|----|-----|---|
| ENMS200 | Economics 2 [**FINDIP**] | | √ | 2A | A13 | 6 |
| ECMS100 | Economics 1 [**ACOECP**] | √ | | 2A | A13 | 5 |
| ECMS200 | Economics 2 [**FINECP**] | | √ | 3A | A13 | 6 |
| LOGE100 | Economics 1 [**LOGDIP**] | √ | | 3A | A13 | 5 |
| LOGM100 | Local Government Management 1 [**LOGDIP**] | | √ | 1A | A13 | 5 |
| LOGM200 | Local Government Management 2 [**LOGDIP**] | | √ | 2A | A13 | 6 |
| LOGM300 | Local Government Management 3 [**LOGDIP**] | | √ | 3A | A13 | 6 |
| LOGF100 | Local Government Finance 1 [**LOGDIP**] | | √ | 3A | A13 | 5 |
| LOGF200 | Local Government Finance 2 [**LOGDIP**] | | √ | 3A | A13 | 6 |
| LOGF300 | Local Government Finance 3 [**LOGDIP**] | | √ | 3A | A13 | 6 |
| PROM400 | Systems and Project Management IV [**ADVCMA**] | | √ | 1A | A13 | 7 |

Rules of the Department of Accounting and Law

Diplomas and Degree

A1: The following Diplomas and an Advanced Diplomas are offered in the Department and Law.


**Diploma in Accounting**:
**Diploma in Accounting (4 years: ACOECP): NQF Level 6**
**SAQA ID: 90506**
**SAQA Credits: 404**

Duration: 4 years

Teaching, Learning and Assessment:
The Student Guide contains details of teaching, learning and assessment issues.

Work-Integrated Learning (WIL):
None

**Rationale for the Qualification**:
This qualification provides accountancy knowledge and skills to ensure competence in performing reporting functions, rendering taxation services and management advisory services on an accounting technician level and to convert this embedded knowledge, practically, into accounting software. Hence, the rationale and the purpose for this qualification is to provide a well-rounded, technically focused education that equips learners with the technical knowledge, proficiency and pervasive skills which will enable them to demonstrate initiative and responsibility; and which will enable the development of practical and operational focused qualities.

**Statement of Purpose**:
This 4-year programme is designed to provide structured support to students over a period of four years. Hence, it addresses the gaps and under-preparedness in students' educational and life experiences in areas such as mathematics, language, computer and entrepreneurial skills; thus enabling them to face the challenges identifiable with the regular programme: Diploma in Accounting.

**Exit Level Outcomes**:
Upon completion of the 4-year Diploma in Accounting, the qualifying learners will able to:
- Demonstrate a solid knowledge base across the core disciplines of accountancy, namely: financial accounting, management accounting, taxation and auditing.
- Acquire knowledge of and demonstrate competence in all areas of Financial Accounting.
- Demonstrate knowledge and competence in all areas of Cost and Management Accounting.
- Demonstrate a sound understanding of the nature of law and an appreciation of the role of law within which an accountant operates.
- Demonstrate knowledge and understanding of Management Accounting Control Systems.
- Demonstrate knowledge and understanding of corporate strategy.

**Diploma in Accounting (3 years: ACODIP): NQF Level 6**
**SAQA ID: 90506**
**SAQA Credits: 404**

Duration: 3 years

Teaching, Learning and Assessment:
The Student Guide contains details of teaching, learning and assessment issues.

Work-Integrated Learning (WIL):
None

**Rationale for the Qualification**:
This qualification provides accountancy knowledge and skills to ensure competence in performing reporting functions, rendering taxation services and management advisory services on an accounting technician level and to convert this embedded knowledge, practically, into accounting software. Hence, the rationale and purpose of this qualification is to provide a well-rounded, technically focused education that equips learners with the technical knowledge, proficiency and pervasive skills which will enable them to demonstrate initiative and responsibility; and which will enable the development of practical and operational focused qualities.

**Statement of Purpose**:
The purpose of this qualification is to provide a well-rounded, technically focused education that equips learners with the technical knowledge, proficiency and pervasive skills which will enable them to demonstrate initiative and responsibility; and which will enable the development of practical and operational focused qualities.

**Exit Level Outcomes**:
Upon completion of the 3-year Diploma in Accounting, the qualifying learners will able to:
- Demonstrate a solid knowledge base across the core disciplines of accountancy, namely: financial accounting, management accounting, taxation and auditing.
- Acquire knowledge of and demonstrate competence in all areas of Financial Accounting.
- Demonstrate knowledge and competence in all areas of Cost and Management Accounting.
- Demonstrate a sound understanding of the nature of law and an appreciation of the role of law within which an accountant operates.
- Demonstrate knowledge and understanding of Management Accounting Control Systems.
- Demonstrate knowledge and understanding of corporate strategy.

**Cost and Management Accounting**:
**Diploma in Cost and Management Accounting (CMADIP): NQF Level 6**
**SAQA ID: 67694**
**SAQA Credits: 404**

Duration: 3 years

Teaching, Learning and Assessment:
The Student Guide contains details of teaching, learning and assessment issues.

Work-Integrated Learning (WIL):
None

**Rationale for the Qualification**:
This qualification allows learners access to the accounting profession and all economic sectors that require an accounting function and will increase skills in these sectors, hence provide a pool of well qualified people whose competence will be internationally recognized and who will be able to perform a number of functions within the economically active sectors of South Africa. Hence, on completion, learners will have the necessary financial skills to engage in self-employment of an entrepreneurial nature, thereby contributing to job creation and ultimately contributing to the reduction of unemployment in South Africa.

**Statement of Purpose**:
The purpose of this qualification is to provide the learner with the knowledge, skills and experience to become a Management Accountant. Consequently, the learner will benefit both in terms of individual development along a path of life-long learning (independence and self-reliance) and social transformation (critical and analytical thinking, questioning approach; and hence challenge the truth and value of received wisdom) through the formal acknowledgement of competencies, skills and knowledge through the attainment of a registered qualification thereby enhancing his/her employment prospects.

**Exit Level Outcomes**:
Upon completion of the 3-year Diploma in Accounting, the qualifying learners will able to:
- Explain the role of and purpose of Financial Management.
- Identify and evaluate sources of finance and calculate the cost of capital.
- Analyze the overall management of working capital and evaluate debtor and creditor management.
- Apply and evaluate standard costing.
- Prepare and evaluate plans, budgets and forecasts.
- Apply and evaluate the use of costing systems for planning and decision making.
- Prepare and evaluate plans, budgets and forecasts for a wide range of sectors.
- Evaluate costing and accounting systems for a wide range of sectors.
- Apply and evaluate techniques used in management decision making for a wide range of sectors.
- Apply and evaluate alternative methods of investment appraisal.
- Evaluate and recommend improvements to the control of organizational activities, resources and the management of quality.
- Participate in the management of projects

**Advanced Diploma in Cost and Management Accounting (ADVCMA): NQF Level 7**
**SAQA ID: 101987**
**SAQA Credits: 120**

**Duration: 1 year (full-time)**

Teaching, Learning and Assessment:
The Student Guide contains details of teaching, learning and assessment issues.

Work-Integrated Learning (WIL):
None

**Rationale for the Qualification**:
This qualification allows learners to acquire knowledge, analytical skills and competencies required to operate effectively in any section of accountancy discipline and to perform management accounting functions in a manufacturing organization.

**Statement of Purpose**:
The purpose of this qualification is to produce graduates who are potential employees/employers who can provide current information, based on today's facts and tomorrow's probabilities, that is essential for the effective and efficient running of the fourth Industrial Revolution type of an organization.

**Exit Level Outcomes**:
Upon completion of the 1-year degree in Cost and Management Accounting, the qualifying learners will able to:
- Develop and evaluate effective long-term plans and strategies; and goals to meet the objectives of an organization.
- Develop and evaluate short-term operational plans; and control projects and resources by means of well-structured operational budgets.
- Record and analyze transactions and activities; and to compile resourceful management accounts.
- Provide and interpret financial and economic information for rationale decision-making.
- Source and control funds for an organization.

**Advanced Diploma in Accounting (ADVACC): NQF Level 7**
**SAQA ID: 112683**
**SAQA Credits: 120**

Duration: 1 year (full-time)

Teaching, Learning and Assessment:
The Student Guide contains details of teaching, learning and assessment issues.

Work-Integrated Learning (WIL):
None

**Rationale for the Qualification**:
The qualification is built on the skills and knowledge acquired at the diploma in accounting level 6 and should provide advanced accountancy knowledge and skills to ensure competence in performing reporting functions, rendering taxation services, management advisory services and assurance on an accounting professional level and further integrate the required skills and knowledge into a computerized an accounting, taxation, management and auditing software programmes.

The qualification also aims to provide learners with the intermediate necessary knowledge, competence and skills to work in an accountancy environment and understand the world of work, be confident about their value and have a higher than average chance of being employed.

The qualification further seeks to equip learners with management accounting skills and knowledge thereby satisfying the national demand for public and private sector accounting technicians.

**Statement of Purpose**:
Equips learners with the intermediate knowledge, proficiency and pervasive skills which will enable them to demonstrate initiative and responsibility and which will enable the development of practical and operational focused qualities.

This Qualification is designed with the view to serve the requirements of the South African Institute of Chartered Accountants (SAICA), the Association of Accounting Technicians (SA), the South African Professional Accountants (SAIPA), the South African Institute of Tax Practitioners (SAIT), the South African Institute of Internal Auditors (SAIIA), the Association of Certified Chartered Accounts (ACCA) and the Chartered Institute of Management Accountants (CIMA), thus enabling learners to register with the above professional bodies for a professional qualification.

**Exit Level Outcomes**:
Upon completion of the Advanced Diploma in Accounting, the qualifying Learners will be able to:
- Demonstrate a solid knowledge base across the core disciplines of accountancy, namely, financial accounting, management accounting, taxation and auditing.
- Acquire knowledge of and demonstrate competence in all areas of Financial Accounting.
- Demonstrate knowledge and competence in all areas of Cost and Management Accounting.
- Acquire an understanding of Information Systems in business.
- Demonstrate a sound understanding of the nature of law and an appreciation of the role of law within which an accountant operates.
- Demonstrate knowledge and understanding of Management Accounting Control systems.
- Demonstrate knowledge and understanding of corporate strategy.

**Public Finance and Accounting**:
**Diploma in Public Finance and Accounting (4 years: FINECP): NQF Level 6**
**SAQA ID: 49554**
**SAQA Credits: 380**

Duration: 4 years

Teaching, Learning and Assessment:
The Student Guide contains details of teaching, learning and assessment issues.

Work-Integrated Learning (WIL):
None

**Rationale for the Qualification**:
The public officials in South Africa operate in a wide variety of roles within the public management structures; hence often work in diverse operating and service delivery circumstances. The sustainability of South Africa's democratic process and developmental governance are strongly linked to capacity building within the three spheres of government, i.e. National, Provincial and Local spheres of government. It is, therefore, imperative that public officials receive an up-to-date, relevant and respected public financial management and administration qualification that recognizes that the knowledge and skills which South Africa's public sector officials require have been satisfactorily

obtained. Consequently, public officials need to have excellent awareness and understanding of the changing needs of today's public service delivery systems and to identify very clearly the highly relevant expertise which these officials bring to their roles in the public sector.

**Statement of Purpose**:

The purpose of this qualification is to provide a structured programme for public officials that work with senior management officials so as to provide support to strategic leadership and management needed to transform all spheres of government. The need for well qualified, efficient and client-oriented public officials is therefore identified as a priority in all three spheres of government. Consequently, this qualification consists of exit learning outcomes covering accounting reporting, administration, auditing, budgeting, economics, information systems, business calculations and legislative framework for the public sector.

This 4-year programme is designed to provide structured support to students over a period of four years. Hence, it addresses the gaps and under-preparedness in students' educational and life experiences in areas such as mathematics, language, computer and entrepreneurial skills; thus enabling them to face the challenges identifiable with the regular programme: Diploma in Public Finance and Accounting.

**Exit Level Outcomes**:

Upon completion of the 4-year Diploma in Public Finance and Accounting, the qualifying learners will able to:
- Conduct and apply mathematical analyses relating to economics and finance.
- Apply economics principles to finance and management decisions.
- Apply communication principles in the coordination of selected public sector communication programmes.
- Apply accounting principles and procedures in the preparation of reports for decision making.
- Apply cist management information systems in the preparation of management reports.
- Apply selected Generally Recognized Accounting Practice statements to the periodic reporting process.
- Apply principles of computerized systems to manage data and reports relevant to the public sector.
- Apply operations research principles and tools in the management of project activities and resources.

**Diploma in Public Finance and Accounting (3 years: FINDIP): NQF Level 6**
**SAQA ID: 49554**
**SAQA Credits: 380**
**Duration: 3 years**

Teaching, Learning and Assessment:
The Student Guide contains details of teaching, learning and assessment issues.

Work-Integrated Learning (WIL):
None

**Rationale for the Qualification**:

The public officials in South Africa operate in a wide variety of roles within the public management structures; hence often work in diverse operating and service delivery circumstances. The sustainability of South Africa's democratic process and developmental governance are strongly linked to capacity building within the three spheres of government, i.e. National, Provincial and Local spheres of government. It is, therefore, imperative that public officials receive an up-to-date, relevant and respected public financial management and administration qualification that recognizes that the knowledge and skills which South Africa's public sector officials require have been satisfactorily obtained. Consequently, public officials need to have excellent awareness and understanding of the changing needs of today's public service delivery systems and to identify very clearly the highly relevant expertise which these officials bring to their roles in the public sector.

**Statement of Purpose**:
The purpose of this qualification is to provide a structured programme for public officials that work with senior management officials so as to provide support to strategic leadership and management needed to transform all spheres of government. The need for well qualified, efficient and client-oriented public officials is therefore identified as a priority in all three spheres of government. Consequently, this qualification consists of exit learning outcomes covering accounting reporting, administration, auditing, budgeting, economics, information systems, business calculations and legislative framework for the public sector.

**Exit Level Outcomes**:
Upon completion of the 4-year Diploma in Public Finance and Accounting, the qualifying learners will able to:
- Conduct and apply mathematical analyses relating to economics and finance.
- Apply economics principles to finance and management decisions.
- Apply communication principles in the coordination of selected public sector communication programmes.
- Apply accounting principles and procedures in the preparation of reports for decision making.
- Apply cist management information systems in the preparation of management reports.
- Apply selected Generally Recognized Accounting Practice statements to the periodic reporting process.
- Apply principles of computerized systems to manage data and reports relevant to the public sector.
- Apply operations research principles and tools in the management of project activities and resources.

**Local Government Finance:**
**Diploma in Local Government Finance (3 years: LOGDIP): NQF Level 6**
**SAQA ID: 101557**
**SAQA Credits: 360**

Duration: 3 years
The Student Guide contains details of teaching, learning and assessment issues.

Work-Integrated Learning (WIL):
None

**Rationale for the Qualification**:
The need for this qualification emanates from the fact that the public service should attract highly skilled people and cultivate a sense of professional common purpose and a commitment to developmental goals. To achieve this, South Africa needs a two-pronged approach to building a more professional public service from the top and the bottom. South Africa needs to increase the pool of skilled people by ensuring that the public service and local government become careers of choice for graduates who wish to contribute to the development of the country; and ensure that high-level personnel are recruited on the basis of their suitability for the job.

In terms of the National Development Plan (NDP 2030: 418), a separate strategy is needed to recruit high-calibre people into local government. Be this as it may, it is in the interest of all spheres of government to ensure sufficient capacity exists to implement core government priorities and responsibilities, particularly ensuring that everyone has access to high-quality basic services. It is observable, however, that skills shortages are most evident in local government, especially in rural municipalities. Municipalities require a flow of promising graduates if they are to manage their core functions; and the national government should prioritize this area, i.e. provision of local government academic programmes at Higher Education Institutions to produce high-quality graduate outputs for deployment at local government level.

**Statement of Purpose**:
The purpose of this qualification is to enable qualifying learners to apply strategic financial management competencies to ensure effective, efficient and economical utilization of public funds at local government level.

Learners will, therefore, develop competencies to manage strategic planning and budgeting processes, financial management processes and internal controls, auditing and reporting processes. Consequently, qualifying learners will benefit through the enhancement of their personal competencies, knowledge and skills; thus being better equipped to complete tasks required in their employment contracts and by applicable legislation.

**Exit Level Outcomes**:
Upon completion of the 3 year Diploma in Local Government Finance, the qualifying learners will able to:
- Demonstrate knowledge and critical understanding of municipal finance issues in general; and their areas of focus in particular.
- Implement well-grounded and systematically developed principles in municipal financial management.
- Understand and engage with the broader field of municipal financial management.
- Provide support as a strategic management leader in the field of municipal financial management.
- Contribute to the other's understanding of current and emerging municipal finance issues.
- Demonstrate responsibility and adaptability as a professional in a municipality setting.
- Apply operations research principles and tools in the management of project activities and resources.

<u>**Diplomas**</u>

Admission

A2: (1) To be admitted to any of the above-mentioned under-graduate programmes, a candidate shall have obtained a valid National Senior Certificate, Senior Certificate, National Certificate (Vocational) or qualifies to be admitted in terms of the Recognition of Prior Learning (RPL) assessment.

(2) The Tables below show the minimum admission requirements for all the under-graduate programmes (except for RPL).

Minimum Admission requirements (**RP = 25 points**) for candidates with a National Senior Certificate

| Programme | Accounting | English Home Language. | English First Additional Language | Mathematics | Mathematical Literacy | 3 additional subjects @ minimum achievement level of 3, excl. Life Orientation |
|---|---|---|---|---|---|---|
| ECP | 4 | 4 | 4 | 3 | 5 | 3 |
| RP | 4 | 4 | 4 | 3 | 5 | 3 |

Minimum Admission requirements (**25 points**) for candidates with a Senior Certificate
(Pass symbols convertible to Achievement Levels)

| Programme | Accounting (HG) | Accounting (SG) | Mathematics HG | Mathematics (SG) | English (HG) | English (SG) |
|---|---|---|---|---|---|---|
| ECP | **(D):** 4 | **(A):** 7 | **(D):** 4 | **(C):** 5 | **(E):** 3 | **(D):** 4 |
| RP | **(D):** 4 | **(A):** 7 | **(D):** 4 | **(C):** 5 | **(E):** 3 | **(D):** 4 |

Minimum Admission requirements for candidates with a National Certificate (Vocational):
Level 4 Fundamental subjects required pass percentages in each subject:

| Programme | Mathematics | Mathematical Literacy | English First Additional Language | Life Orientation |
|---|---|---|---|---|
| ECP | 50% | 60% | 50% | 50% |
| RP | 50% | 60% | 50% | 50% |

In **addition**, Level 4 Compulsory subjects required pass percentages in each subject:

| Programme | Applied Accounting | Financial Management | Economic Environment |
|---|---|---|---|
| ECP | 60% | 60% | 60% |
| RP | 60% | 60% | 60% |

**Recognition of Prior Learning** (RPL):
Candidates that are able to demonstrate high levels of competencies, through summative assessment processes attached to each of the above-mentioned under-graduate programmes, will receive recognition of prior learning (RPL); in recognition of competencies attained in the workplace setting for many years without having gained any formal qualification.

(3) A student who fails to maintain satisfactory academic progress in terms of General Rule: G.20 (1) & (2) shall be refused further admission to the Department except by special permission of Senate.

(4) The admission of a student previously registered in an equivalent Department at another University of Technology shall be subject to the same rules as if he previously had been in this Department.

(5) To be admitted to the Advanced Diploma in Cost and Management Accounting, a student shall be in possession of:

   a)   A National Diploma in Cost and Management Accounting, preferably not older than 3 years, with minimum pass of 60% in each of the following subjects: (1) Financial Accounting III, and Management Accounting III; or
   b)   A minimum of two years of relevant work experience in an accounting field.
   c)   A Diploma in Cost and Management Accounting with an average of 60% pass in level 3 subjects.

(6) To be admitted to the Advanced Diploma in Accounting, a student shall be in possession of:

   a)   A Diploma in Accounting, preferably not older than 3 years, with minimum pass of 60% in each of the following subjects: (1) Financial Accounting III, and Management Accounting III/Financial Management III; Taxation II and Auditing III; or
   b)   A minimum of two years of relevant work experience in an accounting field and RPL policies and procedures of the University shall be applied. A certificate of competency of RPL must be obtained from the University.

## Curriculum: Diploma in Accounting (ACOECP)

A3    The subjects shall be as follows:

### FIRST ACADEMIC YEAR

| Subject Code | Subject | Pre-Requisites | Co-Requisites | NQF Credits |
|---|---|---|---|---|
| COSA000 | Computer Skills and Application | None | | 12 |
| ITFA000 | Intro. to Fundamentals of Accounting | None | | 12 |
| INTC000 | Intro. to Communication | None | | 06 |
| ITBC000 | Intro. to Business Calculations | None | | 08 |
| ITLA000 | Intro. to Legal Aspects | None | | 06 |
| | Total Credits | | | **44** |

### SECOND ACADEMIC YEAR

| Subject Code | Subject | Pre-Requisites | Co-Requisites | NQF Credits |
|---|---|---|---|---|
| BINF100 | Business Information Systems | Computer Skills and Application | | 12 |
| CLAW100 | Comm. Law for Accountants I | Intro. to Legal Aspects | | 18 |
| FINT100 | Financial Accounting I | Intro. to Fundamentals of Accounting | | 12 |
| ENOM100 | Economics I | None | | 24 |
| ENGK100 | English Communication Skills | Intro. to Communication | | 18 |
| BUSC100 | Business Calculations | Intro. to Business Calculations | | 04 |
| | Total Credits | | | **88** |

### THIRD ACADEMIC YEAR

| Subject Code | Subject | Pre-Requisites | Co-Requisites | NQF Credits |
|---|---|---|---|---|
| AUDI200 | Auditing II | <ul><li>Financial Accounting I</li><li>Business Info Systems I</li><li>Comm. Law for Accountants I</li></ul> | <ul><li>Business Calculations 1</li></ul> | 24 |
| CLFA200 | Comm. Law for Accountants II | <ul><li>Comm. Law for Accountants I</li><li>English Communication Skills</li></ul> | | 24 |

| CACT200 | Cost Accounting II | • Economics I<br>• Financial Accounting I | • Business Calculations 1 | 24 |
|---------|---------------------|-------------------------------------------|----------------------------|----|
| FIAC200 | Financial Accounting II | • Financial Accounting I<br>• Comm. Law for Accountants I | • Business Calculations 1 | 24 |
| TAXA200 | Taxation I | • Financial Accounting I<br>• Comm. Law for Accountants I | • Business Calculations 1 | 24 |
| ENTS200 | Entrepreneurial Skills | • Business Info Systems I<br>• Economics I | • Business Calculations 1 | 12 |
| | Total Credits | | | **132** |

**FOURTH ACADEMIC YEAR**

| Subject Code | Subject | Pre-Requisites | Co-Requisites | NQF Credits |
|--------------|---------|----------------|---------------|-------------|
| AUDI300 | Auditing III | • Financial Accounting II<br>• Auditing II<br>• Cost Accounting II<br>• Commercial Law for Accountants II<br>• Taxation I<br>• Business Calculations I | | 32 |
| FIAC300 | Financial Accounting III | • Financial Accounting II<br>• Auditing II<br>• Cost Accounting II<br>• Commercial Law for Accountants II<br>• Taxation I<br>• Business Calculations I | | 32 |
| MAAC300 | Management Accounting III | • Cost Accounting II<br>• Auditing II<br>• Taxation I<br>• Financial Accounting II | | 32 |

| | | | | |
|---|---|---|---|---|
| | | <ul><li>Business Calculations I</li><li>Commercial Law for Accountants II</li></ul> | | |
| TAXA300 | Taxation II | <ul><li>Taxation I</li><li>Cost Accounting II</li><li>Commercial Law for Accountants II</li><li>Financial Accounting II</li><li>Business Calculations I</li></ul> | | 32 |
| ERPR 315 | Practical Accounting (Pastel Partner V17) | <ul><li>Financial Accounting II</li><li>Auditing II</li><li>Business Info Systems I</li><li>Cost Accounting II</li><li>Taxation I</li><li>Business Calculations I</li><li>Commercial Law for Accountants II</li></ul> | | 06 |
| ERPR 325 | Practical Accounting (Pastel Partner Payroll) | <ul><li>Financial Accounting II</li><li>Auditing II</li><li>Business Info Systems I</li><li>Cost Accounting II</li><li>Taxation I</li><li>Business Calculations I</li><li>Commercial Law for Accountants II</li></ul> | | 06 |
| | Total Credits | | | **140** |

Curriculum: Diploma in Accounting (ACODIP)

A4     The subjects shall be as follows:

**FIRST ACADEMIC YEAR**

| Subject Code | Subject | Pre-Requisites | Co-Requisites | NQF Credits |
|---|---|---|---|---|
| BINS 100 | Business Information Systems | None | | 24 |
| CLLA100 | Comm. Law for Accountants I | None | | 24 |
| FACC100 | Financial Accounting I | None | | 24 |
| ECNS100 | Economics I | None | | 24 |
| ENGL100 | English Communication Skills | None | | 24 |
| BUCA101 | Business Calculations I | None | | 12 |
| | Total Credits | | | **132** |

**SECOND ACADEMIC YEAR**

| Subject Code | Subject | Pre-Requisites | Co-Requisites | NQF Credits |
|---|---|---|---|---|
| AUDT200 | Auditing II | • Financial Accounting I<br>• Business Info Systems I<br>• Comm. Law for Accountants I | • Business Calculations 1 | 24 |
| COML200 | Comm. Law for Accountants II | • Comm. Law for Accountants I<br>• English Communication Skills | | 24 |
| COST200 | Cost Accounting II | • Economics I<br>• Financial Accounting I | • Business Calculations 1 | 24 |
| FINC200 | Financial Accounting II | • Financial Accounting I<br>• Comm. Law for Accountants I | • Business Calculations 1 | 24 |
| TAXT200 | Taxation I | • Financial Accounting I<br>• Comm. Law for Accountants I | • Business Calculations 1 | 24 |
| ESKL200 | Entrepreneurial Skills | • Business Info Systems I<br>• Economics I | • Business Calculations 1 | 12 |
| | Total Credits | | | **132** |

**THIRD ACADEMIC YEAR**

| Subject Code | Subject | Pre-Requisites | Co-Requisites | NQF Credits |
|---|---|---|---|---|
| AUDT300 | Auditing III | • Financial Accounting II<br>• Auditing II<br>• Cost Accounting II<br>• Commercial Law for Accountants II<br>• Taxation I<br>• Business Calculations I | | 32 |
| FINC300 | Financial Accounting III | • Financial Accounting II<br>• Auditing II<br>• Cost Accounting II<br>• Commercial Law for Accountants II<br>• Taxation I<br>• Business Calculations I | | 32 |
| MACC300 | Management Accounting III | • Cost Accounting II<br>• Auditing II<br>• Taxation I<br>• Financial Accounting II<br>• Business Calculations I<br>• Commercial Law for Accountants II | | 32 |
| TAXT300 | Taxation II | • Taxation I<br>• Cost Accounting II<br>• Commercial Law for Accountants II<br>• Financial Accounting II<br>• Business Calculations I | | 32 |
| PRAC 315 | Practical Accounting (Pastel Partner V17) | • Financial Accounting II<br>• Auditing II<br>• Business Info Systems I<br>• Cost Accounting II<br>• Taxation I<br>• Business Calculations I<br>• Commercial Law for Accountants II | | 06 |
| PRAC 325 | Practical Accounting (Pastel Partner Payroll) | • Financial Accounting II<br>• Auditing II<br>• Business Info Systems I | | 06 |

| | | • Cost Accounting II<br>• Taxation I<br>• Business Calculations I<br>• Commercial Law for Accountants II | | |
|---|---|---|---|---|
| | Total Credits | | | **140** |

Curriculum: Diploma in Cost and Management Accounting (CMADIP)

A5    The subjects shall be as follows:

**FIRST ACADEMIC YEAR**

| Subject Code | Subject | Pre-Requisites | Co-Requisites | NQF Credits |
|---|---|---|---|---|
| BCAS100 | Bus. Calculations and Statistics | None | | 24 |
| BUIS100 | Business Information Systems | None | | 24 |
| CLAA100 | Comm. Law for Accountants I | None | | 24 |
| ECON100 | Economics I | None | | 24 |
| ECSK100 | English Communication Skills | None | | 24 |
| FICA100 | Financial Accounting I | None | | 24 |
| | Total Credits | | | **144** |

**SECOND ACADEMIC YEAR**

| Subject Code | Subject | Pre-Requisites | Co-Requisites | NQF Credits |
|---|---|---|---|---|
| CLAA200 | Comm. Law for Accountants II | • Comm. Law for Accountants I<br>• English Communication Skills | | 24 |
| COCT200 | Cost Accounting II | • Economics I<br>• Financial Accounting I | • Business Calculations and Statistics | 24 |
| ENMA200 | Enterprise Management | • Business Info Systems I<br>• Economics I | • Business Calculations and Statistics | 24 |
| FICA200 | Financial Accounting II | • Financial Accounting I<br>• Comm. Law for Accountants I | • Business Calculations and Statistics | 24 |

| Subject Code | Subject | Pre-Requisites | Co-Requisites | NQF Credits |
|---|---|---|---|---|
| TXTN200 | Taxation I | • Financial Accounting I<br>• Comm. Law for Accountants I | • Business Calculations and Statistics | 24 |
| | Total Credits | | | **120** |

## THIRD ACADEMIC YEAR

| Subject Code | Subject | Pre-Requisites | Co-Requisites | NQF Credits |
|---|---|---|---|---|
| FICA300 | Financial Accounting III | • Financial Accounting II<br>• Commercial Law for Accountants II<br>• Cost Accounting II<br>• Taxation I<br>• Business Calculations and Statistics | | 32 |
| FIMA300 | Financial Management III | • Financial Accounting II<br>• Business Calculations and Statistics<br>• Cost Accounting II<br>• Taxation I<br>• Commercial Law for Accountants II | | 32 |
| MANT300 | Management Accounting III | • Cost Accounting II<br>• Financial Accounting II<br>• Taxation I<br>• Business Calculations and Statistics<br>• Commercial Law for Accountants II | | 32 |
| TXTN300 | Taxation II | • Taxation I<br>• Cost Accounting II<br>• Financial Accounting II<br>• Business Calculations and Statistics<br>• Commercial Law for Accountants II | | 32 |

| CPRA315 | Practical Accounting (Pastel Partner V17) | <ul><li>Financial Accounting II</li><li>Business Info Systems I</li><li>Cost Accounting II</li><li>Taxation I</li><li>Commercial Law for Accountants II</li></ul> | | 06 |
|---|---|---|---|---|
| CPRA325 | Practical Accounting (Pastel Partner Payroll) | <ul><li>Financial Accounting II</li><li>Business Info Systems I</li><li>Cost Accounting II</li><li>Taxation I</li><li>Commercial Law for Accountants II</li></ul> | | 06 |
| | Total Credits | | | **140** |

Curriculum: Diploma in Public Finance and Accounting (FINECP)

A6     The subjects shall be as follows:

**FIRST ACADEMIC YEAR**

| Subject Code | Subject | Pre-Requisites | Co-Requisites | NQF Credits |
|---|---|---|---|---|
| INEC000 | Intro. to English Communication Skills | None | | 07 |
| INCL000 | Intro. to Computer Literacy | None | | 10 |
| ICOL000 | Intro. to Commercial Law | None | | 10 |
| INFA000 | Intro. to Financial Accounting | None | | 10 |
| INQT000 | Intro. to Quantitative Techniques | None | | 10 |
| | Total Credits | | | **47** |

**SECOND ACADEMIC YEAR**

| Subject Code | Subject | Pre-Requisites | Co-Requisites | NQF Credits |
|---|---|---|---|---|
| CMLW100 | Commercial Law Module I | Intro. to Commercial Law | | 06 |
| QTEC100 | Quantitative Techniques Module I | Intro. to Quantitative Techniques | | 06 |
| FNLA100 | Financial Accounting I | Intro. to Financial Accounting | | 10 |
| ENUS100 | End-User Computing I | Intro. to Computer Literacy | | 10 |

| | | | | |
|---|---|---|---|---|
| ECMS100 | Economics I | None | | 24 |
| ECMK100 | English Communication Skills | Intro. to English Communication Skills | | 17 |
| | Total Credits | | | **73** |

**THIRD ACADEMIC YEAR**

| Subject Code | Subject | Pre-Requisites | Co-Requisites | NQF Credits |
|---|---|---|---|---|
| ATNG200 | Auditing II | • Financial Accounting I<br>• End-User Computing I<br>• Commercial Law Module I | • Quantitative Techniques Module I | 24 |
| ECMS200 | Economics II | • Economics I | • Quantitative Techniques Module I | 24 |
| FNLA200 | Financial Accounting II | • Financial Accounting I<br>• Commercial Law Module I | • Quantitative Techniques Module I | 24 |
| PUFA200 | Public Finance and Accounting II | • Financial Accounting I | • Commercial Law Module I<br>• Quantitative Techniques Module I | 24 |
| PBLM200 | Public Management I | • Economics I<br>• English Communication Skills<br>• Financial Accounting I | • Quantitative Techniques Module I | 24 |
| | Total Credits | | | **120** |

**FOURTH ACADEMIC YEAR**

| Subject Code | Subject | Pre-Requisites | Co-Requisites | NQF Credits |
|---|---|---|---|---|
| ATNG300 | Auditing III | • Financial Accounting II<br>• Auditing II<br>• Public Finance and Accounting II<br>• Quantitative Techniques Module I | | 32 |
| FNLA300 | Financial Accounting III | • Financial Accounting II<br>• Public Finance and Accounting II<br>• Auditing II<br>• Quantitative Techniques Module I | | 32 |
| PUFA300 | Public Finance and Accounting III | • Public Finance and Accounting II<br>• Financial Accounting II<br>• Auditing II<br>• •       Quantitative Techniques Module I | | 32 |

| | | | | |
|---|---|---|---|---|
| TAXE300 | Taxation | • End-User Computing I<br>• Public Finance and Accounting II<br>• Financial Accounting II<br>• Auditing II<br>• Quantitative Techniques Module I | | 22 |
| PRJM300 | Project Management | • Quantitative Techniques Module I<br>• Economics II | | 22 |
| | Total Credits | | | **140** |

Curriculum: Diploma in Public Finance and Accounting (FINDIP)

A7    The subjects shall be as follows:

**FIRST ACADEMIC YEAR**

| Subject Code | Subject | Pre-Requisites | Co-Requisites | NQF Credits |
|---|---|---|---|---|
| ECNO100 | Economics I | None | | 24 |
| ENCS100 | English Communication Skills | None | | 24 |
| FINA100 | Financial Accounting I | None | | 24 |
| ENCO100 | End-User Computing I | None | | 24 |
| COLA100 | Commercial Law Module I | None | | 12 |
| QUTE100 | Quantitative Techniques Module I | None | | 12 |
| | Total Credits | | | **120** |

**SECOND ACADEMIC YEAR**

| Subject Code | Subject | Pre-Requisites | Co-Requisites | NQF Credits |
|---|---|---|---|---|
| ENMS200 | Economics II | • Economics I | • Quantitative Techniques Module I | 24 |
| FINA200 | Financial Accounting II | • Financial Accounting I<br>• Commercial Law Module I | • Quantitative Techniques Module I | 24 |
| ADNG200 | Auditing II | • Financial Accounting I<br>• End-User Computing<br>• Commercial Law Module I | • Quantitative Techniques Module I | 24 |
| PBFN200 | Public Finance and Accounting II | • Financial Accounting I | • Commercial Law Module I | 24 |

| Subject Code | Subject | Pre-Requisites | Co-Requisites | NQF Credits |
|---|---|---|---|---|
| | | | • Quantitative Techniques Module I | |
| PBMG200 | Public Management I | • Economics I<br>• English Communication Skills<br>• Financial Accounting I | • Quantitative Techniques Module I | 24 |
| | Total Credits | | | **120** |

**THIRD ACADEMIC YEAR**

| Subject Code | Subject | Pre-Requisites | Co-Requisites | NQF Credits |
|---|---|---|---|---|
| FINA300 | Financial Accounting III | • Financial Accounting II<br>• Public Finance and Accounting II<br>• Auditing II<br>• Quantitative Techniques Module I | | 32 |
| ADNG300 | Auditing III | • Financial Accounting II<br>• Auditing II<br>• Public Finance and Accounting II<br>• Quantitative Techniques Module I | | 32 |
| PBFN300 | Public Finance and Accounting III | • Public Finance and Accounting II<br>• Financial Accounting II<br>• Auditing II<br>• Commercial Law Module I<br>• Quantitative Techniques Module I | | 32 |
| TAXP300 | Taxation | • Public Finance and Accounting II<br>• Financial Accounting II<br>• Auditing II<br>• End-User Computing<br>• Quantitative Techniques Module I | | 22 |

| | | | | |
|---|---|---|---|---|
| PRTM300 | Project Management I | • Quantitative Techniques Module I<br>• Economics II | | 22 |
| | Total Credits | | | **140** |

<u>Curriculum: Diploma in Local Government Finance (LOGDIP)</u>

A7    The subjects shall be as follows:

**FIRST ACADEMIC YEAR**

| Subject Code | Subject | Pre-Requisites | Co-Requisites | NQF Credits |
|---|---|---|---|---|
| LGCS100 | English Communication Skills | None | | 24 |
| LGFA100 | Financial Accounting I | None | | 24 |
| LOGF100 | Local Government Finance I | None | | 24 |
| LOGM100 | Local Government Management I | None | | 24 |
| LGEU100 | End-User Computing I | None | | 24 |
| | Total Credits | | | **120** |

**SECOND ACADEMIC YEAR**

| Subject Code | Subject | Pre-Requisites | Co-Requisites | NQF Credits |
|---|---|---|---|---|
| LGFA200 | Financial Accounting 2 | • Financial Accounting I | | 24 |
| LGAU200 | Auditing 2 | • Financial Accounting I<br>• End-User Computing I<br>• Local Government Finance I | | 24 |
| LOGF200 | Local Government Finance 2 | • Local Government Finance I<br>• Financial Accounting I | | 24 |
| LOGM200 | Local Government Management 2 | • Local Government Management I<br>• English Communication Skills | | 24 |
| LGQT102 | Quantitative Techniques Module 1 | None | | 12 |
| LGLA101 | Commercial Law Module 1 | None | | 12 |
| | Total Credits | | | **120** |

**THIRD ACADEMIC YEAR**

| Subject Code | Subject | Pre-Requisites | Co-Requisites | NQF Credits |
|---|---|---|---|---|

| LGFA300 | Financial Accounting III | • Financial Accounting II<br>• Auditing 2<br>• Local Government Finance 2 | • Quantitative Techniques Module 1<br>• Commercial Law Module 1 | 24 |
|---|---|---|---|---|
| LOGA300 | Local Government Accounting III | • Local Government Finance II<br>• Auditing 2 | • Quantitative Techniques Module 1<br>• Commercial Law Module 1<br>• Financial Accounting II | 24 |
| LOGF300 | Local Government Finance III | • Local Government Finance II<br>• Auditing 2 | • Quantitative Techniques Module 1<br>• Commercial Law Module 1<br>• Financial Accounting II | 24 |
| LOGM300 | Local Government Management III | • Local Government Management II<br>• English Communication Skills | | 24 |
| LOGE100 | Economics I | None | | 24 |
| | Total Credits | | | **120** |

**Promotion Rules**:

A8 The following promotion rules apply to the diplomas and advanced diplomas offered in the Department:

**Minimum and maximum periods to complete a qualification:**

**A 3-year diploma qualification:**
- Minimum period: 3 years for full-time and part-time students.
- Maximum period: 5 years for full-time students; and 7 years for part-time students.

**A 4-year diploma qualification:**
- Minimum period: 4 years for full-time students only; and
- Maximum period: 6 years for full-time students only.

**A 1-year advanced diploma:**
- Minimum period: 1 year for full-time and part-time students.
- Maximum period: 2 years for full-time students and 4 years for part-time students.

**Students in the pipeline**
- All final year students shall be allowed to register for final year subjects provided current prerequisites/co requisites are met.
- All other students shall be transferred to a current qualification and shall be subject to these rules.

**Pre-requisite and Co-requisite subjects:**
General Rule G.18 (g) (i) (ii), respectively, shall apply.

(a) **ACOECP**:
  (i) To be promoted from the first to the second year of study, a student shall have passed at least **four** (4) subjects; including **Introduction to Fundamentals of Accounting**.
  (ii) To be promoted from the second to the third year of study, the student shall have passed at least **three** (3) subjects, including **two** (2) major subjects.
  (iii) To be promoted from the third to the fourth year of study, a student shall have completed at least **five (5) subjects, including all major subjects;** and
  (iv) To complete a qualification, a student shall have passed **twenty-three** (23) subjects.

(b) **ACODIP**:
  (i) To be promoted from the first year to second year of study, a student shall have passed at least **three** (3) subjects, including **two (2)** major subjects.
  (ii) To be promoted from the second to the third year of study, a student shall have completed at least **five (5) subjects, including all major subjects; and**.
  (iii) To complete a qualification, a student shall have passed **eighteen** (18) subjects.

(c) **FINECP**:
  (i) To be promoted from the first to the second year of study, a student shall have passed at least **four** (4) subjects; including Introduction to Accounting.
  (ii) To be promoted from the second to the third year of study, the student shall have passed at least **three** (3) subjects, including **two** (2) major subjects.
  (iii) To be promoted from the third to the fourth year of study, a student shall have completed at least **eleven** (11) subjects, including **two** (2) major subjects; and
  (iv) To complete a qualification, a student shall have passed **twenty** (21) subjects.

(d) **FINDIP**:
  (i) To be promoted from the first to the second year of study, a student shall have passed at least **three** (3) subjects; including **one** (1) major subject.
  (ii) To be promoted from the second to the third year of study, a student shall have completed at least **nine** subjects (9), including t**wo** (2) major subjects.
  (iii) To complete a qualification, a student shall have passed **sixteen** (16) subjects.

(e) **CMADIP**:
  (i) To be promoted from the first to the second year of study, a student shall have passed at least **three** (3) subjects; including **one** (1) major subject.
  (ii) To be promoted from the second to the third year of study, a student shall have completed at least **five (5) subjects, all must be major subjects;** and
  (iii) To complete a qualification, a student shall have passed seventeen (17) subjects.

(d) **LOGDIP**:

(i) To be promoted from the first to the second year of study, a student shall have passed at least **three** (3) subjects; including t**wo** (2) major subjects.

(ii) To be promoted from the second to the third year of study, a student shall have completed at least **nine** (9) subjects; including **two** (2) major subjects; and

(iii) To complete a qualification, a student shall have passed sixteen (16) subjects.

**Restrictions**: Four-Year Programmes

A10 The following restrictions shall apply in respect of the four year programmes in Accounting and in Public Finance
and Accounting.

- No student shall be allowed to register for **ANY** programme in the Department if a subject: Introduction to Fundamentals of Accounting (**ACOECP**) or Introduction to Accounting **(FINECP)** has been failed.

**Major Subjects**:

A11 The following subjects are major subjects:

| | |
|---|---|
| Financial Accounting | Local Government Finance |
| Management Accounting | Local Government Management |
| Auditing | Public Finance and Accounting |
| Taxation | |

**Examination**:

A12 1. A department may be permitted to offer a first-semester course during the second semester and a second-semester course during the first semester of a particular year.

2. Admission to the examination together with pass requirements as laid down in the provisions of the General Rules G.22.3 is applicable.

**Curriculum: Advanced Diploma in Cost and Management Accounting (ADVCMA)**

A14 The subjects shall be as follows:

| Subject Code | Subject | NQF Credits |
|---|---|---|
| MANA400 | Management Accounting IV | 24 |
| FIRE400 | Financial Reporting IV | 24 |
| PROM400 | Systems and Project Management IV | 24 |
| RESE400 | Research Methodology IV | 12 |
| BUSS400 | Business Strategy | 12 |
| FINA400 | Financial Management IV | 24 |

The Department has obtained accreditation from the Chartered Institute of Management Accountants (CIMA) for students that pass the Advanced Diploma in Cost and Management Accounting. Students will be awarded 4 exemptions from the CIMA Certificate in Business Accounting which are:

| Subject Code | Subject |
|---|---|
| BA1 | Fundamentals of Business Economics |
| BA2 | Fundamentals of Management Accounting |
| BA3 | Fundamentals of Financial Accounting |
| BA4 | Fundamentals of Ethics, Corporate Governance and Business Law |

## Curriculum: Advanced Diploma Accounting (ADVACC)

A. The subjects shall be as follows:

| Subject Code | Subject | NQF Credits |
|---|---|---|
| MACF400 | Management Accounting and Finance 400 | 32 |
| FACC400 | Financial Accounting 400 | 32 |
| TAXA400 | Taxation 400 | 32 |
| AUDI400 | Auditing 400 | 32 |

The Department has obtained accreditation from the South African Institute of Professional Accountants (SAIPA) for students that pass the Advanced Diploma in Accounting.

**Training Courses**:

A15 The Department is an authorized Training Centre to offer Pastel Partner V17 and Pastel Partner Payroll and AT(SA)/SAICA private sector and public sector qualifications from NQF Level 3 to NQF Level 5.

## Programme: ACOECP [ACOUNF]:

| | |
|---|---|
| Computer Skills and Applications [COSA000] | Computer Skills [EFCS 118] + Computer Applications [EFCA 128] |
| Intro. to Fundamentals of Accounting [ITFA000] | [EFFA 118] + [EFFA 128] |

### SECOND ACADEMIC YEAR:

| Subjects and Codes | Substitutes |
|---|---|
| Business Information Systems [BINF100] | [ERBS 218] + [ERBS 228] |
| Intro. to Fundamentals of Accounting [ITFA000] | [EFFA 118] + [EFFA 128] |
| Commercial Law for Accountants 1 [CLAW100] | [EFLA 128] + [ERCL 228] |
| Financial Accounting 1 [FINT100] | [ERFA 218] + [ERFA 228] |
| Economics 1 [ENOM100] | [EREC 218] +[ EREC 228] |

THIRD ACADEMIC YEAR:

| Subjects and Codes | Substitutes |
|---|---|
| Auditing 2 [AUDI200] | [ERAU 318]+[ ERAU328] |
| Commercial Law for Accountants 2 [CFLA200] | [ERCL 318] + [ERCL 328] |
| Cost Accounting 2 [ERCA 020] | [ERCA 318] +[ ERCA 328] |
| Financial Accounting 2 [FIAC200] | [ERFA 218] + [ERFA 228] |

| Taxation 1 [TAXA200] | [EFTA 318] + [ERTA 328] |
| Entrepreneurial Skills [ENTS200] | [EFES 118] +[ERES 128] |

FOURTH ACADEMIC YEAR:

| Subjects and Codes | Substitutes |
| --- | --- |
|  |  |
| Financial Accounting 3 [FIAC300] | [ERFA 418] + [ERFA 428] |
| Management Accounting 3 [MAAC300] | [ERMA 418] + [ERMA 428] |
| Taxation 2 [TAXA300] | [ERTX 418] + [ERTX 428] |

**Programme: ACODIP [ACOUNT]:**

FIRST ACADEMIC YEAR:

| Subject and Codes | Substitutes and Codes |
| --- | --- |
| Business Information Systems [BINS100] | [BUSY 118] + [BUSY 218] |
| Commercial Law for Accountants [CLLA100] | [COML 128] + [COML 218] |
| Financial Accounting 1 [FACC100] | [FINA 118] + [FINA 128] |
| Economics 1 [ECNS100] | [ECON 118] + [ECON 128] |

SECOND ACADEMIC YEAR:

| Subject and Codes | Substitutes and Codes |
| --- | --- |
| Auditing 2 [AUDT200] | [AUDT 218] + [AUDT  228] |
| Commercial Law for Accountants 2[COML200] | COML 228 |
| Cost Accounting 2 [COST200] | COST 228 |
| Financial Accounting 2 [FINC200] | [FINA 218] + [FINA 228] |
| Taxation 1 [TAXT200] | TAXA 228 |

THIRD ACADEMIC YEAR:

| Subject and Codes | Substitutes and Codes |
| --- | --- |
| Auditing 3 [AUDT300] | [AUDT 318] + [AUDT  328] |
| Financial Accounting 3 [FINC300] | [FINA 318] + [FINA 328] |
| Management Accounting 3 [MACC300] | [MANA 318] + [MANA 328] |
| Taxation 2 [TAXT300] | [TAXA 318] + [TAXA 328] |

**Programme: CMADIP [COSMAT]:**

FIRST ACADEMIC YEAR:

| Subjects and Codes | Substitutes |
| --- | --- |
| Business Calculations and Statistics [BCAS100] | Business Calculations [BUSC 118] + Business Statistics [BUST 318] |
| Business Information Systems [BUIS100] | [BUSY 118] + [BUSY 218] |
| Commercial Law for Accountants 1 [CLFA100] | [COML 128] + [COML 218] |
| Economics 1 [ECON100] | [ECON 118] + [ECON 128] |
| Financial Accounting 1 [FIAC100] | [FINA 11   8] + [FINA 128] |

SECOND ACADEMIC YEAR:

| Subjects and Codes | Substitutes |
|---|---|
| Commercial Law for Accountants 2 [CLAA200] | COML 228 |
| Cost Accounting 2 [COCT200] | COST 228 |
| Financial Accounting 2 [FICA200] | [FINA 218] + [FINA 228] |
| Taxation 1 [TXTN200] | TAXA 228 |

THIRD ACADEMIC YEAR:

| Subjects and Codes | Substitutes |
|---|---|
| Financial Accounting 3 [FICA300] | [FINA 318] + [FINA 328] |
| Management Accounting 3 [MANT300] | [MANA 318] + [MANA 328] |
| Taxation 2 [TXTN300] | [TAXA 318] + [TAXA 328] |

**Programme: FINDIP [FINACD]:**

FIRST ACADEMIC YEAR:

| Subjects and Codes | Substitutes |
|---|---|
| Economics 1 [ENCO100] | [ECON 118] + [ECON 128] |
| English Communication Skills [ENCS100] | [ENGL 118] + [ENGL 128] |
| Financial Accounting 1 FINA100] | [FINA 118] + [FINA 128] |
| End-User Computing [ENCO100] | [EUCO 218] + [EUCO 228] |

SECOND ACADEMIC YEAR:

| Subjects and Codes | Substitutes |
|---|---|
| Financial Accounting 2 [FINA200] | [FINA 218] + [FINA 228] |
| Auditing 2 [ADNG200] | [AUDT 218] + [AUDT 228] |
| Public Finance and Accounting 2 [PBFN200] | [PUFA 218] + [PUFA 228] |
| Public Management 1 [PBMG200] | [PUMA 118] + [PUMA 128] |

THIRD ACADEMIC YEAR:

| Subjects and Codes | Substitutes |
|---|---|
| Financial Accounting 3 [FINA300] | [FINA 318] + [FINA 328] |
| Auditing 3 [ADNG300] | [AUDT 318] + [AUDT 328] |
| Public Finance and Accounting 3 [PBFN300] | [PUFA 318] + [PUFA 328] |

**Transfer from FET/TVET Colleges:**

A17   Prospective candidates from FET/TVET colleges who have passed with a minimum of 50% in each of the subjects listed below will be granted exemptions in terms of the principle of the Recognition of Prior Learning:

| FET/TVET Subject and Level | Diploma Exempted Subject |
|---|---|

| Financial Accounting: N4, N5 and N6 | Financial Accounting I |
|---|---|
| Economics: N4 and N5 | Economics I |
| Computerised Financial Systems: N4, N5 and N6 | Business Info. Systems I |

Professional Bodies associated with the qualifications:

A18 The following professional bodies, to which qualifying candidates may apply for affiliation, are associated with the qualifications offered in the Department:

| Qualification | Professional Body |
|---|---|
| Diploma in Accounting | **SAIPA**: South African Institute of Professional Accountants <br> **CIMA**: Chartered Institute of Management Accountants <br> **ACCA**: Association of Chartered Certified Accountants |
| | **SAIT**: South African Institute of Tax Professionals |
| | |
| Diploma in Cost and Management Accounting | **SAIPA**: South African Institute of Professional Accountants <br> **CIMA**: Chartered Institute of Management Accountants <br> **SAIT**: South African Institute of Tax Professionals |
| | |
| Diploma in Public Finance and Accounting | **CIPFA**: The Chartered Institute of Public Finance and Accountancy <br> **IMFO**: Institute of Municipal Finance Officers |
| | **SAIGA:** Southern African Institute of Government Auditors |
| | **SAIBA**: Southern African Institute for Business Accountants |
| Advanced Diploma in Cost and Management Accounting | **CFA**: Certified Financial Analyst <br> **SAIPA**: South African Institute of Professional Accountants <br> **CIMA**: Chartered Institute of Management Accountants |
| Advanced Diploma in Accounting | **CFA**: Certified Financial Analyst <br> **SAICA**: South African Institute of Chartered Accountans <br> **SAIPA**: South African Institute of Professional Accountants <br> **CIMA**: Chartered Institute of Management Accountants |

19 **Subject/Module Information**: Curriculum Content Overview.

Please note that a detailed curriculum content per subject/module is available from the **"Student Guide"** given to a student; and that such curriculum content is subject to **changes** as and when needs to which academic programmes respond change within the private and the public sector and in communities at large. The subjects/modules listed hereunder are in alphabetical order; and are of 3 hour examination duration except for BTECMA modules (4 hours) and Research Methodology (continuous assessment).

| A | Subject | Subject/Module Custodian | Credits | Curriculum Content |
|---|---|---|---|---|
| | Auditing 2 | Accounting and Law | 24 | • Introduction to Auditing, <br> • SAICA code of professional conduct, |

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|---|---|---|---|---|
| | | | | <ul><li>Statutory matters,</li><li>Corporate Governance,</li><li>General principles of Auditing,</li><li>An overview of the Audit process</li><li>Elements of the audit process Computer auditing,</li><li>Audit documentation,</li><li>Revenue and Receipts cycle, and</li><li>Acquisitions and Payment cycle.</li></ul> |
| | Auditing 3 | Accounting and Law | 32 | <ul><li>The Revenue and Receipts Cycle,</li><li>The acquisitions and Payments Cycle,</li><li>The payroll and Personnel Cycle,</li><li>The Inventory and Production Cycle,</li><li>The Finance Cycle,</li><li>Computer Assisted Audit Techniques (CAATs),</li><li>Audit Software,</li><li>Systems Orientated CAATs,</li><li>Data Orientated CAATs,</li><li>Computer Audit Networks and Related Concepts,</li><li>Databases, and</li><li>Electronic Messaging Systems.</li></ul> |
| | Auditing 4 | Accounting and Law | | <ul><li>Introduction to the auditing environment</li><li>Concepts and terminology fundamental to the auditing profession</li><li>Fundamental principles and ethical conduct</li><li>Internal control</li><li>Roles and Functions of auditors</li><li>Planning of an audit engagement</li><li>Process of gathering audit evidence</li><li>Audit sampling</li><li>Information Technology – concepts</li><li>Information Technology – Systems Security</li></ul> |

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|---|---|---|---|---|
| | | | | • Computer Audit – Networks and Related Concepts<br>• Systems Security over High Technology Resources<br>• Electronic Messaging Systems<br>• Electronic Funds Transfers<br>• Computer-Assisted Auditing Techniques<br>• Computer-Assisted Auditing Techniques (Controls)<br>• Revenue Cycle (sales, credit control, dispatch, Billing, receivables, cash processes<br>• Purchases Cycle<br>• Inventory Cycle<br>• Finance and Investment Cycle (Finance part)<br>• Finance Cycle (Investment part)<br>• Payroll and Personnel Cycle<br>• Security of systems – Data Recovery Plans<br>• Insurance<br>• The audit function management<br>• The supervision of audit engagement<br>• Audit reporting |
| B | Business Calculations | Mathematical Sciences | 12 | • Descriptive Statistics,<br>• Set theory,<br>• Ratio,<br>• Proportion, Rate,<br>• Percentages,<br>• Real numbers,<br>• Inequalities,<br>• Coordinate system,<br>• Functions,<br>• Linear Functions,<br>• Linear inequalities,<br>• Linear programming,<br>• Linear cost equation,<br>• Quadratic equations,<br>• Quadratic functions,<br>• Applications of Quadratic functions,<br>• Exponential functions,<br>• Logarithmic functions, and<br>• Interest, Annuities and Derivatives. |

| | Bus. Cal and Statistics | Mathematical Sciences | 24 | • Set theory,<br>• Ratio,<br>• Proportion,<br>• Rate,<br>• Percentages,<br>• Real numbers,<br>• Inequalities,<br>• Coordinate system,<br>• Functions,<br>• Linear Functions,<br>• Linear inequalities,<br>• Linear programming,<br>• Linear cost equation,<br>• Quadratic equations,<br>• Quadratic functions,<br>• Applications of Quadratic functions,<br>• Exponential functions,<br>• Logarithmic functions,<br>• Interest,<br>• Annuities and Derivatives, Descriptive Statistics,<br>• Probability,<br>• Probability distribution,<br>• Sampling and sampling distribution,<br>• Confidence interval estimation,<br>• Time series analysis,<br>• Hypothesis testing (single populations), and<br>• Linear regression and correlation analysis. |
|---|---|---|---|---|
| | Business Info Systems | Info Comm. and Technology | 24 | • Word Processing,<br>• Spreadsheets,<br>• Presentations, and<br>• Email and Internet |
| | Business Strategy | Accounting and Law | 12 | • Manage the financial aspects of business up to corporate level,<br>• Determine and apply various advanced techniques whereby relevant information is reported to management in regard to control, planning, reporting of performance and the monitoring of efficiency and the optimal usage of resources,<br>• Preparation analysis and interpretation of financial |

| | | | | statements for regulated and other industries in compliance with statutory requirements,<br>• Develop and apply documentation techniques and system development; implement an operations and management system,<br>• Formulate the long-term objectives for the enterprise and identify the goals to supplement these objectives, and<br>•  Analysing, designing and implementing financial management techniques for decision making purposes. |
|---|---|---|---|---|
| | Business Strategy 400 | Accounting and Law | 12 | • Explain the concept of strategy<br>• Identify organization stakeholders and their influence on the organization<br>• Evaluate and appraise international issues, competitive forces and data for environmental analysis<br>• Identify and evaluate strengths, weaknesses, opportunities and threats of an organization<br>• Prepare strategic scenario reports<br>• Analyse, prepare and evaluate organisation's product and customer portfolio, growth and divestment strategies, response strategies to competitors actions<br>• Evaluate appropriate control measures and the use of multidimensional models of performance measurement and the use of shareholder value analysis<br>• Identify problems in strategic performance measurement. |

| C | Subject | Subject/Module Custodian | Credits | Curriculum Content |
|---|---|---|---|---|
| | Cost Accounting 2 | Accounting and Law | 24 | • Cost concepts and behavior,<br>• Material and Inventory Control,<br>•  Labour Costs, |

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| | | | | <ul><li>Classification and analysis of overheads,</li><li>Cost Volume Profit analysis,</li><li>Profit Planning and the role of budgeting,</li><li>Flexible budgets and overhead analysis,</li><li>Contract costing,</li><li>Process costing,</li><li>Profit reporting under variable and absorption costing,</li><li>Joint and by-products ,</li><li>Activity-Based Costing, and</li><li>Standard costing and variance analysis</li></ul> |
| | Commercial Law 1 | Accounting and Law | 12 | <ul><li>Demonstrate an understanding of the elements of the South African constitution which apply to public sector financial management,</li><li>The sources of South African law,</li><li>Classification of South African law,</li><li>The concept of legal personality,</li><li>Legislative regulations and legal principles which apply to contracts with particular focus on the Public Finance Management Act (1999),</li><li>Legislative regulations and legal principles which apply to contracts, with particular focus on the Public Finance Management Act (1999),</li><li>"*serious intention*" as a requirement for validity of a contract,</li><li>"*consensus*" as a requirement for validity of a contract,</li><li>"*contractual capacity*" as a requirement for validity of a contract,</li><li>"*lawfulness, possibility and formalities*" as requirements for validity of a contract,</li><li>Identify and interpret various terms and conditions which operate in contracts,</li><li>Identify various forms of contract breach and applicable remedies, and</li><li>The contract of employment, rights and obligations of the parties to the contract and ways in which the contract may be terminated.</li></ul> |

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|---|---|---|---|---|
| Commercial Law for Accountants 1 | Accounting and Law | 24 | • An overview of the legal position in South Africa with reference to sources, classification and structure of the South African legal system,<br>• Approach to and detailed knowledge of the law of contract in South Africa,<br>• Different requirements for a valid contract, aspects relating to general contractual terms, breach of contract; and the termination of a contract, and<br>• Contract of buying and selling, security and consumer protection. | |
| Commercial Law for Accountants 2 | Accounting and Law | 24 | • Letting and Hiring,<br>• Surety and other forms of Security,<br>• Law of Agency,<br>• Insolvency,<br>• Contract of Employment ( Selected Topics),<br>• Partnerships, Companies & Other Structures, and<br>• Types of Companies and Companies Act No. 71 of 2008. | |
| Computer Skills & Application | Office Management & Technology | 12 | Know how to switch on/off the computer.<br>Know how to use the keyboard.<br>Know how to use a mouse and do the following:<br>• Text processing when designing office documents,<br>• Data capturing,<br>• Formatting, Entering and Editing<br>• Copying text, saving and printing,<br>• Punctuation spacing rules,<br>• Use of manuscripts sings, main and sub-paragraphs with headings<br>• Numbered paragraphs,<br>• Business letters,<br>• Memorandums,<br>• Columns,<br>• Tables,<br>• Capturing data using Microsoft Excel,<br>• Crating Charts in Excel,<br>• Preparing presentations on Microsoft PowerPoint, and<br>• Create a chart in a presentation. | |

| E | Economics 1 | Public Management | 24 | **Microeconomics**:<br>• Scarcity,<br>• Choice,<br>• Opportunity Cost,<br>• Demand/Supply Analysis,<br>• Consumer Theory,<br>• Cost Structures of Firms,<br>• Market Structures, and<br>• Labour Markets.<br><br>**Macroeconomics**:<br>• Measuring the performance of the Economy,<br>• The public sector,<br>• The Keynesian Model,<br>• The Monetary Sector,<br>• The Foreign Sector,<br>• Inflation,<br>• Economic Growth, and<br>• Unemployment. |
|---|---|---|---|---|
| | Economics 2 | Public Management | 24 | • Introduction to economics,<br>• Important concepts, issues and relationships,<br>• Demand, supply and prices,<br>• Measurement and interpretation of elasticities,<br>• The theory of consumer behaviour (demand): The utility approach,<br>• The theory of demand: the indifference approach,<br>• Consumer equilibrium and market demand,<br>• Market equilibrium and product price: perfect competition, and<br>• The theory of demand: the indifference approach. |
| | End-User Computing | Information Communication and Technology | 24 | • Word Processing,<br>• Spreadsheets,<br>• Presentations, and<br>• Email and Internet |
| | English Comm. Skills | Communication | 24 | • Introduction to communication,<br>• Communication Theory,<br>• Organizational and inter-cultural communication<br>• English Language grammar and Language in use<br>• Writing<br>• Listening<br>• Reading |

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|---|---|---|---|---|
| | | | | • Telephone and e-Mail etiquette<br>• Meetings<br>• Report writing<br>• Interviews |
| | Enterprise Management | Human Resource Management | | • The strategic management process<br>• Strategic direction – Vision, mission and values of the organisation.<br>• Strategy, ethics and social responsibility<br>• Internal environmental analysis<br>• External environmental analysis<br>• Change management |
| | Entrepreneurial Skills | Human Resource Management | 12 | • The nature and development of entrepreneurship |
| | | | | • The entrepreneur<br>• Creativity and innovation<br>• Networking and support systems<br>• Developing a new business plan<br>• Buying a franchise<br>• Locating the business<br>• Resource requirements and legal related aspects<br>• Business environments<br>• Formulating a Vision, mission and values for the business<br>• Business ethics<br>• Network and support systems<br>• Legal forms of businesses in SA. |
| F | Financial Accounting 1 | Accounting and Law | 24 | • Conceptual framework,<br>• Accounting Equation,<br>• Inventory, Bank Reconciliation Statement,<br>• Property, Plant & Equipment (Cost Model)<br>• Share Capital,<br>• Statement of Cash Flows,<br>• Statement of changes in equity,<br>• Partnerships, and<br>• Presentation of Financial statements (Function Method). |
| | Financial Accounting 2 | Accounting and Law | 24 | • Financial Reporting Framework<br>• Presentation of Financial statements (Function method)<br>• Property Plant & Equipment (Both Models)<br>• Borrowing Costs<br>• Government Grants |

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| | | | | <ul><li>Leases,</li><li>Share Capital and Earnings Per Share,</li><li>Revenue from Contracts,</li><li>Provisions and Contingencies, and</li><li>Events after reporting period.</li></ul> |
| | Financial Accounting 3 | Accounting and Law | 32 | <ul><li>Revenue from contracts with customers,</li><li>Taxation: Normal and Deferred,</li><li>Accounting for Leases,</li><li>Investment Properties,</li><li>Accounting Policies, Estimates and Errors,</li><li>Statement of Cash Flows, and</li><li>Group Financial Statements.</li></ul> |
| | Financial Accounting 4 | Accounting and Law | | <ul><li>The Conceptual Framework</li><li>Preparation and presentation of financial statements</li><li>Normal and deferred taxation</li><li>Property, Plant and Equipment</li><li>Intangible assets</li><li>Investment Property</li><li>Impairment of assets</li><li>Fundamentals of financial instruments</li><li>Revenue</li><li>Provisions, Contingencies and Post balance sheet events</li><li>Employee benefits</li><li>Leases</li><li>Agricultural accounting</li><li>Foreign exchange contracts</li><li>Introduction to business combinations</li><li>Consolidated financial statements</li></ul> |
| | Financial Management 3 | Accounting and Law | 32 | <ul><li>Overview of Financial Management</li><li>Financial statement analysis</li><li>Portfolio Management</li><li>Valuation techniques</li><li>Capital budgeting</li><li>Time value of Money</li><li>Risk and return</li><li>The Cost of Capital</li><li>Current asset management and short term financing</li><li>Working capital</li><li>Sources of finance and Capital structure</li></ul> |

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| | | | | • Mergers, Acquisitions and Corporate restructuring. |
| | Financial Management 4 | Accounting and Law | 24 | **Semester 1**:<br>• Introduction to Financial Management<br>• Investment Appraisal Methods<br>• Estimating Cash flows for Investment Appraisal<br>• Appraising Investment Risk<br>• Bond Valuation and Interest Rates<br>• Analysis of Financial Statements<br><br>**Semester 2**:<br>• Risk and Return<br>• Cost of Capital<br>• Sources of Finance and Capital structure<br>• Distribution policy<br>• Working capital management<br>• Mergers and Acquisitions |
| | Financial Management 400 | Accounting and Law | 24 | • Introduction to Financial Management<br>• Time Value of Money<br>• Investment Appraisal Methods<br>• Appraising Investment Risk<br>• Bond Valuation and Interest Rates<br>• Share valuation<br>• Risk and Return<br>• Cost of Capital<br>• Sources of Finance and Capital structure<br>• Distribution policy<br>• Working capital management |
| | Financial Reporting 4 | Accounting and Law | 24 | **Semester 1**:<br>• The Reporting Environment<br>• The Conceptual Framework<br>• Presentation of Financial **Statements.**<br>• Taxation: Advanced Deferred taxation<br>• Financial Instruments<br>• Foreign Exchange Contracts<br><br>**Semester 2**:<br>• Employee Benefits<br>• Non-current Assets Held for Sale and Discontinued Operations<br>• Earnings per Share<br>• Impairment of assets<br>• Group Accounting - Consolidations |

| | Financial Reporting 400 | Accounting and Law | 24 | • Taxation: Advanced Deferred taxation<br>• Revenue from Contracts with Customers – Advanced<br>• Employee Benefits<br><br>• Non-current Assets Held for Sale and Discontinued Operations<br>• Financial Instruments<br>• Foreign Exchange Contracts<br>• Advanced Group Accounting<br>• The Conceptual Framework and Presentation of Financial Statements. |
|---|---|---|---|---|
| I | Intro. Bus Calculations | Mathematical Sciences | 8 | • Numbers,<br>• Operations with numbers,<br>• Exponents,<br>• Functions,<br>• Coordinate system,<br>• Graphs of linear functions,<br>• Lines,<br>• Solving linear equations,<br>• Applications of linear functions,<br>• Exponential functions,<br>• Logarithmic functions, and<br>• Progression and Set theory. |
| | Intro. to Communication | Communication | 6 | • Genre approach to teaching reading and writing<br>• The writing process<br>• Formal and informal language<br>• Developing listening skills<br>• Language in action<br>• Parts of sentences<br>• Punctuations<br>• The present simple tense and present continuous<br>• The past continuous<br>• The future simple tense<br>• Words and their meaning<br>• Public speaking<br>• Entering the world of work<br>• Job interviews<br>• Telephone skills and message taking<br>• Communication with a company<br>• Preparing for and holding meetings<br>• Report writing. |
| | Intro. to English Communication Skills | Communication | 7 | • Genre approach to teaching reading and writing<br>• The writing process<br>• Formal and informal language<br>• Developing listening skills |

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| | | | | • Language in action<br>• Parts of sentences<br>• Punctuations<br>• The present simple tense and present continuous<br>• The past continuous<br>• The future simple tense<br>• Words and their meaning<br>• Public speaking<br>• Entering the world of work<br>• Job interviews<br>• Telephone skills and message taking<br>• Communication with a company<br>• Preparing for and holding meetings<br>• Report writing. |
| | Intro. to Comm. Law | Accounting and Law | 10 | • Demonstrate an understanding of the elements of the South African constitution which apply to public sector financial management.<br>• The sources of South African law.<br>• Classification of South African law.<br>• The concept of legal personality<br>• Legislative regulations and legal principles which apply to contracts, with particular focus on the PFMA.<br>• "*serious intention*" as a requirement for validity of a contract.<br>• "*consensus*" as a requirement for validity of a contract.<br>• "*contractual capacity*" as a requirement for validity of a contract.<br>• "*lawfulness, possibility and formalities*" as requirements for validity of a contract.<br>• Identify and interpret various terms and conditions which operate in contracts.<br>• Identify various forms of contract breach and applicable remedies.<br>• The contract of employment, rights and obligations of the parties to the contract and ways in which the contract may be terminated.<br>• Deal effectively with legal problems arising from the contract of lease. |

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| | | | | • Various forms of business enterprises. |
| | Intro. to Computer Literacy | Office Management and Technology | 10 | Know how to switch on/off the computer.<br>Know how to use the keyboard.<br>Know how to use a mouse and do the following:<br>• Text processing when designing office documents<br>• Data capturing<br>• Formatting, Entering and Editing<br>• Copying text, saving and printing<br>• Punctuation and spacing rules<br>• Use of manuscripts sings, main and subj-paragraphs with headings<br>• Numbered paragraphs<br>• Business letters<br>• Memorandums<br>• Columns<br>• Tables<br>• Capturing data using Microsoft Excel<br>• Crating Charts in Excel<br>• Preparing presentations on Microsoft PowerPoint<br>• Create a chart in a presentation. |
| | Intro. to Entrepreneurial Skills | Human Resource Management | 6 | • The nature and development of entrepreneurship<br>• The entrepreneur – *Background, characteristics and success factors, push and pull factors of entrepreneurship, challenges facing entrepreneurs etc.*<br>• Creativity and innovation<br>• Networking and support systems<br>• Developing a new business plan<br>• Buying a franchise<br>• Locating the business<br>• Resource requirements and legal related aspects |
| | Intro. to Financial Accounting | Accounting and Law | 10 | • Introduction to Accounting<br>• Basic Accounting Equation<br>• Depreciation<br>• Preparation of Financial Statements<br>• Year-end Adjustments<br>• Asset Disposal<br>• Trading Stock/ Profit Markup<br>• Bank Reconciliation Statement<br>• Cash Flow Statements<br>• Analysis of Financial Statements(Ratio Analysis) |

| L | Subject | Subject/Module Custodian | Credits | Curriculum Content |
|---|---------|--------------------------|---------|--------------------|
| | | | | • Non Profit Organizations |
| | Intro. to Fundamentals of Accounting | Accounting and Law | 12 | • Introduction to Accounting<br>• Basic Accounting Equation<br>• Depreciation<br>• Preparation of Financial Statements<br>• Year-end Adjustments<br>• Asset Disposal<br>• Trading Stock/ Profit Markup<br>• Bank Reconciliation Statement<br>• Cash Flow Statements<br>• Analysis of Financial Statements(Ratio Analysis)<br>• Non Profit Organizations |
| | Intro. to Legal Aspects | Accounting and Law | 6 | |
| | Intro. to Quantitative Techniques | Mathematical Sciences | 10 | • Financial mathematics,<br>• Linear programming(using geometric approach),<br>• Simplex method,<br>• Mathematics models,<br>• Collection of data, Organization of data,<br>• Visualization of data,<br>• Measures of central and non-central location,<br>• Measures of dispersion, and<br>• Linear regression and correlation analysis. |

| L | Subject | Subject/Module Custodian | Credits | Curriculum Content |
|---|---------|--------------------------|---------|--------------------|
| | Local Government Accounting 3 | Accounting and Law | 24 | • The application of the standards of Generally Recognized Accounting Practice (GRAP) applicable to Local Government in South Africa for the presentation of financial statements. |
| | Local Government Finance 1 | Accounting and Law | 24 | • Legislation and local government structures,<br>• Different role players in in financial management and various sources of revenue for local government,<br>• Expenses at local government level,, and<br>• Theories and practices governing aspects relating to the management of procurement in local government. |
| | Local Government Finance 2 | Accounting and Law | 24 | • Accounting transactions related to revenue and expenditure,<br>• Cash flow management,<br>• External funding, |

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| | | | | • Financing of fixed assets, and<br>• Final adjustments to prepare financial information for financial statements. |
| | Local Government Finance 3 | Accounting and Law | 24 | • Local government budgets and budget techniques, and<br>• Financial management and accountability. |
| | Local Government Management 1 | Public Management | 24 | • A general overview of local government financing, including assessment rates, sources of revenue and budgeting |
| | Local Government Management 2 | Public Management | 24 | • The actual and potential sources of revenue, advanced budgeting aspects,<br>• Stores administration, and<br>• Capital financing. |
| | Local Government Management 3 | Public Management | 24 | • Policy analysis for planning and implementation. |
| M | Management Accounting 3 | Accounting and Law | 32 | • Advanced Standard Costing<br>• Activity Based Costing<br>• Relevant Costing<br>• Linear Programming<br>• Capital Appraisal<br>• Cash Budgeting<br>• Cost Volume Profit analysis<br>• Cost Estimation, and<br>• Inventory Control. |
| | Management Accounting 418 | Accounting and Law | 12 | • Pricing<br>• Divisional Performance<br>• Transfer Pricing,<br>• Decision making under conditions of risk and uncertainty. |
| | Management Accounting 428 | Accounting and Law | 12 | • Environmental Management Accounting;<br>• Case studies X 6 |
| | Management Accounting 400 | Accounting and Law | 24 | • Pricing<br>• Divisional performance<br>• Transfer pricing<br>• Risk and uncertainty<br>• Advanced standard costing<br>• Activity based costing<br>• Advanced cash budgeting<br>• Linear programming<br>• Management control systems<br>• Strategic management accounting |
| | Management Accounting and Finance 4 | Accounting and Law | 32 | • Pricing<br>• Divisional performance<br>• Transfer pricing<br>• Risk and uncertainty<br>• Activity Based Costing (ABC)<br>• Decision making |

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| | | | | <ul><li>Linear programming (LP)</li><li>Standard costing</li><li>Decision making</li><li>Cash Budgeting</li><li>Costing methods</li><li>Cost volume profit analysis (CVP)</li><li>Present and future value of money</li><li>Valuations of securities</li><li>Working capital management</li><li>The Dividend decision</li><li>International finance</li><li>Capital structure and the cost of capital</li><li>Portfolio management and the Capital Asset Pricing Model</li><li>Investment and finance decisions</li></ul> |
| | Management Information Systems | Accounting and Law | 22 | <ul><li>Information Systems: An Overview</li><li>Computers: The Machines behind Computing</li><li>Database Systems, Data Warehouses, and Data Marts</li><li>The Internet, Intranets, and Extranets</li><li>Data Communication: Delivering Information Anywhere and Anytime</li><li>E-Commerce</li><li>Personal, Legal, Ethical, and Organizational Issues of Information Systems</li></ul> |
| P | Practical Accounting | Accounting and Law | 12 | **Pastel Accounting**:<ul><li>Installing Sage Pastel Partner</li><li>Working in the Demo Company</li><li>Creating a New Company</li><li>Using the Auto Setup</li><li>The Edit Menu-Customers</li><li>The Edit Menu-Suppliers</li><li>The Edit Menu-Inventory and General and General Ledger</li><li>Creating and Editing Accounts and Inventory Items</li><li>Processing</li><li>Second month of Trading</li><li>The View Menu</li><li>Sundry Optimisation.</li></ul>**Pastel Payroll**:<ul><li>Introduction to Payroll</li><li>The Basic Conditions of Employment</li><li>The Skills Development Act No. 97 of 1998</li></ul> |

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| | | | | • The Unemployment Insurance Fund Act<br>• The Labour Relations Act<br>• The Employment Equity Act<br>• Processing of Payroll from A-Z<br>• Overview of Income Tax<br>• Income/earning transactions<br>• Fringe Benefits<br>• Deduction transactions<br>• Tax Calculations<br>• Getting started with Sage Pastel Payroll<br>• Setting up your company<br>• Setting up employees<br>• Setting up pay slips<br>• Processing your payroll<br>• Batch transactions. |
| | Practical Accounting Integrated | Accounting and Law | 12 | **Pastel Accounting**:<br>• Installing Sage Pastel Partner<br>• Working in the Demo Company<br>• Creating a New Company<br>• Using the Auto Setup<br>• The Edit Menu-Customers<br>• The Edit Menu-Suppliers<br>• The Edit Menu-Inventory and General and General Ledger<br>• Creating and Editing Accounts and Inventory Items<br>• Processing<br>• Second month of Trading<br>• The View Menu<br>• Sundry Optimisation<br><br>**Pastel Payroll**:<br>• Introduction to Payroll<br>• The Basic Conditions of Employment<br>• The Skills Development Act No. 97 of 1998<br>• The Unemployment Insurance Fund Act<br>• The Labour Relations Act<br>• The Employment Equity Act<br>• Processing of Payroll from A-Z<br>• Overview of Income Tax<br>• Income/earning transactions<br>• Fringe Benefits<br>• Deduction transactions<br>• Tax Calculations<br>• Getting started with Sage Pastel Payroll<br>• Setting up your company<br>• Setting up employees |

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| | | | | <ul><li>Setting up pay slips</li><li>Processing your payroll</li><li>Batch transactions.</li></ul> |
| | Project Management | Accounting and Law | 22 | <ul><li>Introduction to Project Management,</li><li>Project Lifecycle,</li><li>Project Time Management,</li><li>Project Scope Management,</li><li>Project Quality Management</li><li>Project Human Resource Management,</li><li>Project Communication Management,</li><li>Project Risks Management,</li><li>Project integration Management,</li><li>Project Cost Management,</li><li>Project Procurement Management, and</li><li>System Project Management & Principles.</li></ul> |
| | Project Management 400 | Public Management | 24 | <ul><li>Introduction: Terminology Analyses, Project Management Framework</li><li>PROJECT LIFE CYCLE</li><li>Project Feasibility Study</li><li>Project Selection</li><li>Organisational Influences on Project Management</li><li>Organisational Cultures and Styles</li><li>Organisational Structures</li><li>Continuation of the Frost Semester Work: Project Knowledge Areas</li><li>Project Integration Management</li><li>Project Scope Management</li><li>Project Risk Management</li><li>Project Quality Management</li><li>Project planning tools and techniques</li></ul> |
| | Public Finance and Accounting 2 | Accounting and Law | 24 | Explain selected statutory provisions related to financial reporting:<ul><li>Management of revenue, expenditure, assets and liabilities</li><li>Identify and apply different methods of accounting for costs in the public sector</li><li>Compile cost information for management control</li><li>Prepare cost performance reports using variance analyses techniques.</li></ul> |
| | Public Finance and Accounting 3 | Accounting and Law | 32 | Explain and apply the conceptual framework underlying the standards of Generally Recognized Accounting Practice (GRAP):<ul><li>Objectives of financial statements characteristics that determine the usefulness of financial statements</li></ul> |

| | | | | • Identify, recognize and measure the fundamental and other bases for the preparation of financial statements<br>• Analysis of historical changes in cash and cash equivalents of an entity by means of a cash flow statement<br>• Criteria for selecting and changing accounting policies<br>• Accounting treatment and disclosure of changes in accounting policies, accounting estimates and errors.<br><br>Explain statutory provisions relating to financial reporting:<br><br>• Reporting requirements for public sector entities in terms of Section 40 (b) and (c) of the Public Finance Management Act (1999); including the reporting requirements in terms of the annual Division of Revenue Act (DORA) and Treasury Regulations (2005), and<br>• Reporting requirements for Public Entities in terms of Section 55 of the Public Finance Management Act (1999) and Treasury Regulations (2005). |
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| | Public Management 1 | Accounting and Law | 24 | • Introduction to Public Management,<br>• New Public Management<br>• South African Government system & Public Managers,<br>• Management ethics, Approaches & Principles,<br>• Public Management functions & Skills,<br>• Principles & values of public managers,<br>• Outcomes & progress on government activities and<br>• Policy functions of public managers. |
| Q | Quantitative Techniques | Mathematical Sciences | 12 | • Probability,<br>• Probability distribution,<br><br>• Sampling and sampling distribution,<br>• Confidence interval estimation,<br>• Time series analysis, Hypothesis test(single populations),<br>• Linear regression and correlation analysis. |
| R | Research Methodology | Communication | 12 | • Introduction to research<br>• Topic formulation<br>• Research aim, objectives and questions<br>• Basic quantitative and qualitative |

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| | | | | <ul><li>Data collection instruments</li><li>Data analysis</li><li>Ethics research</li><li>Proposal writing</li><li>Paraphrasing and summarizing skills</li><li>Critical reading and writing citing and referencing sources</li><li>Literature review.</li></ul> |
| | Research Methodology 400 | Communication | 12 | <ul><li>Introduction to research concepts/terms</li><li>Research process</li><li>Research ethics</li><li>Research Design</li><li>Secondary data search</li><li>Primary data collection</li><li>Discussion of findings</li><li>Reporting Survey Results and Presentation</li></ul> |
| S | Systems & Project Management 418 | Public Management | 24 | Introduction: Terminology, Analyses and Project Management Framework:<ul><li>What is a project?</li><li>What is Project Management?</li><li>Relationships: Project Management, Programme Management and Portfolio Management.</li><li>Portfolio Management</li><li>Programme Management</li><li>Project and Strategic Planning</li><li>Role of the Project Manager</li></ul>Project Management Knowledge Areas:<br><br>Project Life Cycle and Organization:<ul><li>Interpretation of the Four Phases of the Project Life Cycle</li><li>Overlap between the phases</li><li>Interpretation of the Project Life Cycle in terms of, inter alia, level of influence and the cost of changes, level of effort and overlap between the phases of the cycle.</li></ul>Project Feasibility Study:<ul><li>Project stakeholder analysis</li><li>Defining client's needs</li><li>Project viability check</li><li>Project constraints.</li></ul>Project Selection Models:<ul><li>Numeric models</li><li>Pay Back Period</li></ul> |

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| | | | | • Return on Investment<br>• Net Present Value<br><br>Organizational Influences on Project Management:<br>   • Organizational cultures and styles<br>   • Organizational structures. |
| | Systems & Project Management 428 | Public Management | 24 | Project Knowledge Areas:<br>• Project Integration Management<br>• Project Scope Management<br>• Project Risk Management<br>• Project Time Management<br>• Project Cost Management<br>• Project Procurement Management<br>• Project Communication Management<br>• Project Quality Management. |
| T | Taxation 1 | Accounting and Law | 24 | • Calculation of net tax payable,<br>• Gross Income,<br>• Fringe benefits,<br>• Income exempt from tax,<br>• General deduction formula,<br>• Income and expenses of individuals,<br>• Taxation of a non-resident,<br>• Retirement benefits,<br>• Prepaid taxes,<br>• Introduction to Donations tax,<br>• Introduction to Estate duty, Sole traders,<br>• Farming income,<br>• Capital gains for individuals. |
| | Taxation 2 | Accounting and Law | 32 | • Taxable income of business enterprises,<br>• Specific deductions and allowances,<br>• Expenditure & allowances relating to capital assets,<br>• Value-Added Tax,<br>• Capital Gains Tax,<br>• Taxation of Partnerships,<br>• Taxation of companies & close Corporations,<br>• Taxation of Farmers,<br>• Turnover Tax,<br>• Tax avoidance and evasion |
| | Taxation 4 | Accounting and Law | 32 | • Gross Income<br>• Gross Income<br>• Residence and Source of Income<br>• Residence and Source of Income<br>• Income exempt from tax<br>• Income exempt from tax<br>• General deduction formula |

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| | | | 54 | • General deduction formula<br>• Assessment 1<br>• Capital Allowance and Recoupments<br>• Capital Allowance and Recoupments<br>• Fringe benefits<br>• Fringe benefits<br>• Employees Tax<br>• Provisional Tax<br>• Assessment 2<br>• Taxation of Partnerships<br>• Taxations of Companies<br>• Turnover Tax System<br>• Capital Gains Tax<br>• Capital Gains Tax<br>• Capital Gains Tax<br>• Value-Added Tax<br>• Value-Added Tax<br>• Value-Added Tax<br>• Tax Avoidance<br>• Tax Administration |

## 2. DEPARTMENT OF HUMAN RESOURCE MANAGEMENT

### 2.1 Qualification: Diploma in Human Resource Management

**SAQA ID: 96861**                          **NQF Level: 6**

**SAQA Credits**: 360

### Rationale for the Qualification

This qualification is intended for students aspiring to a career in the Human Resource Management field. It is designed to provide an entry into a career in HRM. It will enable students to gain in-depth knowledge of the four role clusters of HRM discipline. The course content is closely aligned with the professional body (SABPP) standards developed by academia and industry.

It is offered at NQF level 6 and articulates vertically into a Degree or an Advanced Diploma in Human Resource Management.

### Statement of Purpose

This Diploma is designed for people who operationalise some aspects of the core processes and practices at entry level across the four role clusters in Human Resource Management and Practices:

- Strategic planning for human resource management and practices.
- Acquisition, development and utilisation of people.
- Establishment and improvement of labour and employee relations.
- Compensation and administration related to human resources management and practices.

Holding this qualification could serve as a requirement for professional registration at associate level e.g. South Africa Board for People Practices (SABPP) and Institute of People Management (IPM).

### Qualification Rules

This qualification comprises 14 compulsory modules exiting at NQF Level 6, totaling 360 Credits:

### Exit Level Outcomes

- A learner who successfully completes this programme will be able to:
- Co-ordinate and contribute to the management of some aspects of all of the four role clusters related to Human Resources Management and Practices.
- Recruitment and induction of new employees.
- Contribute to the development of employees.
- Contribute to the establishment and improvement of labour and employee relations (including contributing to employee assistance and wellness programmes).
- Adhere to legislative requirements and organisational policies and procedures when coordinating some of the core processes related to Human Resources Management and Practices.
- Promote best human resources management practices in an organisation.
- Contribute to the monitoring of Health and Safety at the workplace.
- Identify strengths and areas for improvement in own learning through self-reflection and reflection on organisational Human Resources Management and Practices.

## Admission requirements

**National Senior Certificate with rating codes:**

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|---|---|
| English Home Language or, | (3) |
| English First Additional Language and, | (4) |
| Mathematical Literacy or, | (3) |
| Mathematics or | (3) |
| Accounting and | (3) |
| Any other four subjects with a minimum of | (3) |

Total minimum points required for selection **(25)**

**Senior Certificate**

| | |
|---|---|
| English HG and, | E |
| Accountancy HG or SG | E or D |
| Mathematics HG or SG | E or D |
| Total minimum points required for selection | E average (40%) |

**National Certificate Vocational (NCV) level** 4

| | |
|---|---|
| English and, | (50) |
| Mathematical literacy or, | (40) |
| Accounting or, | (40) |
| Mathematics and | (40) |
| Four other compulsory subjects | (50) |

### ALL ADMISSIONS ARE BASED ON A SELECTION PROCESS ONLY!!!

**Duration of Study**

3 years full-time

Evening classes are held in those subjects where there is sufficient demand.

Evening Classes are held for the same duration as Day classes

**Curriculum Compilation and Pre-Requisites**

**Subjects, Curriculum Compilation and Pre-Requisites**

**HRM Diploma**

**Subjects, Curriculum Compilation and Pre-Requisites**

| Code | Subjects | *C/O | Semester /Year | Assessment Method | NQF Level | Credit per modules | Pre-requisites | Co-requisites |
|---|---|---|---|---|---|---|---|---|
| ACPP100 OR | Acc. for Pers. Pract. I Or | C | Y1 | Exam | 5 | 24 | | |
| QUAT100 | Quant. Techniques 1 | | Y1 | Exam | 5 | | | N/A |
| BUSM100 | Bus. Management I | C | Y1 | Exam | 5 | 24 | | N/A |
| LENG100 | Language: English I | C | Y1 | Exam | 5 | 24 | | N/A |
| LABL100 | Labour Law | C | Y1 | Exam | 5 | 24 | | N/A |
| HURM100 | Human Res. Man. I | C | Y1 | Exam | 5 | 24 | | N/A |
| | | | | | | | | |

| BMAN200 | Bus. Management II | C | Y2 | Exam | 6 | 24 | BUSM100 | N/A |
|---------|--------------------|---|----|------|---|----|---------|-----|
| EDUC200 | End-User Computing | C | Y2 | Exam | 6 | 24 | | N/A |
| EMPR200 | Employee Relations I | C | Y2 | Exam | 6 | 24 | | N/A |
| HURM200 | Human Res. Man. II | C | Y2 | Exam | 6 | 24 | HURM100 | N/A |
| HURD200 | Human Res. Develop I | C | Y2 | Exam | 6 | 24 | | N/A |
| | | | | | | | | |
| BMAN300 | Bus. Management III | C | Y3 | Exam | 6 | 18 | BUSM200 | N/A |
| ENTS300 | Entrepreneurial Skills | C | Y3 | Cont. Assessment | 6 | 12 | | N/A |
| HURM300 | Human Res. Man. III | C | Y3 | Exam | 6 | 30 | HURM200 | N/A |
| HURD300 | Human Res. Develop. II | C | Y3 | Exam | 6 | 18 | HURD200 | N/A |
| HRKM300 | Knowledge Management | C | Y3 | Exam | 6 | 12 | | N/A |
| EMPR300 | Employee Relations II | C | Y3 | Exam | 6 | 30 | EMPR200 | N/A |

**Teaching, Learning and Assessment**

**Integrated Assessment:**

All assessments will integrate knowledge, skills, attitude and applied competence of the discipline. The institutional assessment policy makes provision for assessment instruments ranging from written or oral tests, presentations on topical business issues, assignments, projects, case studies or simulation exercises to name a few.

For this qualification there will be three assessments which constitute a year mark. Learners will write two tests, and one group assessment. Lecturers are encouraged to use a variety of assessment instruments in order to cater for different learning abilities of learners. The weighting of each test is 35% and 30% for the group project.

**Formative Assessment:**
Three assessments constitute a year mark which contributes 40% towards the final mark.

**Summative Assessment:**
A candidate passes the subject if a final mark of at least 50% is obtained. The final mark comprises of a year mark and examination mark in the ratio of 40:60 respectively.
**Curriculum Content**

**LEVEL I**

**MODULE NAME: ACCOUNTING FOR PERSONNEL PRACTITIONERS**

**MODULE OVERVIEW**

- Provide the students with basic skills to interpret accounting information meaningfully and to apply it practically;
- To enable students to understand and apply planning, budgeting and control techniques;
- To enable students to understand how financial and other data are analysed in order to provide information for decision-making;
- introduce the concept of general accepted accounting procedures used in the business world; and
- To demonstrate functional knowledge of basic financial aspects relating to the human resource functions.

**MODULE OUTCOMES**

Student must be able to have:

- Demonstrate a comprehensive understanding of the basic framework of the accounting model to meet the needs of industry and the accounting professions;
- Apply the accounting rules in determining financial results;
- Compare the specificity of different accounts within the accounting policies;
- Develop and understand the nature and purpose of financial statements in relationship to decision making;
- Develop the ability to use the fundamental accounting equation to analyse the effect of business transactions on an organization's accounting records and financial statements;
- Develop the ability to use a basic accounting system to create (record, classify, and summarize) the data needed to solve a variety of business problems; and
- Prepare financial statement.

## MODULE NAME: QUANTITATIVE TECHNIQUES 1
## MODULE OVERVIEW

In this statistics module students learn about the methods of collecting, representing and analysing data so as to make informed decisions about collected data. It also empowers them with research skills or procedures when conducting hypothesis test. The probability, regression analysis and time series learnt in this module enable students to use the given data to make prediction and forecasts for the future.

## MODULE OUTCOMES

Student will be able to:

- analyse the given data and identify the relevant formula to solve a given statistical problem.
- represent the given data graphically.
- apply the sampling methods and be aware of their advantages/disadvantages.
- interpret the strength and directions of the relationship between variables they may be comparing.
- apply the five measure steps when doing hypothesis test.

## MODULE NAME: BUSINESS MANAGEMENT 1

## MODULE OVERVIEW

Business management is a dynamic field of study that focuses on institutions that satisfy customers' needs. The purpose of Business Management is to introduce and provide students with insight of how a business organisation operates. It is intended to introduce students to the knowledge about the different functions of a business organisation and to equip them with skills and insight of how a business operates.

## MODULE OUTCOMES:

At the end of the module students will be able to:

- Describe and apply management functions.
- Demonstrate an understanding of major economic systems, with emphasis on South African economy.
- Identify and discuss different types of business and their legal implications.
- Describe how a business organisation can respond to the influences of the environment.
- Explain the importance of marketing management on business operations.

**MODULE NAME: HUMAN RESOURCE MANAGEMENT 1**

**MODULE OVERVIEW:**

The purpose of the module is to provide the foundation for the understanding human resource (HR) and how to manage it, by exposing students to psychological aspects of human behaviour and the fundamental principles underlying the human management practice in South Africa.

**MODULE OUTCOMES:**

Student must be able to have:

- The dynamic factors in human management, the development of and an introduction to the human managers' role in a business.
- Acquired basic interpersonal and intrapersonal skills required to be a successful personnel manager.
- Gain an understanding of the introduction to the responsibilities and realities of a career in human management.
- Gain an insight of the introduction to the aspects that will be studied in depth in Human Resource Management II and III since all synopsis of all the functions of human resource management should have been covered.
- Develop a broad frame of reference regarding psychological aspects of individual behaviour and social processes including but not limited to:
  - o Learning theories
  - o Perception and personality
  - o Organisation behaviour, conflict, stress and how to manage it
  - o Teams and Groups dynamic, power , leadership

**MODULE NAME: LABOUR LAW**

**MODULE OVERVIEW**

After having completed this subject learner should be able to demonstrate an understanding of the legal principles which govern the employment relationship.

**MODULE OUTCOMES:**

Successful completion of Labour Law (LABL110) means that the learner will be able to:

- Appreciate the common law contract of employment and the differences between an employee and an independent contractor;

- Explain and discuss the main objectives of the Labour Relations Act 66 of 1995 (the "LRA"), collective bargaining as well as strikes and lock-outs.

- Give an exposition of different types of dismissals, requirements for fair dismissal, remedies for unfair dismissal and the dispute resolution path for various types of dismissals.

- Identify employer conduct which amounts to an unfair labour practice as contemplated in section 186(2) of the LRA.

- Apply provisions of the Basic Conditions of Employment Act 75 of 1997 to scenario-type questions.

- Understand some important sections of the Occupational Health and Safety Act 85 of 1993.

**MODULE NAME: LANGUAGE ENGLISH**

**MODULE OVERVIEW:**

The purpose of the subject is to equip the student with the communication skills needed to be successful at the workplace. The course also prepares you to meet the communication challenges at the university and other social spaces.

**MODULE OUTCOMES:**

At the end of this course, the learner will be able to:

- Understand the role of effective communication in the work environment.
- Speak and listen effectively in a variety of social, business and professional contexts.
- Demonstrate the interpersonal communication skills required to make presentations, participate in interviews, small group discussions and meetings.
- Read and respond appropriately to letters, reports, faxes, e-mails and other business documents.
- Produce effective meeting documentation.

## LEVEL 11

**MODULE NAME: BUSINESS MANAGEMENT 11**

**MODULE OVERVIEW:**

Operations management deals with the management of processes exploited to conceive, deliver, create and distribute goods and services to customers that are value adding. Operations management and managing the supply chain would improve decision-making at the strategic level. It is necessary to coordinate processes external to the organisation's immediate control such as suppliers and distributors. Businesses have to effectively manage their finances in order to become successful. No business firm can be started and operated without sufficient financing.

**MODULE OUTCOMES:**

Students must be able to:

- Explain and apply quality control procedures.
- Describe the production scheduling activities.
- Describe the inventory management system of a business.
- Describe the four layout patterns and when they should be used.
- Explain the financial aspects of a business.

**MODULE NAME: HUMAN RESOURCE MANAGEMENT 11**

**MODULE OVERVIEW**

Many organisations claim that their employees are their most valuable asset. It is for this reason, effective management of human resources is essential for every company. Human Resources help in structuring teams, it builds the organisations culture and it helps people with engagement and development. Human resource management creates a lot of difference in enhancing the productivity of the employees.

At the heart of every successful business lies the human resources team who drive all aspects of staff management. Human resources management offers students a broader suite of knowledge that will increase their skills and understanding of the workplace.

## MODULE OUTCOMES

Students must be able to:

- Contribute to the development, implementation, and evaluation of employee recruitment, selection, and retention plans and processes.
- Administer and contribute to the design and evaluation of the performance management program.
- Develop, implement, and evaluate employee orientation, training, and development programs.
- Facilitate and support effective employee and labour relations in both non-union and union environments.
- Research and support the development and communication of the organization's total compensation plan.
- Collaborate with others, in the development, implementation, and evaluation of organizational and health and safety policies and practices.

## MODULE NAME: EMPLOYEE RELATIONS 1

## MODULE OVERVIEW

- To provide the contextual overview of employee relations and its evolution in South Africa.
- To provide the legislative framework regulating the relations between employers and employee in the workplace.

## MODULE OUTCOME

Student must be able to have:

- Provide a historical overview and context of ER and discuss the impact of ER on HR.
- Identify and discuss the labour relations perspectives and the macro environmental factors influencing employee relations in SA.
- Discuss the purpose and functions of key pieces of labour legislation.
- Describe labour legislation concerning Diversity Management and Employee Wellness.

## MODULE NAME: HUMAN RESOURCE DEVELOPMENT 1

## MODULE OVERVIEW:

This module seeks to provide students with training and development of people, with a concise overview of the factors that influence the training and development of people within an enterprise as well the principles and processes that facilitate the management of training and development within a South African context.

## MODULE OUTCOMES:

- At the end of this module, students must be able to:
- Critically evaluate education, training and development environment in South Africa
- Implement government initiatives in education, training and development including the National Qualifications
- Framework and the Skills Development Legislation
- Analyse the training and development needs
- Design and develop the training programme and course
- Prepare and present training and development
- Assess learning and evaluate training and development

**MODULE NAME: END USER COMPUTING 1**

**MODULE OVERVIEW**

The qualification provides a framework for students to develop skills that will enable them to become competent in computer skills. It introduces theoretical concepts of computer skills and requires the application thereof, to develop a range of skills that will enable students to be better-informed workers in their chosen industry. It is intended to empower students to acquire knowledge, skills, attitudes and values required to operate confidently in the End User Computing Environment.

**MODULE OUTCOMES**

A qualifying learner will be able to:
- Competently apply the knowledge, techniques & skills of End User Computing applications in the workplace.
- Understand the impact and use Information Communication & Technology (ICT) in an organisation and society.
- Improve Communication by combining communication skills with End User Computing skills.
- Improve the application of mathematical literacy in the workplace, by better utilising applicable End User Computing Applications.
- Demonstrate an understanding and the ability to use graphical user-interface (GUI) of computer application used in the workplace.

**LEVEL 111**

**MODULE NAME: HUMAN RESOURCE MANAGEMENT 111**

**MODULE OVERVIEW:**

Human resource since it is regarded as the most valuable assets in any organisation, so it is very imperative to gain an extensive knowledge as to how to manage such an asset, so that the organisation can be able to achieve its own goals and be competitive in the global village, through applying the best practised that are aligned with SABPP HR standards.

It is however of importance to always keep up to date with the latest development made through to the profession by engaging with the various stakeholders including HRUF, businesses and the community to ensure that what is offered is aligning with what the industry want, so that there graduates can be employable and or be job creator.

**MODULE OUTCOMES:**

Student must be able to have:

- Be able to provide a comprehensive understanding of organisational development and provides a framework for identifying the key pivotal areas which enhance organisational efficiency and effectiveness.
- Proficiency in measuring and controlling labour turnover and absenteeism, basic interpersonal and intrapersonal skills required to succeed as a personnel manager or practitioner.

- Be able to assess and interpret the role of resistance and commitment in relation to change, propose change strategies for enhancing organizational development, and facilitate change implementation.
- Gain insight into specific functions to understand other functions involve in human resource including but not limited to:
  - Human resource information systems
  - Career management and development
  - Performance management
  - Compensation and reward system
  - Reputation and ethic management

## MODULE NAME: EMPLOYEE RELATIONS 11

## MODULE OVERVIEW

A qualifying learner will be able to:

- Provides a framework for managing individual and collective disputes in the workplace.
- Provides an insight into collective bargaining and negotiation offering management and trade union techniques as well as tactics used during collective bargaining and negotiation.
- Analyse the significance of trade unions recognition agreements and its implications in the future.
- Recognise the role government takes in regulating the employment relationship and its basis for power in society (tripartite structure).
- Consider the impact of employment relations law and practices on organisational stakeholders.
- Provide a framework of conflict resolution, mediation and negotiation in the employment relationship.
- Implementation of employee relations policies, procedures and practises within organisations.

## MODULE OUTCOMES

At the end of this module, students must be able to:-

- Discuss South African Trade unionism and dynamics in respect of membership growth and decline as well as the legal process leading to the recognition of trade unions in the workplace;
- Distinguish between recognition and substantive collective agreements and apply collective bargaining and negotiation techniques and tactics;
- Determine the requirement of substantive and procedural fairness in dispute resolution
- Analyse, interpret and manage conflicts within the workplace and analyse complaints and reports relating to referred disputes and select appropriate resolution process.

## MODULE NAME: HUMAN RESOURCE DEVELOPMENT 11

## MODULE OVERVIEW

The Human Resource Development II course seeks to contextualise the organisation in the broader environment in which it exists through examining the organisation as part of a larger system. The aim of this course is to provide

learners with an in-depth understanding of selected topics in Human Resource Development in an organisation.

Human Resource Development II explores the dimensions of Human Resources Development that build on the knowledge acquired in Human Resource Development I. In addition, some of the key contemporary issues facing Human Resources Development Practitioners are identified and discussed. The main thrust of the course applies to examining Human Resource Development as it pertains to employees within and outside organisations. The main objective in transferring this knowledge to the learner is to enable the learner to apply this knowledge within organisations.

## MODULE OUTCOMES:

After studying this learning unit you as a learner should be able to have an understanding and applicability of:

A qualifying learner will be able to:
- Critically review the global skills development models and indicate how they have shaped the South African training and development system.
- Examine the historical evolution of the South African training and development system.
- Explain the training and development challenges in South Africa and how they impact on training and development initiatives at organisational level.
- Discuss the importance of uplifting peoples' skills in an organisational context.
- Explain the purpose of the South African skills development legislation.
- Evaluate the South African government initiatives to raise the skills profile in the labour market.
- Synthesise the importance of the National skills Development strategy in South Africa.

- Critically discuss the role of the different structures created by the skills development legislation and show how this impacts on training and development efforts in South African organisations.

## MODULE NAME: KNOWLEDGE MANAGEMENT

## MODULE OVERVIEW:

Globalization, technology, innovation, productivity, competition and changing demographics are issues that today's organizations are dealing with, and which impact the use of knowledge in the organization. Knowledge management is a trans-disciplinary approach to improving organisational outcomes and learning, by making optimal use of knowledge. It involves the design, implementation and review of social and technological activities and processes to improve the creating, sharing and application or use of knowledge. The aim of this course is to develop understanding of the many ways in which knowledge contributes to operational efficiency and strategy, and to expose students to some of the key theoretical underpinnings.

## MODULE OUTCOMES:

Students must be able to:
- Show understanding of the knowledge and information organization life cycle including, but not limited to, production, organization, distribution, access, preservation, disposition, and retrieval practices of recorded knowledge and information resources of all kinds.
- Explain the key theories and models that inform knowledge management

- Critically apply theory to organisations to identify and justify effective knowledge management strategies and activities.

- Communicate clearly and effectively incorporating varying formats and technologies.
- Design problem solutions based upon research findings and critical assessment of current theory and practice
- Reflect upon different knowledge management paradigms and their value to the organisation
- Evaluate strategies used in value creation in the knowledge economy

## MODULE NAME: BUSINESS MANAGEMENT 111

## MODULE OVERVIEW:

Business Management 111 is aimed at equipping students with skills in strategic direction and environmental analysis, strategy formulation, purchasing and supply chain perspective, strategic marketing as well as entrepreneur skills. This will give students an insight and a holistic overview of how a business organisation operates and how it is managed.

## MODULE OUTCOMES:
Students must be able to:
- Analyse business environments by identifying challenges and opportunities for business and applying applicable strategies to deliver value to stakeholders.
- Demonstrate analytical and problem-solving skills within various disciplines of business, ie, strategic management, strategic marketing and purchasing.
- Understand the differences between purchasing management, supply management, logistic management, supply chain management and the entire value chain management as concepts that have a great impact on how goods and services are sourced within organisations.
- Understand the concept of entrepreneurship and be able to apply a business model that is relevant to the nature of the business.
- Create and grow a new business venture as an alternative to seeking employment.

## MODULE NAME: ENTREPRENEURIAL SKILLS

## MODULE OVERVIEW:

This module aims to empower students with an entrepreneurial mindset and business skills to enhance student's prospects. It will also help them to develop intrapreneurship skills and get them started on the entrepreneurship journey. Students will also learn about risks and rewards in choosing entrepreneurship as a career option.

## MODULE OUTCOMES:
- Develop an entrepreneurial mindset by applying effectuation principles
- Identify problems worth solving through Jobs –To-Be-Done (JTBD)
- Outline customer problems from the customer's point of view
- Identify customer segments, niche and early adopters
- Design customer persona
- Apply design thinking techniques
- Understand the basics of Business Models using a Lean Approach

- Design customer value proposition canvas
- Validate the riskiest assumptions of the business model
- Create basic financial plans
- Identifying sources of funds
- Recognise the best time to start hiring
- Display marketing and sales related skills
- Articulate the basics of business regulations


## 2.2 DEPARTMENT OF HUMAN RESOURCE MANAGEMENT

**Advanced Diploma in Human Resource Management**

| Qualifications | SAQA ID |
|---|---|
| **Adv. Dip: HRM** | **94853** |
| **NQF Level: 7** | **SAQA Credits: 120** |

**Rationale for the Qualification**

This qualification is designed to address skills gap in Human Resource Management and Training and Development cited as scarce and critical skills in the country. It is further designed to address the articulation route to higher qualifications for learners who complete a Diploma in Human Resource Management at NQF level 6. The Advanced Diploma in Human Resource Management which is offered at Level 7 articulates horizontally into a Degree or vertically into a Postgraduate Diploma or Honours Degree at Level 8. It replaces the Bachelor of Technology Human Resource Management at NQF Level 7.

**Statement of Purpose**

The purpose of this qualification is to equip learners with the necessary competence to i) support and implement procedures and systems that promote best Human Resource Management (HRM) practices in the organisation, ii) identify skills requirements (workforce planning) of the organisation, iii) acquire an understanding of people dynamics and its impact in the workplace and on productivity and, iv) ensure compliance with Human Resource Management legislation and trends.

In addition, it is designed to allow qualifying learners an opportunity to acquire applied competence in the field of Human Resource Management required for registration with the professional body South African Board for People Practices (SABPP).

**Qualification Rules**

This qualification consists of 6 compulsory modules at NQF Level 7, totaling 120 Credits:

**Exit Level Outcomes**

A learner who successfully completes this programme will be able to:
1. Support and implement processes, procedures and systems.
    > Range: Strategic planning for HRM and practices, acquisition, development, utilisation of people,

compensation and administration related to HRM.

2. Promote best HRM practices in the organisation.

3. Identify skills requirements (workforce planning) of the organisation.

4. Acquire understanding of people dynamics and its impact in the workplace and on productivity.

5. Ensure compliance with HR legislation and trends.

**Admission requirements**

An appropriate Diploma in Human Resource Management or equivalent applicable qualification of 360 credits at NQF level 6. An average pass mark of 60% or more from major subjects is the minimum requirement for admission in this programme. In instances where a student obtained less than 60%, a minimum of two years' experience in a Human Resource related field will be considered.

**ALL ADMISSIONS ARE BASED ON A SELECTION PROCESS ONLY!!!**

**Duration of Study**
Full-time: One year
Part-time: Two year

**Curriculum Compilation and Pre-Requisites**

**Subjects, Curriculum Compilation and Pre-Requisites**

| Advanced Diploma: Human Resource Management (94853) | | | | | | | |
|---|---|---|---|---|---|---|---|
| Code | Subject | C/O | Semester /Year | Assessment Method | NQF Level | Credits per module | Pre-requisites |
| AHRD040 | Adv. Human Resource Development IV | C | Y | Exam | 7 | 24 | N/A |
| ADLR040 | Adv. Labour Relations IV | C | Y | Exam | 7 | 24 | N/A |
| ADSM040 | Adv. Strategic Management IV | C | Y | Exam | 7 | 24 | N/A |
| AHRM040 | Adv. Human Resource Management. IV | C | Y | Exam | 7 | 24 | N/A |
| INRM040 | Introduction to Research Methodology | C | S | Exam | 7 | 12 | N/A |
| OHOB040 | Organisational Behaviour | C | S | Exam | 7 | 12 | N/A |
| **C = Compulsory; O = Optional and CA = Continuous assessment** | | | | | | | |

**Teaching, Learning and Assessment**

**Integrated Assessment:**
All assessments will integrate knowledge, skills, attitude and applied competence of the discipline. The institutional assessment policy makes provision for assessment instruments ranging from written or oral tests, presentations on topical business issues, assignments, projects, case studies or simulation exercises to name a few.

**Formative Assessment:**
For this qualification a minimum of two assessments constitute a year mark. Learners are expected to write at least one test and other type of group assessment. Lecturers are encouraged to use a variety of assessment instruments in order to cater for different learning abilities of learners. The weighting of the formative assessment is 50%.

**Summative Assessment:**

Learners are expected to compile one comprehensive individual project which assesses multiple learning outcomes. The weighting of the project is 50%.

A candidate passes the subject if a final mark of at least 50% is obtained. The final mark consists of the year mark and examination mark in the ratio of 50:50.

**Work Integrated Learning**

**N/A**

**Curriculum Content**

**MODULE NAME: ADVANCED HUMAN RESOURCE MANAGEMENT IV**
**MODULE OVERVIEW**:

AHRM IV is intended to ensure clear understanding of what being a HR practitioner entails, what is expected of HR managers/practitioners, what type of work they do and what skills, knowledge and attitudes needed to operate optimally. This is important for HRM students because, as HR practitioners and managers of the future, they are going to be part of the business world and must be able to deal effectively with the organisation's human capital and the various factors that bring about change in the workplace.

**MODULE OUTCOMES:**

Students must be able to:
- Formulate and align HR strategies with the organisation's overall strategy.
- Analyse human resource systems and human resource information systems in the context of organisational change.
- Apply advanced skills in evaluating HR practices and performance of individuals, groups and systems for a company.
- Acquire entrepreneurial skills to establish an HR consultancy.
- Evaluate HR practices of multi-national companies.

**MODULE NAME: ADVANCED HUMAN RESOURCE DEVELOPMENT IV**

**MODULE OVERVIEW**:

AHRD IV course seeks to contextualise human resource development in the broader environment of the organisation and the environment within which it operates. The aim of this course is to provide learners with an in-depth understanding of selected topics in Human Resource Development and its alignment to the national training and development goals and the HRD strategy of the country.

Advanced Human Resource Development IV builds on the knowledge acquired in Human Resource at Diploma level. In addition, some of the key contemporary issues facing Human Resources Development and Training and Development Practitioners are identified and discussed.

## MODULE OUTCOMES

Student must be able to:

- Design a human resource development strategy for a company in line with employment equity and black economic empowerment criteria.
- develop and implement a quality management system for human resource development in an organisation.
- Formulate a mentoring and coaching implementation plan for an organisation.
- measure the financial return on investment (ROI) of a human resource development intervention to show the HRD value proposition for an organisation.

## MODULE NAME: ADVANCED STRATEGIC MANAGEMENT IV

**MODULE OVERVIEW**:

ADSM IV is aimed at equipping students with skills in strategy-formulating, strategy-implementing, understanding the relevance of strengthening a company's resource complement and upgrading its competencies and competitive capabilities to match market realities and create a sustainable competitive advantage.

## MODULE OUTCOMES:

Student must be able to:

- Demonstrate an ability to formulate a corporate strategy using all the required strategic planning tools.
- Demonstrate an ability to implement the strategy taking into consideration the internal resources and capabilities of the company.
- Demonstrate an ability to monitor and analyse strategic pitfalls and take sound business decisions.
- Identify and analyse the nature of strategic advantage, process and decision;
- Identify and analyse strategic issues confronting managers of the strategic process;

## MODULE NAME: ADVANCED LABOUR RELATIONS IV

**MODULE OVERVIEW**:

ADLR IV focuses on the current developments of collective labour law whilst emphasising the roles played by the state, capital and labour in the context of South Africa. Collective labour law governs the relationships between employers, or groups of employers, on the one hand and employees on the other the hand who have decided to act collectively- generally through the establishment of trade unions. The right to act collectively has its roots in freedom of association.

## MODULE OUTCOMES

Students must be able to:

- Understand the development of collective labour law globally in the South African context.
- Understand the legal framework and how expatriates are affected in multi-national organisations.
- Demonstrate an increased understanding of procedural requirements for a strike and lockout to be "protected", resulting in the employees being protected from being dismissed.
- Reflect critically on what avenues are available to employers when faced with a strike action.

**MODULE NAME: ADVANCED ORGANISATIONAL BEHEHAVIOUR IV**

**MODULE OVERVIEW**:

ORGB IV is a field of study devoted to understanding, explaining, and ultimately improving the attitudes and behaviour of individuals and groups in organizations. The purpose of Advanced Organisational Behaviour is to understand what being a HR practitioner entails, what are expected of HR managers/practitioners, what type of work they do and what skills, knowledge and attributes they need in order to do it. This is important because, as Human Resource practitioners and managers of the future, are going to be part of the business world and must be able to deal effectively with the organisation's resources and the various factors that bring about change in the workplace.

**MODULE OUTCOMES**

Students must be able to:

- Describe distinctive elements of organizational culture, social influence, interpersonal communication, and organizational change as applied in the work settings.
- Attain competent knowledge in a thematic area within the major.
- Demonstrate critical awareness of the influence of organizations in society in the context of at least one of the following: class and social stratification, gender, power, community and economic development, technology, alternative organizational forms, critical theory, an industry such as education, law or health care.

**MODULE NAME: INTRODUCTION TO RESEARCH METHODOLOGY**

**MODULE OVERVIEW**:

The primary purpose of basic research methodology is documentation discovery, interpretation or the research and development of methods and systems for the development of human knowledge. The aim is of this module is to help the students understand research processes and skills needed to conduct research projects.

**MODULE OUTCOMES:**

Student must be able to:
- Conduct research under supervision in the field relating to human resource management.
- Contextualise existing human resource management knowledge in the fields of business, commerce and management.
- Report research findings

### 2.3. DEPARTMENT OF HUMAN RESOURCE MANAGEMENT
**Postgraduate Diploma in Human Resource Management**

| Qualifications | SAQA ID |
|---|---|
| **PGDip:** **HRM** | **101558** |
| **NQF Level**: 8 | **SAQA Credits**: 120 |

**Rationale for the Qualification**

The aim of this qualification is to equip learners to address scarce and critical skills in the country. It is designed to allow qualifying learners an opportunity to acquire applied competence in the field of Human Resource Management required for registration with the professional body (South African Board for People Practices (SABPP). Its curriculum is based on the human resource standards designed by SABPP which will facilitate the registration of qualifying students as Chartered Human Resource Practitioners.

Furthermore, it is designed to align the Human Resource Management qualifications with the Higher Education Qualifications Sub-Framework (HEQSF). The qualification provides an articulation route to higher qualifications for learners who complete the Advanced Diploma in Human Resource Management at NQF level 7. The Postgraduate Diploma in Human Resource Management which is offered at Level 8 articulates horizontally into Honours Degree or vertically into a Master's Degree at Level 9.

**Statement of Purpose**

The Postgraduate Diploma in Human Resource Management is designed to provide learners with in-depth knowledge and skills in Human Resource Management which will enable them to independently gather analyse and apply the knowledge gained to solve complex Human Resource Management problems in the business environment.

**Qualification Rules**

This qualification comprises 5 compulsory modules at Level 8 totaling 120 Credits.

**Exit Level Outcomes**

A learner who successfully completes this programme will be able to:
- Contribute to the development and implementation of a Human Resource strategy for the organisation.
- Support and implement procedures and systems related to the human resource management clusters.
- Contribute towards the organisational strategic planning process.
- Conduct applied research and compile reports in the broad field of Human Resource Management.
- Understand the broad vision and understanding of the economy within which the business operates (macro-vision).

**Admission requirements**

An appropriate Bachelor's degree, BTech or Advanced Diploma in Human Resource Management or related field (CESM codes 40101 and 40801/2/3&5) with an average pass mark of 60% or more. In instances where a student obtained less than 60%, a minimum of two years' experience in a Human Resource related field will be considered.

**ALL ADMISSIONS ARE BASED ON A SELECTION PROCESS ONLY!!!**

**Duration of Study**
Full-time: One year
Part-time: Two years

**Curriculum Compilation and Pre-Requisites**

**Subjects, Curriculum Compilation and Pre-Requisites**

| Postgraduate Diploma: Human Resource Management (101558) | | | | | | | |
|---|---|---|---|---|---|---|---|
| Code | Subject | C/O | Seme ster /Year | Assessment Method | NQF Level | Credits per module | Pre-requisites |
| PHRD181 | Adv. Human Resource Development V | C | Y | Continuous assessment | 8 | 24 | N/A |
| PARL181 | Adv. Labour Relations V | C | Y | Continuous assessment | 8 | 24 | N/A |
| PASM181 | Adv. Strategic Management V | C | Y | Continuous assessment | 8 | 24 | N/A |
| PSHM181 | Strategic Human Resource Management V | C | Y | Continuous assessment | 8 | 12 | N/A |
| PORD181 | Organisational Development V | C | Y | Continuous assessment | 8 | 12 | N/A |
| PREM181 | Research Methodology | C | Y | Continuous assessment | 8 | 24 | N/A |
| **C= Compulsory; O= Optional** | | | | | | | |

**Teaching, Learning and Assessment**

**Integrated Assessment:**
All assessments will integrate knowledge, skills, attitude and applied competence of the discipline. The institutional assessment policy makes provision for assessment instruments ranging from written or oral tests, presentations on topical business issues, assignments, projects, case studies or simulation exercises to name a few.

**Formative Assessment:**
For this qualification a minimum of two assessments constitute a year mark. Learners are expected to write at least one test and other type of group assessment. Lecturers are encouraged to use a variety of assessment instruments in order to cater for different learning abilities of learners. The weighting of the formative assessment is 40%.

**Summative Assessment:**
Learners are expected to compile one comprehensive individual project which assesses multiple learning outcomes. The weighting of the project is 60%.

A candidate passes the subject if a final mark of at least 50% is obtained. The final mark consists of the formative and summative mark in the ratio of 40:60 respectively.

**Course Content**

**MODULE NAME: ADVANCED STRATEGIC MANAGEMENT V**

**MODULE OVERVIEW**

An organisation's strategy provides direction and guidance in terms of not only what the organisation should do but also what it should not do. Knowing what not to do can be as important as knowing what to do strategically. At best making the wrong strategic moves will prove a distraction and a waste of organisation's resources. At worst, it can bring about unintended long-term consequences that put the organisation's very survival at risk.

It is however important to continuously review the strategy because of the dynamic nature of the business environment within which an organisation operates. Regardless of whether the organisation's strategy changes gradually or swiftly, the important point is that the task of crafting strategy is not a one-time event but always a work in progress. This is the main lesson that the course is intended to teach students at this level.

**MODULE OUTCOMES**

Student must be able to have:
- An in-depth understanding and ability to compile / formulate a strategic plan of a large organisation.
- An understanding of the five-step process of crafting and executing a strategy, namely:

    o Setting a strategic direction for the organisation;
    o Developing strategic as well as financial objectives with which to measure progress;
    o Crafting strategies to achieve targets;
    o Implementation and execution of strategy; and
    o Monitoring progress and making corrective adjustments needed
    .

**MODULE NAME: ADVANCED LABOUR RELATIONS V**

**MODULE OVERVIEW**

Advanced Labour Relations V is offered as a course in the Postgraduate Diploma in Human Resource Management and is aimed at empowering learners with comprehensive knowledge, applied competence and the ability to solve complex problems in individual and collective labour law for continued personal intellectual growth, gainful economic activity and valuable contributions to society.

Advanced Labour Relations V provides an understanding of the development of labour law globally and its applicability to the South African context in resolving organisational conflict. The acquisition of the appropriate collective bargaining and negotiation skills on completion of the course promotes the management of organisational-wide conflict and quality labour relations management.

**MODULE OUTCOMES**

Students must be able to:
- Develop a strategic plan to manage the labour relations function in an organisation;
- Apply South African labour legislation appropriately within an organisation;
- Demonstrate the requisite knowledge for the management of employee relations in an organisation;

- Negotiate in a specific situation within the context of the South African legislative and organisational policy framework;
- Demonstrate an understanding of the development of labour legislation globally and its applicability to South African context;
- Apply the requisite negotiation skills applicable to the specific situations within the context of the legislative and organisational policy framework; and
- Manage the achievement of the objectives of the organisation by linking the organisational and labour relations strategies.

## MODULE NAME: ADVANCED HUMAN RESOURCE DEVELOPMENT V
## MODULE OVERVIEW

This module enables students to manage appropriate HRD policies, processes, procedures and interventions in line with the organisational priorities, national imperatives, legislative framework, trends and developments in a broader global environment. The curriculum includes various HRD perspectives; theory; policy formulation; a framework for processes; quality assurance; leadership and management development.

The aims and objectives of this program include planning training programs based on identified performance gaps by enabling individuals to achieve short-term and long-term career goals. HRD supports succession planning by implementing leadership development programs. Human Resource Development programs also help organizations comply with the HRD legal framework.

## MODULE OUTCOMES

Student must be able to:
- understand and apply the principles and concepts of organisational development at a strategic level and to enhance organisational performance at the employee, team and organisational levels;
- develop and manage appropriate HRD interventions in line with the organisational priorities, national imperatives, legislative framework, trends and developments in a broader global environment;
- gain comprehensive and specialised knowledge, critical reasoning ability in organisational development and real-world problems related to the field of OD in the South African organisational context;
- understand the formulation, implementation and control of strategic plans and be able to evaluate and develop a strategic HRD plan; and
- establish, manage and maintain a strategic HRD portfolio and strategy for an organisation and ensure compliance with the legislative prescripts related to HRD.

## MODULE NAME: STRATEGIC HUMAN RESOURCE MANAGEMENT V
## MODULE OVERVIEW:

This discipline covers the concepts and practices that guide and align Human Resource Management philosophy, tactical planning and practice with the strategic and long term goals of the organization, with a particular focus on human capital. It deals with the macro-concerns of the organization regarding structure, quality, culture, values, commitment, matching resources to future needs and other long-term issues.

Strategic HRM gives direction on how to build the foundation for strategic advantage by creating an effective organizational structure and design, culture, employee value proposition, systems thinking, an appropriate communication strategy and preparing an organization for a changing landscape, which includes downturns and

mergers & acquisitions. Sustainability and corporate social responsibility come within the ambit of this discipline, especially with reference to organizational values and their expression in business decision making.

Strategic HRM emphasizes organizational codes of ethics, managing the societal impact of business decisions, philanthropy and the role of the human resource professional in improving the quality of life of employees, their families and the community at large.

## MODULE NAME: ORGANISATIONAL DEVELOPMENT V
## MODULE OVERVIEW

Organizational Development (OD) is a management discipline designed to improve an organization's effectiveness and productivity. Rooted in behavioral science foundations, OD focuses on complex interpersonal skills as they affect the problem solving activities critical to the organization/s. It is a systematic approach to organizational improvement that applies behavioral science theory and research in order to increase individual and organizational well-being and effectiveness. Organization development (OD) applies behavioral-science knowledge and practices to help organizations change to achieve greater effectiveness. It seeks to improve how organizations relate to their external environments and function internally to attain high performance and high quality of work life.

## MODULE OUTCOMES
A student must be able to:
- Introduce students to organisational change and development theories and develop fundamental knowledge of organisational change as an area of management.
- Explore various models and analytical tools used by organisational change practitioners.
- Identify and critically evaluate a variety of organisational change interventions.
- Develop critical thinking and analytical skills in applying organisational change theory to various workplace situations.
- Develop an understanding of the challenges that both managers and employees face when experiencing change

## MODULE NAME:  RESEARCH METHODOLOGY

## MODULE OVERVIEW

This course presents exposure for theoretical understanding of a wide range of research approaches in management sciences as well as prepares students for application of research processes for practical problem solutions in the business environment.

## MODULE OUTCOMES

Student must be able to:

- Demonstrate an understanding of the principles underlying the design, process and analysis of a range of management research;
- Identify appropriate research methods for particular research settings and be able to relate different research methods to theoretical perspectives;
- Independently carryout research projects; and
- Report research findings.

## 3.  DEPARTMENT OF MARKETING

### 3.1.  Qualification: Diploma in Marketing (MAKDIP)

SAQA ID  96863                                              NQF Level: 6
CHE Ref. H25/9799/ HEQSF                        SAQA Credits: 360

### Rationale for the Qualification

This qualification opens students to various career paths in the corporate world. It equips students with competencies that enable them to understand basic functional levels across the business and their contribution to the organisation's mission and vision. The qualification aims to teach marketing/business skills which include the following:

- Marketing planning and implementation of marketing plans.
- Customer relationship management (CRM).
- Comprehension and analysis of the customer decision-making process (DMP) and how to manage it effectively.
- Bazaar segmentation, targeting and brand/product positioning.
- How to optimise the concept of the marketing mix to deliver superior service quality and outperform competitors.

### Statement of Purpose:

The purpose of this qualification to develop marketers from entry to middle management level. This is achieved through the delivery of up-to-date marketing content, but also by developing soft skills such as organisation, problem-solving, people-centredness, digital and information literacies. The qualification provides the entry point into the diverse field of marketing; hence it prepares future marketers for various industries.

### Exit Level Outcomes:

On completion of this qualification, students must be able to:
- Demonstrate fundamental and practical knowledge of marketing as a field of study, particularly striking a balance between financial interests and status of an organisation and the customer interests.
- Practice and coordinate the fundamentals of selling.
- Appreciate the fundamentals of demand and supply in an economic situation.
- Appreciate the implications of relevant laws on marketing activities.
- Contribute to the strategic marketing planning process levels.
- Formulate a research problem, collect, analyse, and interpret data as part of the marketing information systems (MIS).
- Integrate and deploy technology in various aspects of marketing.
- Plan, determine and implement an integrated marketing communications strategy.

### Qualification Rules:

Students registering for the first time for this qualification must have satisfied entry requirements specified in admission requirements [see (a) (i – iv) below] and available - at Central Applications Office (CAO) platform. Students who have been studying at other institutions of higher learning but seeking to finish their studies at MUT

cannot be credited with more than seven (7) courses which are 50 per cent of the total curriculum of fourteen (14) courses.

**Admission requirements: Diploma in Marketing**

**(i)    National Senior Certificate with rating pass codes:**

| | |
|---|---|
| English Home Language | 3 |
| **Or** | |
| English First Additional Language | 4 |
| **And** | |
| Mathematics | 3 |
| **Or** | |
| Mathematical Literacy | 4 |
| **Or** | |
| Accounting | 4 |
| **And** | |

Any other four subjects with a minimum pass of 3
The total minimum number of points required is 25.
Life Orientation and subjects passed with a rating pass code of 1 or 2 will not be considered for selection.

**(ii)    Senior Certificate (Old curriculum with letter symbols)**

| | |
|---|---|
| English (Higher Grade) | C |
| **Or** | |
| English (Standard Grade) | B |
| Mathematics (Higher Grade) | E |
| **Or** Mathematics (Standard Grade) | D |
| **Or** Accounting (Higher Grade) | E |
| **Or** Accounting (Standard Grade) | D |
| **And** | |

Any other additional subjects passed at different grades except Lower Grade The total minimum number of points required D average (50%)

**(iii)   National Certificate Vocational (NCV) level 4**

| | |
|---|---|
| English | 60% |
| **And** | |
| Mathematics | 40% |
| **Or** | |
| Mathematical Literacy | 50% |
| **And** | |

Four other compulsory subjects with a minimum of 50%

### (iv)    National Certificate N4 (TVET Colleges)

Students who obtained minimum points between 20 and 24 from Matric and passed four subjects at N4 Level with a minimum of 50% will be considered for selection. All business subjects will be considered.

*The satisfaction of other requirements for further selection may be required.*

### Duration of Study:

The qualification is meant to be completed in **three years as a minimum duration**. However, a struggling student may complete the qualification in **five years as a maximum duration**.

### Teaching, Learning and Assessment:

A blended learning approach will be adopted throughout the courses that make up this qualification. Contact sessions (lectures) are timetabled. There are three assessments which make up a Course Mark (CM/DP) and the fourth assessment is examination.

The assessments are structured as follows:

| | |
|---|---|
| Assessment 1 | Weighting: 20% of the assessment(s) score |
| Assessment 2 | Weighting  30% of the assessment(s) score |
| Assessment 3 | Weighting:  50% of the assessment(s) score |

| Name of the course | Course code | Year of study | Pre-requisite course | HEMIS Credits | NQF Credits | NQF Level |
|---|---|---|---|---|---|---|
| Marketing 1 | MARK100 | 1 | N/A | .200 | 24 | 5 |
| Personal Selling 1 | PESE100 | 1 | N/A | .200 | 24 | 5 |
| Accounting for Marketers 1 | ACMA100 | 1 | N/A | .200 | 24 | 5 |
| Economics 1 | ECMI100 | 1 | N/A | .200 | 24 | 5 |
| English Communication Skills | ECOM100 | 1 | N/A | .200 | 24 | 5 |
| Marketing II | MARK200 | 2 | Marketing 1 | .200 | 24 | 6 |
| Consumer Behaviour 1 | CONB200 | 2 | N/A | .200 | 24 | 6 |
| End-User computing 1 | ERCP200 | 2 | N/A | .200 | 24 | 6 |
| Mercantile Law 1 | MLAW200 | 2 | Economics 1 | .200 | 24 | 6 |
| Quantitative Techniques 1 | QTEC200 | 2 | N/A | .200 | 24 | 6 |
| Marketing III | MARK300 | 3 | Marketing II and English Communication Skills | .250 | 30 | 6 |
| Marketing research III | MRES300 | 3 | Quantitative Techniques 1 | .250 | 30 | 6 |
| Advertising & Sales Promotion 1 | ASPR300 | 3 | Consumer Behaviour 1 | .250 | 30 | 6 |
| Sales Management III | SMAN300 | 3 | Personal Selling 1 | .250 | 30 | 6 |

**NB: There could be many sub-assessments that make up the three-assessments listed above. The sum of weighted scores from the three broad assessments listed above will be your year mark (famously known as the DP)**

Examination (*Assessment 4*): Students must accumulate a *minimum year mark of 40%* to qualify for the final examination.

*The final mark* will be weighted as follows:         Year mark X 0.40 plus examination mark X 0.60

**Curriculum Compilation and Pre-Requisites:**

**Work Integrated Learning:** currently not a pre-requisite for graduation.

**Curriculum Content:**

| Name of course | Brief course content |
|---|---|
| Marketing 1 | The curriculum of this course includes:<br>▪ Analysis of the foundation of marketing which will include marketing defined, the evolution of marketing, marketing strategy and elements of the marketing mix, marketing in the future.<br>▪ Understanding environmental forces and marketing ethics such as analysis of the marketing environment, elements of the marketing environment and ethics and social responsibility in the marketing environment.<br>▪ Reviewing strategic marketing planning and forecasting which will unpack strategic planning concepts, the strategic marketing planning process, sales forecasting, and components of a marketing plan.<br>▪ Evaluating the consumer market and consumer behaviour and the marketing mix by understanding consumer decision making, influences on consumer decisions. |
|  | ▪ Formulation of marketing research and analysis in the role of marketing information, the marketing research process, researching in international markets and the ethics of marketing research.<br>▪ Evaluation of segmentation, targeting, and positioning by identifying market segments, selecting target segments, positioning, and the repositioning process.<br>▪ Analysing product concepts in digging deeper as to what is a product?<br>▪ Product classification and elements of a product with special product issues.<br>▪ Reviewing product management by managing the product mix, developing new products, and predicting new-product success.<br>▪ Understanding marketing channels and foundations of marketing channels, basic channel functions, types of marketing channels, channel strategy decisions, and legal issues.<br>▪ Description of promotional strategies and processes by understanding the role of promotion, the elements of promotion, the promotion, and the communication process.<br>▪ Understanding intercultural and international marketing, intercultural marketing, and international marketing, assessing social elements in international marketing, and developing the level of international involvement and developing international marketing strategies. |

| | |
|---|---|
| | ▪ Description of quality and customer service by understanding the new meaning of quality and customer service, quality and customer service in the marketing mix, marketing department's contribution to product quality and a plan for customer service. |
| Personal selling 1 | The curriculum of this course includes:<br>▪ Defining personal selling as an element of marketing.<br>▪ Discussing the stages of the selling process.<br>▪ Reviewing various sales closing techniques.<br>▪ Setting sales goals, planning sales targets, and allocating sales territories.<br>▪ Discussing the customer and the buying process.<br>▪ Discussing the ethical and legal issues in personal selling. |
| Accounting for Marketers 1 | The curriculum of this course includes:<br>▪ Introducing the concept of double entry bookkeeping.<br>▪ Defining and drawing subsidiary books and ledger accounts.<br>▪ Preparation of a trial balance, Profit and loss accounts/income statement and balance sheet and explaining their importance to the planning of business activities. |
| Economics 1 | The curriculum of this course includes:<br>▪ Introduce the fundamental principles of economics, the law of demand and supply, elasticities.<br>▪ Explaining and interpreting the production possibilities frontiers (PPF). |
| | ▪ Discussing the factors of production and the diminishing law of marginal returns.<br>▪ Evaluating different market situations and business cycles.<br>▪ Discussing different market structures.<br>▪ Differentiating the different economic schools of thought.<br>▪ Discussing the economic principle of unemployment. |
| English communication skills I | The curriculum of this course includes:<br>▪ Develop the students' abilities in English grammar, oral skills, reading, and study skills.<br>▪ Improve students' accuracy and fluency in producing and understanding spoken and written English.<br>▪ Assisting students to become more competent, efficient, and perceptive throughout their academic journey as marketers through writing and speaking/presenting the marketing concepts.<br>▪ Developing soft skills needed post university life, for example, writing business/application letters and curriculum vitae, and preparation for job interviews. |

| | |
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| Marketing II | The curriculum of this course includes:<br>▪ Analysis of the marketing environment.<br>▪ Discussing possible marketing strategies, e.g., growth strategies, vertical and horizontal strategies.<br>▪ Discussing marketing mix related strategies.<br>▪ Examining the concepts of segmentation, targeting and positioning in the quest of building brands. |
| Consumer Behaviour 1 | The curriculum of this course includes:<br>▪ Examining the consumer decision-making process (DMP).<br>▪ Exploring the concept of positioning in line with the DMP.<br>▪ Exploring the concept of motivation and learning as aspects of consumer behaviour.<br>▪ Discussing the factors influencing consumer behaviour and choice. |
| Mercantile Law 1 | The curriculum of this course includes:<br>▪ Introduction to the fundamentals of law.<br>▪ Expound on the law of contract (only business-related<br>▪ contracts) that marketers need to be aware of in their day-today    duties.<br>▪ Examine the Consumer Protection Act, National Credit Act, Intellectual Property, and the Competition Law.<br>▪ Explain the creation of different forms of organisations and the applicable laws. |
| End-use Computing 1 | The curriculum of this course includes:<br>▪ Introduction to basic computing.<br>▪ Evaluating different search engines used for marketing communications.<br>▪ Creating emails and attaching different file formats.<br>▪ Examining different cloud storage applications, and creating, storing, and sharing files on the cloud.<br>▪ Discussing ethical and security issues that comes with the use of internet and digital platforms, for example, cyberbullying, online etiquette, security alertness, etc.<br>▪ Introduction to coding. |
| Quantitative Techniques 1 | The curriculum of this course includes:<br>▪ Defining statistics and its importance for business management.<br>▪ Setting the statistical scene.<br>▪ Introducing students to exploratory data analysis, that is; o Summarising/presenting data using summary tables and graphs, and describing data through numeric descriptive statistics.<br>▪ The foundation of statistical inference: probability and sampling.<br>▪ Making statistical inferences.<br>▪ Introduction to statistical models for forecasting and planning. |

| | |
|---|---|
| Marketing III | The curriculum of this course includes:<br>• Examining the concepts of customer value creation, satisfaction, and loyalty.<br>• Expounding on environmental scanning and industry analysis.<br>• Discussing organisational analysis and competitive advantage.<br>• Introduction to services marketing.<br>• The basic considerations for global marketing. |
| Marketing Research III | The curriculum of this course includes:<br>• Defining what is research and its importance for marketers.<br>• Introduce students to the marketing research process.<br>• Explicitly discuss various research types (quantitative and qualitative) and designs.<br>• Explore data sources and types, and data collection techniques.<br>• Discussing the marketing information systems (MIS) and research as an instrumental aspect of MIS. |
| Advertising & Sales Promotion 1 | The curriculum of this course includes:<br>• Evaluation of organisations' marketing plans to advise on marketing communication plans and strategy.<br>• Review and explanation of the relationship between the elements/stages of the Integrated Marketing Communications (IMC) plan.<br>• Development and implementation of Integrated Marketing Communications campaign to communicate with the target audience(s) to achieve efficiency, effectiveness, and ROI.<br>• Analysis of the dictates of emerging trends in marketing communications – Digital marketing communications (the big data wave, mobile marketing, and social media/content marketing).<br>• Description and discussion of the organisational structures/approaches to marketing communications.<br>• Formulation of promotional objectives and budgets and link them to media planning. |
| Sales Management III | The curriculum of this course includes:<br>• Discuss the development, evolution of selling and the characteristics of modern selling.<br>• Evaluating the nature and role of selling.<br>• Explaining the place of selling in the greater marketing plan.<br>• Setting of sales objectives and formulation of sales strategies.<br>• Distinguishing between consumer and organisational buyers.<br>• Salesforce management: recruiting, motivating, training and compensating salesforce.<br>• Setting and allocation sales quotas.<br>• Forecasting and planning for sales.<br>• Introducing the dynamics of international selling and sales management. |

**3.2 Advanced Diploma in Marketing (ADVMAK)**
**SAQA ID: 94555**
**NQF Level** 7
**SAQA Credits 120**


**The rationale for the Qualification:**

This qualification is a progression from the undergraduate Diploma in Marketing to bring students to a bachelor's degree level of study in order enable them to advance to the Post-graduate Diploma in Marketing which is equivalent to an honour's degree.


**Statement of Purpose:**

The functional purpose of this qualification is to equip marketers who are operating at junior and middle management with knowledge and skills to apply strategic marketing in making the necessary decisions for the business.


**Qualification Rules:**

students registering for the first time for this qualification must have satisfied entry requirements specified in admission requirements made available in the handbook. Students qualify by having completed the diploma in Marketing or an equivalent qualification. Recognition of prior learning is also considered when considering an application of a person who has work marketing experience plus a qualification which is not at the same NQF level with the Diploma in Marketing.


**Exit Level Outcomes:**

A graduate of the Advanced Diploma in Marketing must be able to:
  • Formulate and apply business strategy in planning.
  • Scan the business environment and formulate a marketing strategy.
  • Craft and execute marketing strategies for all types of products.
  • Apply marketing principles and strategy in services marketing.
  • Plan and conduct marketing research for corporate business and marketing decision-making.


**Admission requirements: Advanced Diploma in Marketing**

Diploma or National Diploma in Marketing passed with an aggregate 60% or above. In instances where the prospective student obtained less than 60% aggregate pass, a minimum of two years working experience in a Marketing related field will be considered. Other admission requirements will be applied as detailed in the Recognition of Prior Learning policy.

*The satisfaction of other requirements for further selection may be required.*

**Duration of study**

1-year fulltime study
2 years part-time study

*Please note* as from 2020, the Advanced Diploma will be one year. Those intending to take up an option for two years must motivate for consideration.

**Teaching, Learning and Assessment:**

A blended learning approach will be adopted throughout the courses that make up this qualification. Contact sessions (lectures) are timetabled. There are three assessments which make up a Course Mark (CM/DP) and the fourth assessment is examination.

The assessments are structured as follows:

Assessment 1                Weighting: 20% of the assessment(s) score
Assessment 2                Weighting: 30% of the assessment(s) score
Assessment 3                Weighting: 50% of the assessment(s) score

NB: There could be many sub-assessments that make up the three assessments listed above. The sum of weighted scores from the three broad assessments listed above will be your year mark (famously known as the DP) which carries 40% of the final mark.

Examination (*Assessment 4*): Students must accumulate a *minimum year mark of 40%* to qualify for the final examination which carries 60% of the final mark.

*The final mark* will be weighted as follows:            Year mark X 0.40 plus examination mark X 0.60

### Curriculum Compilation

| Name of the course | Course code | Year of study | Pre-requisite course | HEMIS Credits | NQF Credits | NQF Level |
|---|---|---|---|---|---|---|
| Advanced Marketing IV | ADMK040 | 1 | N/A | .200 | 24 | 7 |
| Advanced Services Marketing IV | ASSM040 | 1 | N/A | .200 | 24 | 7 |
| Advanced Promotion IV | ADPR040 | 1 | N/A | .200 | 24 | 7 |
| Advanced Marketing Research IV | ADMR040 | 1 | N/A | .200 | 24 | 7 |
| Advanced Business Strategy | ADBS040 | 1 | N/A | .200 | 24 | 7 |

**Work Integrated Learning:**    Not applicable.

### Curriculum content

| Name of the course | Brief course content |
|---|---|
| Advanced Marketing IV | The curriculum of this course includes:<br>▪ Cultivating an appreciation of the nature of strategic planning,<br>▪ particularly the essence of mission and vision as the yardstick of planning.<br>▪ Analysis of marketing opportunities and threats.<br>▪ Explaining strategic concepts and theories/models.<br>▪ Relating various elements of the marketing strategy.<br>▪ Developing a strategic marketing plan to guide organisational activities.<br>▪ Explaining of the importance of strategy implementation and audit. |

| Advanced Business Strategy IV | The curriculum of this course includes: |
|---|---|
| | <ul><li>Recapping on strategy</li><li>Conducting industry analysis for strategy formulation.</li><li>Exploring organisational resources and capabilities for</li><li>competitive strategy.</li><li>Further exploring strategy: Strategy development processes and organising and strategy.</li><li>Introducing stakeholder and corporate governance.</li><li>Evaluating the importance of organisational history and culture.</li><li>Recapping on corporate strategy and models.</li><li>Introduction to international/global strategic dynamics.</li><li>Evaluating strategies.</li><li>Introduction to leadership and change management.</li></ul> |
| Advanced Services Marketing IV | The curriculum of this course includes: |
| | <ul><li>Introducing services marketing and highlighting how it is different from marketing of physical goods.</li><li>Discussing the foundations for services marketing and understanding consumer behaviour in service environments.<ul><li>Aligning service design and standards.</li><li>Delivering and performing service.</li><li>Managing service promises through an extended Ps model.</li></ul></li><li>Examining service and profitability.</li></ul> |
| Advanced Promotion IV | The curriculum of this course includes: |
| | <ul><li>Analysis of a situation requiring a promotion event.</li><li>Conceptualisation and development of an event plan.</li><li>Evaluation of the effectiveness of an IMC program or event.</li><li>Evaluation of the role of IMC in brand Management.</li><li>Discussion of the role of IMC in buyer behaviour.</li><li>Discussion and distinguishing alternative marketing from traditional marketing.</li><li>Development of a media plan and strategy.</li></ul> |
| Advanced Marketing Research IV | The curriculum of this course includes: |
| | <ul><li>Explaining the reasons why marketing research is essential to marketers and the organisation at large.</li><li>Discussing how marketing or business information is mined through research processes.</li><li>Defining research-related terminology.</li><li>Highlighting ethical issues to be observed in marketing research.</li><li>Conducting literature review.</li></ul> |

| | ▪ Adhering to academic writing standards including [Referencing/Citation](). |
|---|---|
| | ▪ Writing a research proposal that meets all research process standards and culminate into a full research project. |


### 3.3. Postgraduate Diploma in Marketing (PGDMAK)
**SAQA ID: 110929**
**NQF Level 8**
**SAQA Credits 120**

**The rationale for the Qualification:**

This qualification will address the needs of marketers who aspire to function at corporate decision-making level in any business organisation. Marketing Leadership and Planning, Analysis and Strategic Decision, and Managing Corporate Reputation, are listed as the first, fourth and fifth critical skills required to operate in marketing at corporate level regarding the curriculum of this qualification.

Furthermore, this qualification will:

▪ Enable learners to function in specialised fields of general and marketing management, thereby preparing them to develop into Chief Marketing Officers (CMOs) of organisations.

▪ Equip executives operating at corporate level to initiate and manage marketing projects methodically and successfully to accomplish corporate goals.

There are many people either employed at middle and strategic marketing levels without a formal marketing qualification. For example, the Marketing Association of South Africa (MASA, 2019), in response to this gap recalibrated their designations to Strategic, Tactical and Operational levels. The emphasis was on the strategic marketing skills which were deemed to be in short supply. Therefore, this qualification will complement other approaches such as that by MASA to close this gap for the industry in need of strategic marketing skills.

**Statement of Purpose:**

The purpose of the Postgraduate Diploma in Marketing is to provide learners with skills work or promoted into the middle and senior management within organisations. Therefore, this qualification will contribute to growing strategic marketing skills base for the industry at large. Also, the qualification will provide a gateway for those who would want to study further and join academia. Qualifying learners can effectively function at strategic level of any organisation and give them leverage to lead global campaigns.

**Qualification Rules:**

Students registering for the first time for this qualification must have satisfied entry requirements specified in admission requirements made available in this handbook and the Regulations. Students qualify by having completed the Advanced Diploma in Marketing or an equivalent qualification.

**Exit Level Outcomes:**

A graduate of the Postgraduate Diploma in Marketing must be able to:

- Develop effective high-level strategic marketing plans in line with an organisation's corporate and business strategic intent.
- Plan, organise, direct, and control an event or project to achieve the set marketing objectives or devise solutions to business problems.
- Evaluate and analyse the dynamics impacting on global marketing environment to be able to lead organisation's global marketing campaigns.
- Plan for sourcing and storage or raw materials, manufacturing and storage of the product, and distribution of the product to the shop floor.
- Undertake a marketing audit and develop strategic options to make strategic decisions.
- Apply marketing research skills to evaluate, investigate, explore, and determine marketing, market, and business problems.

### Admission requirements: Postgraduate Diploma in Marketing

An Advanced National Diploma in Marketing passed with an aggregate 65% or above. In instances where the prospective student obtained less than 65% aggregate pass, a minimum of two years working experience in a strategic marketing-related field may be considered. Other admission requirements will be applied as detailed in the Recognition of Prior Learning policy.

*The satisfaction of other requirements for further selection may be required.*

**Duration of study**: 1 year – fulltime study

### Teaching, Learning and Assessment:

A blended learning approach will be adopted throughout the courses that make up this qualification. Contact sessions (lectures) will be timetabled. There are three assessments which make up a Course Mark (CM/DP) and the fourth assessment is examination. Research Methodology module will employ continuous assessment (CA) as indicated in the course outline.

The assessments for the other courses are structured as follows:

| | |
|---|---|
| Assessment 1 | Weighting: 20% of the assessment(s) score |
| Assessment 2 | Weighting: 30% of the assessment(s) score |
| Assessment 3 | Weighting: 50% of the assessment(s) score |

NB: To allow for the full coverage of the planned curricula for the courses, there could be many sub-assessments that make up the three assessments listed above. The sum of weighted scores from the three broad assessments listed above will be used as the year mark (famously known as the DP) which carries 40% of the final mark.

Examination (*Assessment 4*): Students must accumulate a *minimum year mark of 40% (DP)* to qualify for the examination which carries the 60% of the final mark.

*The final mark* will be weighted as follows:     Year mark X 0.40 plus examination mark X 0.60

## Curriculum Compilation

| Name of the course | Course code | Year of study | Pre-requisite course | HEMIS Credits | NQF Credits | NQF Level |
|---|---|---|---|---|---|---|
| Supply Chain Management | SUCM500 | 1 | N/A | .168 | 20 | 8 |
| Marketing Leadership and Planning | MLAP500 | 1 | N/A | .133 | 16 | 8 |
| Project Management in Marketing | PMIM500 | 1 | N/A | .133 | 16 | 8 |
| Global Marketing | GLOM500 | 1 | N/A | .133 | 16 | 8 |
| Research Methodology | REME500 | 1 | N/A | .300 | 36 | 8 |
| Analysis and Strategic Decision | ASTS500 | 1 | N/A | .133 | 16 | 8 |

**Work Integrated Learning:** Not applicable.

## Curriculum content

| Name of the course | Brief course content |
|---|---|
| Supply Chain Management | The curriculum of this course includes:<br>▪ The principles of supply chain management and strategies.<br>▪ Inventory management.<br>▪ Total quality management (TQM)<br>▪ Using technology (and internet) to optimise SCM.<br>▪ Retailing and SCM. |
| Marketing Leadership and Planning | The curriculum of this course includes:<br>▪ Principles of leadership and change management<br>▪ Understanding strategy and organisation.<br>▪ Developing and evaluation of marketing/corporate plans.<br>▪ Determination of target markets.<br>▪ Environmental scanning to formulate winning strategies to attain organisation's mission and vision.<br>▪ Implementing, evaluation/monitoring and control of strategy. |
| Project Management in Marketing | The curriculum of this course includes:<br>▪ Introduction to project management.<br>▪ Principles of project management planning.<br>▪ Work breakdown structure (WBS).<br>▪ Project management tools and techniques.<br>▪ Project resource (financial, human and equipment) management, monitoring, and control.<br>▪ Project risk and contract management.<br>▪ Project communications. |
| Global Marketing | The curriculum of this course includes:<br>▪ Differentiate between international and global marketing.<br>▪ Delineate the scope and challenges of global marketing.<br>▪ Understand the key characteristics of key markets in different regions of the world, identify and analyse opportunities (and |

| | |
|---|---|
| | threats) and develop marketing strategies for these diverse global markets.<br>■ Demonstrate ability to implement global marketing strategies (GMS) including the Integrated Marketing Communications (IMC) thereof.<br>■ Appreciate the ethical and corporate social responsibility expectations by global markets. |
| Research Methodology | The curriculum of this course includes:<br>■ Writing and submitting a convincing research proposal.<br>■ Conducting literature review.<br>■ Adhering to academic writing standards including Referencing/Citation.<br>■ Developing a research tool, collecting, and analysing data.<br>■ Writing a mini dissertation that meets all research standards and expectations. |

## 4. DEPARTMENT OF OFFICE TECHNOLOGY: 2026

### 4.1 Diploma in Office Management and Technology

**NQF Level**:　　6
**SAQA Credits　:**　360
**Qualification: ID 72303**

### Rationale for the Qualification

The Office Management and Technology programme provides an opportunity for the learner to acquire a range of administrative skills and business management, crucial to the successful functioning of any organization.

### Statement of Purpose

This qualification provides students with background knowledge of the concepts underlying many of the administrative tasks that they may be required to perform. It also prepares students fully for any eventuality in their future administrative careers so that they will be able to perform their duties efficiently and with confidence. The qualification gives students a thorough business background so that they understand the business environment in which they will be working.

### Qualification Rules

A student will not be admitted to the following level of a subject if he/she has not passed the previous level e.g. if a student fails Information Administration I, he/she will not be allowed to register for Information Administration II until Information Administration I has been passed.  .

A student cannot do Work Integrated Learning if he/she has outstanding subjects from the previous years.
To be promoted to the next level of the course, the student shall pass at least three subjects, one or two of which should be a major subject.

### Exit Level Outcomes

- A learner who successfully completes this programme will be able to:
- Demonstrate fundamental business administration or management competencies in the Administration and Information Management environment.
- Demonstrate proficiency in the application of administrative; Information and Communication Technology principles.
- Apply appropriate communication principles and skills in a multi-disciplinary business environment.
- Demonstrate knowledge of key Human Resources Management concepts and practices in the context of an administrative environment.
- Apply basic legal principles in the context of Business and Information Management activities.
- Demonstrate basic entrepreneurship knowledge and skills.

a.　　**Admission**

(1)　　To be admitted to the above-mentioned programme, a candidate shall have obtained a valid National Senior Certificate, Senior Certificate, National Certificate (Vocational) or qualifies to be admitted in terms of the Recognition of Prior Learning (RPL) assessment.

(2)        The table below shows the minimum requirements for the programme (except RPL).

**Minimum Admission Requirements (25 points) for National Senior Certificate**

| English Home Language | English First Additional Language | Any other **5** additional subjects excl. Life Orientation |
|---|---|---|
| 3 | 4 | |

**Minimum Admission Requirements (25 points) for Senior Certificate**

| English Higher Grade | English Standard Grade |
|---|---|
| E | D |

**National Certificate Vocational (NCV) Level 4**

| Communication | Additional 5 Subjects: Mathematical Literacy Business Practice Office Data Processing Applied Accounting Personal Assistant |
|---|---|
| 50% | 50% |

**Recognition of Prior Learning (RPL)**

Candidates that are able to demonstrate high levels of competencies, through summative assessment processes attached to the above-mentioned programme, will receive recognition of prior learning RPL; in recognition of competencies attained in the workplace setting for many years without having gained any formal qualification.

(3)        A student who fails to maintain satisfactory academic progress in terms of General Rule: G.20 (1) and

(2)        shall be refused further admission to the department except by special permission of Senate.

(4)        The admission of a student previously registered in an equivalent department at another University of Technology shall be subject to the same rules as if he/she previously had been in this department.

**Please take note of the following:-**

*Admission will be based on merit and availability of spaces.*
*Meeting the minimum requirements does not, in any way, guarantee admission.*

**ALL ADMISSIONS ARE BASED ON A SELECTION PROCESS ONLY!!!**

b. **Duration of Study**

    3 years       Full-time
    4-8 years   Part-time

c. **Curriculum Compilation and Pre-Requisites**

**Curriculum: Compilation and Pre-Requisites FIRST**

## ACADEMIC YEAR

| Subject Code | Subject | Pre-Requisite | HEMIS Credits | SAQA Credits | NQF Level |
|---|---|---|---|---|---|
| OCOI100 | Communication I | None | .200 | 24 | 5 |
| OBUD100 | Business Administration I | None | .200 | 24 | 5 |
| IACT100 | Information Administration I: Computer Theory | None | .100 | 08 | 5 |
| IACP100 | Information Administration I: Computer Applications | None | .100 | 16 | 5 |
| OHRM100 | Human Resource Management I | None | .200 | 24 | 5 |
| OLEP100 | Legal Practice I | None | .200 | 24 | 5 |

## SECOND ACADEMIC YEAR

| Subject Code | Subject | Pre-Requisite | HEMIS Credits | SAQA Credits | NQF Level |
|---|---|---|---|---|---|
| OCOM200 | Communication II | Communication I | .200 | 24 | 6 |
| OBUD200 | Business Administration II | Business Administration I | .200 | 24 | 6 |
| IACT200<br>IACP200 | Information Administration II: Computer Theory Information Administration II: Computer Applications | Information Administration I: Computer Theory Information Administration I Computer Applications | .100<br>.100 | 08<br>16 | 6<br>6 |
| OHRM200 | Human Resource Management II | Human Resource Management I | .200 | 24 | 6 |
| OLEP200 | Legal Practice II | Legal Practice I | .200 | 24 | 6 |

## THIRD ACADEMIC YEAR

| Subject Code | Subject | Pre-Requisite | HEMIS Credits | SAQA Credits | NQF Level |
|---|---|---|---|---|---|
| BUAD300 | Business Administration III | Business Administration II | .200 | 30 | 6 |

| IACT300 IACP300 | Information Administration III: Computer Theory Information Administration III: Computer Applications | Information Administration II: Computer Theory Information Administration II: Computer Applications | .200 .200 | 12 18 | 6 6 |
|---|---|---|---|---|---|
| WILE300 | Work Integrated Learning III | Business Administration II Information Administration II: Computer Theory Information Administration II: Computer Applications Legal Practice II Communication II Human Resource Management II | .400 | 60 | 6 |

The Curriculum for this Diploma comprises sixteen subjects of which Information Administration and Business Administration are the major subjects.

**Promotion Rules**

The following promotion rules shall apply to the diploma:

i)      For a three-year diploma, to be promoted from first year to second year of study, the student shall pass  at least three subjects, one (from the three) of which should be a major subject.

ii)     To be promoted from second year to the third year of study, the student shall have completed the first-year of study.

**Major Subjects**

| Business Administration | Information      Administration:      Computer      Applications      and Computer Theory |
|---|---|

d.      **Teaching, Learning and Assessment**
        Case studies, Presentations, Written Tests and Examination

e.      **Work Integrated Learning**
        A student can graduate only after he/she has completed a compulsory Work Integrated Learning component (WIL) for a period of 12 weeks. WIL is done at third year level.

f.    **CURRICULUM CONTENT**

| Subject | Content |
|---|---|
| **BUSINESS ADMINISTRATION I (OBUD100)** | • Business Management Principles<br>• Classification of the business and its environment<br>• The different forms of a business<br>• Buying and selling<br>• Wages and salaries<br>• Petty cash<br>• Banking<br>• Insurance<br>• The management of information and related issues<br>• The budget |

| Subject | Content |
|---|---|
| **BUSINESS ADMINISTRATION II (OBUD200)** | • Information Management<br>• Administrative Management<br>• Administrator's duties and Self-Management<br>• The Office<br>• Customer Service |

| Subject | Content |
|---|---|
| **BUSINESS ADMINISTRATION III (BUAD300)** | • Problem Solving<br>• South African Labour Legislation<br>• Office Supervision – Principles and Concepts<br>• Entrepreneurship<br>• Introduction to Project Management<br>• Diversity in the workplace<br>• Business Ethics |

| Subject | Content |
|---|---|
| **INFORMATION ADMINISTRATION I: PRACTICAL (IACP100)** | •    **BASIC MICROSOFT WORD**<br>Keyboarding Formatting Documents<br>Plain and Numbered Paragraphs Business Letter<br>Memorandum Columns Tables<br>•    **BASIC MICROSOFT EXCEL**<br>Simple Spreadsheets Formulae<br>•    **BASIC MICROSOFT POWERPOINT**<br>Creating Slides Inserting Slides<br>Slide Design |
| **INFORMATION ADMINISTRATION I: COMPUTER THEORY (IACT100)** | •    **BASIC INTRODUCTION TO COMPUTERS**<br>Components of a computer Advantages &<br>Disadvantages of using a computer<br>Networks & Internet Computer Software<br>Categories of Computers<br>Elements of an Information System Computer Usage<br>Computer Applications in society<br><br>•    **SYSTEM AND UNIT COMPONENT**<br>The system unit Processor<br>Data representation Memory<br>Removable flash memory USB ports<br>Power supply<br>Keeping your computer & mobile device clean |
| | •    **UNDERSTANDING INPUT**<br>The Keyboard Pointing devices Mouse<br>Touch screens & touch sensitive pads<br>Input for smart phones Voice & Video input<br>Scanner & Reading Devices<br><br>•    **UNDERSTANDING OUTPUT**<br>Display devices Printers<br>Speakers, headphones and earbuds<br>Other Output devices<br><br>•    **INTRODUCTION TO THE MODERN OFFICE**<br>Digitalization of Knowledge Management<br>Introduction to Office 365<br>Introduction to MS Teams |

| Subject | Content |
|---|---|
| **INFORMATION ADMINISTRATION II: PRACTICAL (IACP200)** | • Ms Word<br>• Ms Excel – spreadsheet<br>• Ms PowerPoint – slide presentation<br>• Internet - search for information on the web<br>• Email<br>• MS Forms and Google Forms<br>• MS Publisher<br>• Information Storage Management<br>• Acrobat Reader |
| **INFORMATION ADMINISTRATION II: THEORY (IACT200)** | • Fundamentals of the World Wide Web and Internet<br>• Software for Systems<br>• Types of Storage<br>• Types of Utility programs and operating system |

| Subject | Content |
|---|---|
| **INFORMATION ADMINISTRATION III: PRACTICAL (IACP300)** | • Advanced Ms Word<br>• Advanced Ms Excel<br>• Advanced Ms PowerPoint<br>• Intermediate Ms Access<br>• Ms Outlook<br>• Google Documents |
| **INFORMATION ADMINISTRATION III: THEORY (IACT300)** | • Fourth Industrial Revolution – 4th IR<br>• Networks and Communications<br>• Managing a Database<br>• Advanced Office 365<br>• Manage Computing Securely, Safely and Ethically<br>• Careers in Computers and Certification |

| Subject | Content |
|---|---|
| **COMMUNICATION I (OCOM100)** | **COMMUNICATION THEORY:**<br>• Models Of Communication<br>• Communication Contexts<br>• Communication Barriers<br>• Verbal And Nonverbal communication<br><br>**SPEAKING AND LISTENING:**<br>• Interviews<br>• Telephone Skills<br>• Persuasive Speech |

|  | READING COMPREHENSION:<br>• Reading Styles (Scan, Skim & Comprehension)<br>• Text Structure (Explanations, Descriptions, Comparisons And Contrasts & Cause And Effect)<br>• Critical Reading<br>• Visual Literacy (Diagrams, Maps, Pictures And Cartoons)<br>• Language Usage (Sentence Construction, Tenses, And Concord)<br>• Terminology/Vocabulary Building<br><br>WRITING SKILLS:<br>• Business Correspondence (Letters, CVs And Forms)<br>• Summary Writing<br>• Paragraph Writing<br>• Notice Writing<br>• Report Writing<br><br>LANGUAGE USE:<br>• Tenses (Time)<br>• Concord (Agreement)<br>• Prepositions<br>• Parts Of Speech |
|---|---|

| Subject | Content |
|---|---|
| **COMMUNICATION II (OCOM 200)** | • Communication Theory(Revision Of Work Done In Communication 1<br>• Listening Skills (Revision Of Work Done In Communication 1)<br>• Organisational Communication<br>• Small Group Communication<br>• Intercultural Communication |

|  | • Reading And Note-Taking<br>• Interviewing Procedure<br>• Oral Communication<br>• Meetings Procedure<br>• Business Correspondence |
|---|---|

| Subject | Content |
|---|---|
| **LEGAL PRACTICE I (OLEP100)** | • The Concept "Law" and the present SA Legal System<br>• Sources and division of the present SA Law<br>• Brief Overview of selected provisions of the 1996 Constitution<br>• The Legal Profession & The Attorney's practice<br>• Communication in a legal practice<br>• SA Judiciary (including relevant |

|  | • Constitution provisions) |
|  | • Civil Proceedings & Documents |
|  | • Specific legal instrument |
|  | • Succession & Admiration of Estate & relevant documentation |
|  | • Conveyancing & Notarial Practice |
|  | • Stamp Duty Act |

| Subject | Content |
|---|---|
| **LEGAL PRACTICE II (OLEP200)** | • Real and personal Rights. Registration of real rights in land and brief outline of the system in South Africa |
|  | • The Deeds Registry, it's personnel and functions |
|  | • The Deeds Registries Act 47 of 1937 and the regulations. Deed office practice and registrar's circulars. |
|  | • The conveyancer and the organisation of the conveyancing department |
|  | • The subdivision of Land. Minor subdivision, Establishment of townships. |
|  | • The transfer of real rights in land. The cause and requirement of registration and the effect of these Different methods of transfer. |
|  | • Sale of land: Alienation of Land Act 68 of 1981. Deed of sale, Instalment sale of land. |
|  | • A routine transfer. Analysis of deed of transfer and sequence of steps from Deed of Sale to delivery of newly registered Deed of Transfer. |
|  | • Other types of transfers, Estate donation, partition and expropriation transfer. Transfer in terms of Section 31,33 and proviso to section 16 Deeds Registries Act |
|  | • Certificate of Registered and Consolidated Title |
|  | • Servitudes. Nature and various kinds of procedure for registration of servitudes. |
|  | • Section Title Sectional Titles Act. |
|  | • Mortgage Bonds |

| Subject | Content |
|---|---|
| **HUMAN RESOURCES I (OHRM100)** | <ul><li>Human Resources Management for the 21st Century</li><li>Health and Safety</li><li>Job Analysis and Organisational Designs</li><li>Workforce Planning</li><li>Recruitment and Selection</li><li>Induction and Staffing Decisions</li><li>Leadership</li><li>Cultural Diversity</li><li>Employee Diversity</li></ul> |

| Subject | Content |
|---|---|
| **HUMAN RESOURCES II (OHRM200)** | <ul><li>The field of organizational behaviour</li><li>Absenteeism in organizations</li><li>Perception and learning: understanding and adapting to the work environment</li><li>Individual difference: personality, skills and abilities</li><li>Coping with organizational life: emotions and stress</li><li>Work related attitudes: prejudice, job satisfaction, and organisational commitment</li><li>Motivation in organization</li><li>Group dynamics and work teams</li><li>Conflict management in organizations</li><li>Organizational culture</li></ul> |

| Subject | Content |
|---|---|
| **WORK INTEGRATED LEARNING (WILE300)** | <ul><li>Work Integrated Learning As A Component Of Co-Operative Education</li><li>Preparation For Experiential Learning And Graduate Placement</li><li>The Workplace Experience</li><li>Keeping Up-To-Date With The Dynamics Of The Workplace</li><li>Graduate Attributes</li><li>Career Planning</li></ul> |

## 4.2 Advanced Diploma in Office Management and Technology (2026)

**NQF Level**:      7                                          **SAQA Credits**:          120
**Qualification ID 97817**

**Rationale for the Qualification**

- The growth of academic programmes, more especially post-graduate qualifications is one of the strategic priorities of MUT. This qualification contributes in this regard.
- The design of this programme is aligned with the structure of the revised HEQSF and thus providing qualifying students with a clear articulation route for further study

- The programme will equip students to meet the demands of post-graduate studies and equip them with research skills, which are vital skills required in the Higher Education Sector and Industry.
- This qualification will provide students with learning experiences that will equip them with applied competencies to function at an advanced level in the field of office management and technology
- The introduction of the proposed programme will contribute to the development of the required administrative skills for the South African economy.

### Statement of Purpose

This post-graduate qualification provides professional specialization in office administration at the managerial level. Successful candidates will be able to manage information and communication technologies and systems pertaining to administrative operations. It develops the students' abilities to critically analyse problems associated with Business Administration, Information Administration, Labour Relations related issues and Advanced Project Management.

### Qualification Rules

The learner will be awarded with this qualification if he/she has provided evidence (to the satisfaction of the assessors) that the outcomes of the programme specified below have been achieved.

### Exit Level Outcomes:

- Demonstrate integrated knowledge of the **central areas** in the field of Office Management and Technology including an understanding of and the ability to apply and evaluate key terms, concepts, facts, principles, rules and theories in this field and related fields or disciplines.

*The term "central areas" includes but is not limited to: Management and Leadership; Management Information Systems; Information and Communication Technology; Financial Management, Project Management, including events coordination; Logistics Management; Social Networking Applications (SNA) and ; Social Knowledge Networks (SKN)*

- Demonstrate the ability to identify, analyse, evaluate, critically reflect on and address complex problems, applying evidence-based solutions and theory driven arguments.

- Demonstrate the ability to access, process and manage information, the ability; the ability to develop appropriate processes for information gathering for a given context or use, as well as the ability to independently validate the sources of information and evaluate and manage the information.
- Demonstrate an ability to develop and communicate own ideas and opinions in well- formed arguments using appropriate academic , professional or occupational discourse.
- Demonstrate the ability to take decisions and act ethically and professionally and the ability to justify the decisions and actions drawing on appropriate ethical values and approaches within a support environment.
- Apply basic research principles, methodologies, and techniques.

- Apply knowledge of self and team in order to develop a plan to enhance team performance

- Demonstrate understanding of the primary labour legislation that impacts on a business unit

a. **Admission Requirements**

Diploma: Office Management and Technology or equivalent qualification with an aggregate of 60% or above. In instances where the prospective student obtained less than 60% aggregate pass, a minimum of two years working experience in Office Management/Administration related field will be considered. Other admission requirements will be applied as detailed in the Recognition of Prior Learning Policy.

Preference for the part-time programme will be given to students who are already employed in the Office Management/Administration environment. Each application will be considered on its own merit.

b. **Duration of Programme**
One-year full-time study Two
years part-time study

c. **Curriculum Compilation and Pre-Requisites**

| Code | Subject | NQF Level | Credits | Prerequisites |
|------|---------|-----------|---------|---------------|
| BUSA040 | Business Administration IV | 7 | 24 | Business Administration III |
| INFO040 | Information Administration IV | 7 | 24 | Information Administration III |
| LIPL040 | Labour and Immaterial Property Law | 7 | 24 | |
| PRJM040 | Adv. Project Management IV | 7 | 24 | |
| BREP040 | Basic Research Principles | 7 | 24 | |

d. **Teaching, Learning and Assessment**

Case studies, Presentations, Written Tests and Examination

e. **CURRICULUM CONTENT**

| Subject | Content |
|---------|---------|
| **BUSINESS ADMINISTRATION IV (BUSA040)** | • **Strategic Management** Strategic Management Introduction to strategic management Analysis of the external and internal environment Strategy formulation Strategy implementation Strategic control Recovery Strategies Strategic Choice Strategic Leadership <br><br> • **Financial Management** Introduction to financial management Essential concepts for financial management Financial statement of a firm Financial statements analysis Working capital and asset management Time value of money and capital budgeting/investment decisions Sources of finance, capital structure and financial leverage Cost of capital Risk, return and breakeven analysis (CVP analysis |

| Subject | Content |
|---|---|
| **INFORMATION ADMINISTRATION IV (INFO040)** | ▪ Information Technology for Management IT support of organisational Performance Information Technologies: Concepts and Management<br>▪ Managerial and Decision Support Systems Knowledge Management<br>▪ Business Intelligence and Corporate Performance Management<br>▪ Data Management: Data, Data bases and Warehousing<br>▪ Networking: Discovery, Communication and Collaboration<br>▪ Implementing and Managing IT IT Strategy and Planning<br>▪ Information Technology Economics Acquiring IT Applications and Infrastructure Security<br>▪ Impact of Information Technology on Individuals, Organisations and Society The Web Revolution<br>▪ E-business and E-Commerce<br>▪ Mobile, Wireless and Pervasive computing Web Page Design and Management Adobe Acrobat 9.0<br>▪ Organisational Applications: Transaction processing, Functional applications and Integration Enterprise Systems<br>▪ Inter-organisational and Global Information Systems<br>▪ Enterprise Social networking |

| Subject | Content |
|---|---|
| **LABOUR AND IMMATERIAL PROPERTY LAW IV LIPL040)** | Introduction to Labour Law/Employment Relations<br>The contract of employment and its Termination<br>Collective Bargaining Discipline and Dismissals<br>Basic Conditions of Employment Unfair Labour Practice<br>Dispute Resolution Strikes and Lockouts<br>The Law of Trade Marks Copyright Law<br>The Law of Registered Design The Law of Patent<br>The interface intellectual Property rights and Human Rights |

| Subject | Content |
|---|---|
| **ADVANCED PROJECT MANAGEMENT IV (PRJM040)** | Planning a Project<br>Creating a Project Schedule<br>Project Risk Management Assigning Resources and Costs<br>Sharing Project Information with relevant stakeholders<br>Tracking Progress and Closing the Project |

## 5. DEPARTMENT OF PUBLIC ADMINISTRATION & ECONOMICS

### 5.1 Qualification:  Diploma in Public Management (PUBLAS)

**SAQA ID: 72290**

**NQF Level :** 6        **SAQA Credits  :** 360

### Rationale for the Qualification

The public sector is in dire need to absorb young skilful human capital that will satisfy the requirement of outcome-based government in South Africa. This qualification provides students with an opportunity to equip themselves with the necessary knowledge, skills and competencies to contribute to an effective and efficient service delivery.

### Statement of Purpose

The Diploma in Public Management targets interested candidates from schools, TVET colleges and working officials preferably from the Public Sector. Through this qualification, learners will acquire the necessary skills and competencies to carry out the expected administrative tasks and enhance their management abilities thereby contributing to improved service delivery. In so doing, officials in the public service must uphold high ethical standards since South Africa is part of a global market which responds to international standards. This will enhance principles of Good Governance and International Relations.

### Qualification Rules

Learners will qualify on condition they have completed all modules which account for 360 credits. Final year learners are expected to undertake Work Integrated Learning at different public sector organisations for a minimum period of three (3) months.

### Exit Level Outcomes

- Demonstrate comprehensive management skills and competences required by the public sector.

- Manage public resources such as finance, human capital, time, assets, and equipment according to relevant legislations and regulations to ensure accountability and responsibility.

- Apply principles of outcome-based government characterized by effective and efficient service delivery.

- Apply knowledge and insight of public human resource management systems and practices in the public sector context.

- Demonstrate knowledge of the fundamental principles of supply chain management theory and practice in local and global government environment.

- Interpret and implement public policy according to applicable legislative frameworks.

- Manage programmes and projects effectively and efficiently within the principles of outcome-based government.

- Demonstrate a sound understanding of management principles in a local government context.

**Admission requirements**

National Senior Certificate with ratings codes:

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|---|---|
| English Home Language | 3 |
| Or English First Additional Language | 4 |
| Total Minimum Points (excluding Life Orientation) | **(25)** |

**National Diploma in Public Administration/Public Management N6 (TVET)**

Students who obtained an average of 60% at N6 level will be considered for selection.

**Recognition of Prior Learning**

Applicants who do not meet the minimum requirements may be granted Recognition of Prior Learning (RPL) in recognition of competencies attained in the public sector workplace. The application of the RPL programme will be guided by the RPL Policy of the University.

<center>**ALL ADMISSIONS ARE BASED ON THE SELECTION PROCESS ONLY**</center>

**Duration of Study**

The Diploma cannot be completed in less than three years and must be completed within six years of registration.

**OFFERING TYPES**

This programme is offered on a:
**Full-time (Day) and**
**Full-time (Evening) basis.**
Evening classes are meant to accommodate working students and are held for the same duration as Day classes,

**DIPLOMA: PUBLIC MANAGEMENT (PUBLAS)**

**CURRICULUM**

**YEAR 1**

| SUBJECT NAME | SUBJECT CODE | (PRE-REQUISITES) | CREDITS | HEMIS CREDITS |
|---|---|---|---|---|
| Public Management 1 | PUMA 100 | N/A | 24 | 0.167 |
| Public Resource Management 1 | PURM 001 | N/A | 24 | 0.167 |
| Economics 1 | ECON 001 | N/A | 24 | 0.167 |
| English Communication Studies | ECOS 001 | N/A | 24 | 0.167 |
| Governance & Politics 1 | GOPO 100 | N/A | 12 | 0.166 |
| Public Law 1 | PULA 100 | N/A | 12 | 0.166 |
| **SUB-TOTAL** | | | **120** | **1** |

**YEAR 2**

| SUBJECT NAME | CORE / ELECTIVE | SUBJECT CODE | PRE-REQUISITES | CREDITS | HEMIS CREDITS |
|---|---|---|---|---|---|
| Public Management 2 | CORE | PUMA 200 | PUMA 100 | 24 | 0.167 |
| Economics 2 | CORE | ECON 200 | ECON 001 | 24 | 0.167 |
| End User Computing 2 | CORE | EUCO 200 | N/A | 24 | 0.167 |
| Project Management 2 | CORE | PROJ 200 | N/A | 12 | 0.166 |
| Fundamentals of Research 2 | CORE | FURE 002 | N/A | 12 | 0.166 |
| Local Government Management 2 | ELECTIVE | LGMA 200 | PUMA 100 | 24 | 0.167 |
| OR | | | | | |
| Public Human Resource Management 2 | ELECTIVE | PUHR 200 | PURM 001 | 24 | 0.167 |
| OR | | | | | |
| Public Finance & Supply Chain Management 2 | ELECTIVE | PSMA 020 | PURM 001 | 24 | 0.167 |
| **SUB-TOTAL** | | | | **120** | **1** |

**YEAR 3**

| SUBJECT NAME | CORE / ELECTIVE | SUBJECT CODE | PRE-REQUISITES | CREDITS | | HEMIS CREDITS |
|---|---|---|---|---|---|---|
| Public Management 3 | CORE | PUMA 300 | PUMA 200 | 24 | | 0.167 |
| Monitoring & Evaluation 3 | CORE | MONE 300 | PROJ 200 | 12 | | 0.166 |
| Policy Studies 3 | CORE | POST 300 | N/A | 12 | | 0.166 |
| Governmental Relations 3 | CORE | GORE 300 | N/A | 24 | | 0.167 |
| Public Management Practice 3 /Work Integrated Learning/Project Based | CORE | PUMP 300 (LGMA) | | 24 | | 0.167 |

| | | | | | |
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| Learning (Minimum of 3 months) | | PUMP 302 (SCMA)<br>PUMP 301 (PUHR) | | | |
| **CHOOSE ONE OF THE ELECTIVES BELOW** | | | | | |
| Public Financial Management 3<br>and<br>Supply Chain Management 3 | ELECTIVE | PUFM 300<br><br>SCMA 300 | PSMA 020<br><br>PSMA 020 | 12<br><br>12 | 0.166<br><br>0.166 |
| **OR** | | | | | |
| Local Government Management 3 | ELECTIVE | LGMA 300 | LGMA 200 | 24 | 0.167 |
| **OR** | | | | | |
| Public Human Resource Management 3 | ELECTIVE | PUHR 300 | PUHR 200 | 24 | 0.167 |
| **SUB-TOTAL** | | | | **120** | **1** |
| **TOTAL CREDITS** | | | | **360** | **3** |

## Teaching, Learning and Assessments

All assessments will integrate knowledge, skills, attitude, and applied competence of the discipline. The institutional assessment policy makes provision for assessment instruments ranging from written or oral tests, presentations on topical public sector issues, assignments, case studies, integrated projects or simulation exercises, portfolio of evidence and any other forms of assessments.

## Formative Assessments

Three assessments constitute a year mark which contributes 40% of the final mark. A range of assessment methods will be use in assessing the learners including amongst others: Written or Oral tests, projects; Simulations, Tutorial Exercises, Assignments, and Case studies.

## Summative Assessments

A candidate passes the subject if a final mark of at least 50% is obtained. The final mark consists of the year mark and examination mark in the ratio of 40:60, respectively.

## Progression Procedure

Students with unsatisfactory academic performance will be refused admission to further their studies in this programme. Refer to General Regulations for students (Unsatisfactory Academic Performance under G20)

**Work Integrated Learning**

Learners must apply for Work Integrated Learning (WIL) upon the successful completion of the second year of study. They must register WIL in terms of the applicable policies and procedures of the University. Prior to attending Work Integrated Learning (WIL)/Project Based Learning (PBL), a compulsory Work Readiness Training will be attended by learners prior to placements. A Portfolio of Evidence (PoE) will be submitted upon completion of the placement period. Project Based Learning allows learners to plan and implement a practical project in the Public Sector environment, thereby allowing learners to apply theoretical concepts learned in the Programme to solve problems.

**CURRICULUM: DIPLOMA IN PUBLIC MANAGEMENT (PUBLAS)**

| LEVEL 1 | MODULE CODE | MODULE OVERVIEW |
|---------|-------------|-----------------|
| Public Management 1 | PUMA100 | ▪ Introduction to Public Administration and Management<br>  o Contextualise administration and Public Administration<br>  o Contextualise the nature of Public Administration<br>  o Scope of Public Administration as science<br>  o Public Administration vis-à-vis Liberation, Privatisation and Globalisation<br>▪ Overview of the South African Constitutional Provision<br>▪ Spheres & Structures of Government<br>▪ Organisation of government<br>  o Separation of government authority<br>  o Unitary government<br>    o Federal government<br>    o Government functions<br>  ▪ Administrative and managerial functions<br>    o Planning<br>    o Organising<br>    o Staffing<br>    o Control<br>    o Leadership/ types of leadership<br>  ▪ Public Management Skills<br>    o Leadership<br>    o Decision-making<br>    o Delegations and Coordination<br>    o Managing Change<br>    o Conflict Resolution<br>    o Basic negotiation approaches and skills<br>    o Self-management skills<br>      ➢ Ethical conduct<br>      ➢ Time management<br>      ➢ Stress management<br>      ➢ Values and beliefs |

| | | |
|---|---|---|
| | | ➢ Emotional intelligence |
| | | ▪ Introduction to cooperative governance in the South African context<br>   ○ Constitutional Framework regarding multi-sphere system of Government<br>   ○ Integrated governance issues.<br>   ○ Coordinating structures<br>   ○ Categories and types of municipalities<br>   ○ Composition, membership, operation and dissolution of municipal councils<br>   ○ Purpose of local government<br>   ○ Committees and office-bearers<br>▪ Ethical foundations of Public Administration<br>   ○ Political supremacy<br>   ○ Public accountability<br>   ○ Tenants of democracy |
| Public Resource Management 1 | PURM001 | ▪ Introduction to public resources management.<br>▪ The context of Public Resource Management<br>▪ Managing Human Resources<br>   ○ Planning in Public Human Resource Management<br>   ○ Introduction to Recruitment and Selection<br>   ○ Skills, Application and Techniques for Public Human Resource Management<br>▪ Managing Financial Resources<br>   ○ Public Financial Resources and Public Management Functions<br>▪ Managing Information Resources<br>   ○ Legislative Framework for Information Management in the Public Sector.<br>▪ Management of Natural Resources<br>   ○ Critical Issues in Natural Resources Management |
| Economics 1 | ECON 001 | ▪ Introduction to Economics<br>   ○ Economics as a science<br>   ○ Scarcity choice and opportunity cost<br>   ○ Economic problem<br>▪ The interdependence between major sectors, markets and flows in the mixed economy<br>   ○ Production, income and spending<br>   ○ Interdependence between households and firms<br>   ○ The government in the circular flow of production, income and spending<br>   ○ Foreign sector<br>▪ Introduction to the South African economy<br>   ○ An overview of the development of the SA economy<br>   ○ Performance of the SA economy<br>   ○ Basic SA economic policies<br>      ➢ Fiscal policy<br>      ➢ Monetary policy<br>▪ Introduction to Demand and Supply |

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| | | <ul><li>The market concepts</li><li>Demand</li><li>Supply</li><li>Equilibrium</li><li>Elasticity</li></ul><ul><li>Consumer choice: the utility approach<ul><li>Indifference curve</li><li>Budget line</li><li>Consumer equilibrium</li><li>Marginal Utility and Individual Demand Curve</li></ul></li><li>Production and Cost<ul><li>Production factors</li><li>Laws of Return</li><li>Revenue cost and profits</li></ul></li><li>Determining prices and output<ul><li>Perfect Competition</li><li>Imperfect Competition<ul><li>Monopoly</li><li>Monopsony</li><li>Monopolistic Competition</li><li>Oligopoly</li></ul></li></ul></li><li>Economic growth and development<ul><li>The definition and measurement of economic growth</li><li>The business cycles</li><li>Sources of economic growth</li><li>Economic growth in South Africa</li></ul></li></ul> |
| English Communication Studies 1 | ECOS 001 | <ul><li>Communication theory<ul><li>The communication Process</li><li>Reasons for communication</li><li>Verbal and non-verbal communication</li></ul></li><li>Fundamentals of Communication<ul><li>Verbal and non-verbal communication</li><li>Vocal communication<ul><li>Pitch of the voice</li><li>Pace of the speech</li><li>Pauses and inserts</li><li>Voice projection</li></ul></li><li>Visual communication</li></ul></li><li>Communication Channels<ul><li>Medium of information<ul><li>Face-to-face</li><li>Telephone</li><li>Electronic mail</li><li>Memos and letters</li><li>Flyers, Bulletins and Reports</li></ul></li></ul></li><li>Government Communication<ul><li>Statutory Framework for government information and communication</li><li>Information: a prerequisite for a democracy</li><li>Public Right2know</li><li>Barriers to government communication</li><li>State and the media</li></ul></li></ul> |

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| | | <ul><li>○ Propaganda</li></ul>**■ Public Information Services**<ul><li>○ Introduction to Public Information Services</li><li>○ Characteristics and value of data, information and knowledge<ul><li>➢ Quality</li><li>➢ Timeliness</li><li>➢ Completeness</li><li>➢ Relevance</li></ul></li><li>○ Information technology for effective governance<ul><li>➢ The need for management information</li><li>➢ Development and management of information systems</li></ul></li><li>○ E-government<ul><li>➢ E-government and E-governance</li><li>➢ E-government and service delivery</li><li>➢ Functions of e-government</li></ul></li><li>○ Ethics, values and principles in the public sector</li></ul>**■ Meetings documentations and procedures**<ul><li>○ Purpose of meetings</li><li>○ Kinds of meetings</li><li>○ Procedural aspects</li><li>○ Approaches to meetings</li><li>○ Phases and structure of meetings<ul><li>➢ Pre-meeting phase<ul><li>• Agenda setting</li><li>• Logistics</li></ul></li><li>➢ Meeting phase<ul><li>• Chairing</li><li>• Recording/taking minutes</li><li>• Participation of attendees</li><li>• Dealing with meeting conflict</li></ul></li><li>➢ Post meeting phase<ul><li>■ Preparation of minutes</li></ul></li></ul></li></ul>**■ Report writing**<ul><li>○ Classification of reports</li><li>○ Language and style of report writing</li><li>○ Planning and compiling reports</li></ul> | | |
| Governance & Politics 1 | GOPO 100 | **■ Introduction to governance and politics in South Africa**<ul><li>○ Terminology analysis</li><li>○ State and government<ul><li>➢ Theories of the state</li><li>➢ Characteristics of the state</li></ul></li></ul>**■ Political philosophy and political ideologies**<ul><li>○ Political philosophy<ul><li>➢ Liberty</li><li>➢ Equality</li><li>➢ Justice</li></ul></li><li>○ Political ideologies</li></ul>**■ Political parties and elections**<br>**■ State institutions supporting democracy** | |

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| | | ▪ Service delivery in South Africa |
| Public Law 1 | PULA 100 | ▪ Introduction to Public Law<br> o The concepts of law<br> o Private law<br> o Public law<br> o Constitutional law<br> o Public law as part of Administrative law<br> o Nature and scope of Administrative law<br> o Sources of administrative law<br>▪ Justice Administrative Action<br>▪ Promotion of administrative justice Act (PAJA) 3 of 2000<br> ➢ Application of the Act<br> ➢ Administrative action affecting the public<br> ➢ Reasons for administrative justice<br> ➢ Judicial review of administrative justice<br>▪ Pillars of administrative justice in South Africa<br> o Lawful administrative action<br> o Reasonable administrative action<br> o Procedurally fair administrative action |

| LEVEL 2 | MODULE CODE | MODULE OVERVIEW |
|---|---|---|
| | | |
| Public Management 2 | PUMA 200 | ▪ Public Management: An environmental and multidisciplinary perspective<br> o origins of the scientific study of Public Administration<br> o core values underlying the discipline of Public Administration<br> o relationship between 'public administration' and 'public management'<br> o study of Public Administration within the the broad area of social sciences<br> o current South African demands and challenges in public management<br> o importance of management and managing effectively in the public sector<br> o importance of management training and development in South Africa<br> • Management ethics, approaches, and Principles in the South African Public Sector<br> o usefulness of theories and the main characteristics and contributions of phases of development of management theories<br> o public administration and public management from a theoretical point of view<br> o practical advantages of the multidisciplinary and generic process approach to public management<br> o systems approach to management |

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| | | <ul><li>approaches to management based on its specific value to the public manager</li><li>personal view on the eclectic approach to management</li><li>management ethics and guidelines and codes of conduct in the context of public management</li><li>framework for evaluating unethical behaviour</li><li>professionalism in division</li><li>relationship between ethical behaviour, management principles and management style</li></ul><ul><li>Public Management Dynamics</li><li>elements of the public management functions</li><li>role of public managers in policy making process</li><li>leadership and motivation in public management.</li></ul><ul><li>Managing specialized applications in the South African government</li><li>management applications of policy analysis, strategic management, and organizational development</li><li>management application areas of HRM, financial management development and project management</li><li>relationship between the various management applications</li><li>interdependence of the management components</li></ul><ul><li>Public Management context and functional environment</li><li>environmental scanning, linkage, and interaction as crucial aspects of constant change</li><li>characteristics of public management context and the functional environment</li><li>government environment as three interdependent open systems</li></ul><ul><li>Public Management Issues, Challenges, and Remedies</li><li>issues and trends in the micro-environment, and their possible impact on the institution</li><li>use of specific remedies managers can use in performing their tasks.</li></ul> |
| Economics 2 | ECON 200 | <ul><li>An introduction to macroeconomics<ul><li>Economic cycle</li><li>Economic theories<ul><li>Classical theory</li><li>Keynes's theory</li></ul></li></ul></li><li>Government expenditure<ul><li>Taxation and Total income</li><li>Capital Account</li><li>Balance of payment</li><li>Foreign sector</li><li>Investment function</li></ul></li><li>Measuring the performance of the economy</li><li>Inflation and Unemployment<ul><li>Types of unemployment</li><li>Solutions to unemployment</li><li>Causes of inflation</li><li>Measuring inflation rate</li><li>Influence of expectations on inflation</li></ul></li></ul> |

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| | | <ul><li>○ Monetarist view of inflation</li><li>○ Cost of inflation</li><li>○ Relationship between inflation and unemployment</li></ul>■ Aggregate demand and aggregate supply model<br>■ Monetary economics<ul><li>○ Money and banking</li><li>○ Demand and supply of money</li><li>○ Financial institutions</li><li>○ Financial markets</li><li>○ Markets and instruments</li></ul>■ Development Economics<ul><li>○ Introduction to development economics</li><li>○ Development policy</li><li>○ Regional economics</li></ul>■ International Economics<ul><li>○ International Trade</li><li>○ International payments</li><li>○ Protection policy</li><li>○ International Trade policy</li><li>○ International economics integration</li></ul> |
| End User Computing 2 | EUCO 200 | ■ Inter- and Intranet navigation and searches<br>■ Intermediate word processing techniques<br>■ Spreadsheets<br>■ Presentation software<br>■ Introduction to databases<br>■ Utilisation of appropriate media |
| Project Management 2 | PROJ 200 | ■ Introduction to Project Management<ul><li>○ Terminology analysis</li><li>○ The necessity of project management</li><li>○ Project performance dimensions</li><li>○ Project management knowledge areas</li></ul>■ Project lifecycle<ul><li>○ Conceptualizing Projects</li><li>○ Planning Projects</li><li>○ Executing Projects</li><li>○ Monitoring and Controlling Projects.</li></ul>■ Organizational Design and the Project Environment<ul><li>○ Functional organisation</li><li>○ Matrix</li><li>○ Projectized organisational structure</li></ul>■ Project Scope Management.<ul><li>○ Project Scope Management vs Project Life Cycle.</li><li>○ Scope Verification and Validation.</li><li>○ Scope Change and Control.</li></ul>■ Project Resource Management.<ul><li>○ Resource Estimating</li><li>○ Resource Availability,</li><li>○ Project Resource Smoothing,</li><li>○ How to increase Project Resources.</li></ul>■ Project Risk Management. |

| | | |
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| | | <ul><li>○ What is Project Risk?</li><li>○ Risk Management Plan.</li><li>○ Risk Management and the Project Life Cycle.</li><li>○ Risk Identification and Quantification</li><li>○ Developing the Risk Response.</li></ul><ul><li>▪ Project Communication Management.</li><ul><li>○ Project Communication Plan</li><li>○ Project Meetings.</li><li>○ Hand Over Meetings</li><li>○ Project Reporting</li><li>○ Documentation Control.</li><li>○ Project Commissioning and Handover</li></ul></ul><ul><li>▪ Project Team Management</li><ul><li>○ Purpose of Project Teams</li><li>○ Benefits of Project Teams.</li><li>○ Team Development Phases.</li><li>○ Levels of Team Building.</li></ul></ul> |
| Fundamentals of Research 2 | FURE 002 | <ul><li>▪ Introduction to research</li><ul><li>○ Importance of research</li><li>○ Elements of research</li><li>○ Dimensions of research</li><li>○ Nature of research</li><li>○ Research terminology</li><li>○ Ethical requirements for researchers</li></ul></ul><ul><li>▪ Types of research</li><ul><li>○ Applied and Abstract research</li></ul></ul><ul><li>▪ Sources of topics for scientific research</li><ul><li>○ Sources of research topics or problems</li><li>○ Determining the suitability of a research problem</li></ul></ul><ul><li>▪ Demarcation of the research problem</li><ul><li>○ Selecting a subject for the research</li><li>○ Problem Identification.</li></ul></ul><ul><li>▪ Literature review</li><ul><li>○ Steps in literature review</li></ul></ul><ul><li>▪ Methods of collecting data</li><ul><li>○ Research instruments</li><li>○ Primary and secondary data</li></ul></ul><ul><li>▪ Research methodology/ approaches</li><ul><li>○ Qualitative</li><li>○ Quantitative</li></ul></ul><ul><li>▪ Data collection and sampling</li><ul><li>○ sampling population and target audience</li></ul></ul><ul><li>▪ Interpretations of findings</li><li>▪ Writing a research proposal</li><ul><li>○ Defining a research proposal</li><li>○ Value of a proposal</li><li>○ Types of research proposals</li><li>○ Components of a research proposal</li></ul></ul><ul><li>▪ Report Writing</li></ul> |
| Local Government Management 2 | LGMA 200 | <ul><li>▪ Introduction to Local Government in South Africa</li><li>▪ History of Local Government in South Africa</li><li>▪ Legislative Framework of Local Government</li></ul> |

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| | | <ul><li>Local Economic Development<ul><li>Concepts and theory of LED</li><li>LED planning process</li><li>LED strategies for municipalities<ul><li>Developing infrastructure</li><li>Promoting tourism</li><li>Marketing</li></ul></li></ul></li><li>Small Business Development<ul><li>Promotion of SMME's</li><li>Financial support for the development and growth of SMME's</li><li>Business Management support</li><li>Youth entrepreneurial programmes</li></ul></li><li>Structural Composition of Municipalities</li><li>Administrative and Managerial functions of Municipalities</li><li>Citizen Participation in Local Government</li><li>Municipal services and service delivery</li></ul> |
| Public Human Resource Management 2 | PUHR 200 | <ul><li>Legislative and policy framework for human resource management<ul><li>From human resource management to human capital management</li><li>Key role player in HR</li><li>Good governance in human capital management</li></ul></li><li>Human resource planning<ul><li>Job analysis</li><li>Job description</li><li>Steps in HR planning process</li></ul></li><li>Recruitment and selection processes<ul><li>Context of human capital acquisition</li><li>Recruitment policy and procedures</li><li>Recruiting methods</li><li>Evaluation of recruitment</li><li>Challenges of recruitment and placement in the public sector</li></ul></li><li>Selecting, appointing, and orientating public sector employees<ul><li>Objectives of selection</li><li>Selection policy and procedures</li><li>Principles underlying selection processes</li></ul></li><li>Employee Induction</li><li>Equal Opportunities and Affirmative Action and managing diversity<ul><li>Origin and need for affirmative action</li><li>Approaches to affirmative action</li><li>Affirmative action and the merit principle</li><li>Employment equity</li><li>Diversity management</li></ul></li><li>Employee induction</li></ul> |
| Public Finance & Supply Chain Management 2 | PSMA 020 | <ul><li>Introduction and background to Public Financial Management<ul><li>The political organisation of the public sector</li></ul></li></ul> |

|  |  |  | o Public provision of goods and services, and key sources of government revenue |
|  |  |  | o Allocation Problem, public opportunity cost and priorities. |
|  |  |  | ▪ Institutional Policy and Legislative Framework governing Public Finance |
|  |  |  | o Constitution of the Republic of South Africa |
|  |  |  | o Public Finance Management Act, 1999 |
|  |  |  | o Municipal Finance Management Act, 2003 |
|  |  |  | o Treasury Regulations |
|  |  |  | o Taxation Policy |
|  |  |  | ▪ Role players in Public Financial Management |
|  |  |  | o Internal role-players |
|  |  |  | o External role-players |
|  |  |  | ▪ Taxation |
|  |  |  | o Taxation principles |
|  |  |  | o Objects of taxation |
|  |  |  | o Types of taxes |
|  |  |  | ▪ Planning and Budgeting Framework |
|  |  |  | o Budget reform and management of public money through budgeting |
|  |  |  | o Budget logic |
|  |  |  | o Setting up the process/ budget cycle |
|  |  |  | o Treasury Guidelines in Planning and budgeting |
|  |  |  | o Accountability and responsibility |
|  |  |  | o The fundamentals of financial management |
|  |  |  | ▪ Budget execution |
|  |  |  | o Budget execution cycle |
|  |  |  | o Systems involved in budget execution |
|  |  |  | o Managing budget execution risks |
|  |  |  | ▪ Financial governance and political economy |
|  |  |  | o Characteristics of good governance |
|  |  |  | o Principles of good governance |
|  |  |  | o Implementing good governance principles |
|  |  |  | o Factors leading to poor governance |
|  |  |  | o Achieving good governance in the public sector |
|  |  |  | o Trends affecting Public Administration |
|  |  |  | ▪ Introduction to Supply Chain Management |
|  |  |  | o Understanding the concept of Supply Chain Management |
|  |  |  | o Key terminologies associated with SCM |
|  |  |  | o Evolutional developments of SCM |
|  |  |  | o Implementation of effective SCM |
|  |  |  | o Public procurement and SCM |
|  |  |  | ▪ Supply Chain Management in the public sector |
|  |  |  | o Government SCM |
|  |  |  | o Institutionalisation of SCM |
|  |  |  | o SCM challenges in the South African public sector. |
|  |  |  | o Enhancing the implementation of SCM in the public sector. |
|  |  |  | ▪ Legislation governing Public SCM |

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|  |  | o Governance framework in the public sector |
|  |  | o Legislative prescripts for SCM |
|  |  | o Primary legislation affecting public sector SCM |
|  |  | o Subordinate legislation, prescripts and norms supporting primary legislation |
|  |  | o Complementary legislation |
|  |  | ▪ Implementing Bid Committee systems |
|  |  | o The Bid Committee systems |
|  |  | o Bid Specification Committee for goods and services |
|  |  | o Bid Evaluation Committee for goods and services |
|  |  | o Quotations Committee |
|  |  | o Bid Adjudication Committee for goods and services |
|  |  | o Committee system for infrastructure procurement |
|  |  | o Other institutional committees |
|  |  | o General committee members |

| LEVEL 3 | MODULE CODE | MODULE OVERVIEW |
| --- | --- | --- |
| Public Management 3 | PUMA 300 | ▪ Public Administration and development management: theoretical conception, and practical paradigm<br>▪ Organizational theory and systems theory<br>▪ Governance for Sustainable Development<br>  o Governance and Sustainable Development<br>  o Underpinnings of good governance<br>  o Effective, responsive, and accountable state institutions<br>  o Openness and transparency – public access to information<br>  o Addressing corruption and curbing illicit financial flows<br>  o Justice and the Rule of Law<br>  o Participation in decision-making<br>  o Addressing governance priorities<br>  o Approaches to Integrating Governance<br>▪ Managing change in public service organizations<br>  o The processes of change in public services and public service organizations<br>  o Organizational culture and managing change in public service organizations<br>  o Implementing change in public service organizations<br>▪ Managing innovation in public service organizations<br>  o Understanding and managing innovation in public services<br>  o Developing and supporting innovators in public service organizations<br>  o Managing the process of innovation in public services<br>▪ Governing in a Global Context<br>  o Organizational Responses to Globalization |

| | | o Public Administration in the Age of Globalization |
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| | | o Implications of Transnational Organization Design for Public Administration and Management |
| | | ▪ Ethics in Public Administration |
| | |     o Democratic basis of public ethics |
| | |     o Developing democratic principles |
| | |     o Legal Frameworks for ethical government |
| | |     o Constitutional and constitutionality-based policy and legislation |
| | |     o Future perspectives |
| Monitoring & Evaluation 3 | MONE 300 | ▪ Introduction to Monitoring and Evaluation |
| | |     o The Importance of M&E |
| | |     o The Result Based Management Pyramid |
| | |     o Principles underpinning Monitoring and Evaluation in S.A. |
| | |     o Planning for Monitoring and Evaluation. |
| | |     o Key Monitoring Variables. |
| | |     o Quality Improvement Monitoring Techniques |
| | |     o Practical Steps in Public Policy Monitoring and Evaluation. |
| | |     o Government Wide Monitoring and Evaluation System: Roles and Responsibilities. |
| | | ▪ Policy Framework for Government Wide Monitoring and Evaluation System in South Africa. |
| | |     o Constitution of the Republic of South Africa. |
| | |     o Government Wide Monitoring and Evaluation system in South Africa |
| | |     o Public Financial Management Act 1999 |
| | |     o Municipal Finance Management Act, 2003 |
| | | ▪ Integrating monitoring and evaluation in policy programme management |
| | |     o Programme/project formulation |
| | |     o Appraisal and approval |
| | |     o Implementation |
| | |     o Programme/project completion |
| | | ▪ Planning and managing evaluation |
| | |     o Preparation |
| | |     o Formulating terms of reference |
| | |     o Organizing and managing the evaluation |
| | | Introduction to report writing in M&E |
| | |     o Definition and purposes |
| | |     o Content and structure |
| | |     o Procedures for preparing and tabling |
| Policy Studies 3 | POST 300 | ▪ Introduction to Policy Studies. |
| | |     o Nature, role and history of public policy |
| | |     o Theories and models of analyzing public policy. |
| | |     o Public Policy in more and lesser developed states. |
| | | ▪ Policy Formulation: |
| | |     o Environment of Public Policy |
| | |     o Institutional Arrangements for Policy Making. |
| | |     o Policy Problem Identification and Structuring |

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| | | ▪ Policy Agenda Setting, Policy Design, and Decision Making.<br>▪ Policy Implementation.<br>  o Introduction to Policy Implementation: Terms, Concepts and Frameworks.<br>  o The 7 C Protocol and Policy Implementation.<br>  o Stages of Policy Implementation.<br>  o Policy Implementation in Developing Nations.<br>  o Evidence Based Policy: Importance and Issues.<br>  o Policy Implementation Enablers<br>  o Institutional Arrangements for Policy Implementation.<br>Policy Evaluation.<br>  o The importance of policy evaluation<br>  o Types of revaluation<br>  o The Evaluation Process.<br>Policy Change |
| Governmental Relations 3 | GORE 300 | ▪ The Nature and content of Governmental Relations<br>  o Approaches to Intergovernmental Relations<br>  o The Democratic Approach<br>  o The Constitutional Approach/ Legal Approach<br>  o The Financial Approach<br>  o Normative-Operational Approach<br>▪ The influence of forms of government on Intergovernmental Relations<br>  o Unitary Form of Government<br>  o Federal Form of Government<br>  o The Unitary and Federal Debate in South Africa<br>▪ Models of Governmental Relations<br>▪ Intergovernmental Relations in Public Administration<br>  o Policy and Policy Making as an Intergovernmental Relations Issue<br>  o Finance as an Intergovernmental Relations Issue<br>  o Human Resources as an Intergovernmental Relations Issue<br>▪ Constitutional Framework on Intergovernmental Relations and Co-operative Government<br>  o Co-operative Government in relation to Intergovernmental Relations<br>  o Constitutional Framework on Co-operative Government<br>  o Constitutional Framework on Local Government<br>    ➢ Powers and Functions of Local Government<br>    ➢ Establishment of Municipalities<br>    ➢ Local Government and the Reconstruction and Development Programme<br>    ➢ White Paper on Local Government<br>▪ Intergovernmental Relations and Service Delivery<br>▪ Intergovernmental Fiscal Relations<br>  o Framework Document for Intergovernmental Fiscal Relations in South Africa<br>    ➢ Intergovernmental Fiscal Relations Act, 1997 (Act 97 of 1997 |

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| | | ➢ The Functions of the Budget Council |
| | | ➢ Process for Revenue Sharing Among the Spheres of Government |
| | | ➢ Division of Revenue Bill |
| | | o National Council of Provinces (NCOP) |
| | | o South African Local Government Association (SALGA) |
| | | ➢ Framework for Restructuring of Municipal Service Provision |
| | | o Financial Implications for Intergovernmental Relations |
| | | o Financial and Fiscal Commission |
| | | ▪ Settlement of Intergovernmental Disputes |
| | | ▪ Extra governmental Relations |
| | | ▪ Intergovernmental Relations Network |
| | | ▪ Regional Integration |
| Public Financial Management 3 | PUFM 300 | ▪ Financial Planning and Budgeting |
| | | ▪ Public accounting and reporting Standards |
| | | o Mandate and functions |
| | | o Establishment and operations |
| | | o Constitution of the Republic of South Africa |
| | | o Public Finance Management Act, 1999 |
| | | o Public Audit Act, 2004 |
| | | o Treasury Regulations |
| | | ▪ Accounting Standards |
| | | o Fundamentals of Accounting |
| | | o Financial Management Systems |
| | | ➢ Chart of Accounts |
| | | ➢ Cash vs Accrual Accounting |
| | | o Generally Recognised Accounting Practice (GRAP) |
| | | o Generally Accepted Accounting Practice (GAAP) |
| | | o International Public Sector Accounting Standards (IPSAS) |
| | | ▪ Costing and Budgeting |
| | | ▪ Public Financial Management Performance |
| | | o Accruals Accounting and Output Budgeting |
| | | o Defining and measuring Non-Financial Items, Especially Outputs and Outcomes |
| | | o Outputs and Input Budget |
| | | ▪ Risk Management |
| | | o Managing budget execution risks |
| | | ▪ Internal Audit Process |
| | | o Internal audit functions |
| | | o Audit Planning |
| | | o Audit Execution |
| | | o Audit Reporting |
| | | ▪ Audit Committees |
| | | o Role of the Audit Committee |
| | | o Mandate of the Audit Committee |
| | | o External audit: Auditor-General |

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| | | ▪ Intergovernmental Fiscal Relations in South Africa<br>    ○ Intergovernmental Fiscal Relations<br>    ○ Framework Document for Intergovernmental Fiscal Relations in South Africa<br>    ○ Intergovernmental Fiscal Relations Act, 1997 (Act 97 of 1997<br>        ➢ The Functions of the Budget Council<br>        ➢ Process for Revenue Sharing Among the Spheres of Government<br>        ➢ Division of Revenue Bill<br>        ➢ National Council of Provinces (NCOP)<br>    ○ South African Local Government Association (SALGA)<br>    ○ Financial and Fiscal Commission<br>    ○ Framework for Restructuring of Municipal Service Provision<br>    ○ Financial Implications for Intergovernmental Relations<br>▪ Ethical Foundations of Public Financial   Management<br><br>    ○ Ethical concepts<br>    ○ Public sector ethics<br>    ○ Fraud and corruption<br>    ○ Ethical failings in the public sector<br>    ○ Upholding public ethics standards in South Africa |
| Supply Chain Management 3 | SCMA 300 | ▪ Demand Management in the public service<br>    ○ Demand management in perspective<br>    ○ Demand management planning<br>    ○ Strategic planning in SCM<br>    ○ Operational planning in SCM<br>    ○ Demand analysis<br>    ○ Procurement planning<br>▪ Acquisition Management<br>    ○ Defining acquisition management<br>    ○ Acquisition methods<br>    ○ Delegation of authority in acquisition management<br>    ○ Technology requirements in acquisition requirements<br>    ○ Sourcing suppliers through quotations<br>    ○ Sources suppliers through competitive bidding<br>▪ Strategic sourcing and category management in the public sector<br>    ○ Understanding strategic sourcing and category management<br>    ○ Principles of strategic sourcing<br>    ○ Strategic sourcing framework<br>    ○ Strategic sourcing and category management methods and strategies.<br>▪ Logistics Management<br>    ○ The concept of logistics and place in the public sector<br>    ○ Distribution of goods<br>    ○ Warehouse and store management<br>    ○ Logistics administration |

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| | | | ▪ Risk Management in the public sector SCM<br>　○ Introduction to SCM risk management<br>　○ SCM system risk management response plan<br>　○ SCM risk management on a case to case basis<br>　○ SCM risk assessment tool<br>　○ Monitoring SCM risk management system<br>　○ Internal control and SCM risk management<br>　○ Detective and preventive control activities<br>▪ Asset Disposal Management<br>　○ Introduction to asset and asset management<br>　○ Asset Disposal within the asset management system<br>　○ Importance of Asset Disposal<br>　○ Disposal management and principles<br>　○ System of Asset Disposal Management<br>　○ Asset Disposal Methods |
| Local Government Management 3 | LGMA 300 | | ▪ Integrated development planning as an approach to sustainable development in municipalities.<br>　○ Integrated development planning<br>　○ Contextualising integrated development planning<br>▪ Local government and service delivery.<br>　○ Nature and extent of typical municipal services.<br>　○ The realities of service delivery.<br>　○ Service delivery improvement strategies, programmes and recommendations.<br>• Professionalisation of Local Government<br>• District Development Model<br>▪ Municipal human resource management.<br>　○ Clarification of key human resource terms.<br>　○ HRM systems and processes<br>　○ HR planning<br>　○ HR provision, utilisation, and development- training and development performance management<br>　○ Labour relations and grievance procedure-professionalism and codes of conduct.<br>▪ Municipal financial management<br>　○ Legislative framework for Municipal finance management<br>　○ Key role players and structures in municipal financial management.<br>　○ Municipal budgets and cycle<br>▪ Municipal supply chain management<br>　○ Process of supply chain management- establishment of municipal chain management units<br>　○ Bidding process- assets management.<br>▪ Managing municipal performance<br>　○ Defining performance and performance management<br>　○ Statutory and regulatory requirements related to performance management.<br>　○ Performance management models, tools and techniques<br>▪ Local Government and Sustainable Development<br>　○ Dominant views on sustainable development |

| Public Human Resource Management 3 | PUHR 300 | <ul><li>Human capital management for effective service delivery/ the conceptualization of human capital management in the 21st century</li><li>Compensating and caring for public sector employees<ul><li>Compensating public sector employees<ul><li>Compensation policies</li><li>Pay system design</li><li>Incentive compensation</li><li>Employee benefits</li></ul></li><li>Conceptualising employee wellness<ul><li>Legal and strategic framework for employee health and wellness</li><li>Managing HIV/AIDS in the public sector</li><li>Holistic approach to wellness</li><li>Dimensions of wellness</li></ul></li></ul></li><li>Career Management<ul><li>Career concepts</li><li>Career choices</li><li>Purpose of career management</li><li>Career anchors</li><li>Career patterns</li><li>Career plateaux</li><li>Effects of working couples and work-family conflict on career movements</li></ul></li><li>Performance Management<ul><li>Performance framework</li><li>Objectives of performance management</li><li>Performance planning</li><li>Pillars of successful performance management system</li><li>Setting performance standards</li><li>Individual performance plan</li><li>Performance measurements and appraisals</li><li>Dispute resolutions</li></ul></li><li>Training and Development in the public sector<ul><li>Skills development legislation</li><li>The importance of training in a public institution</li><li>Training cycle<ul><li>Training needs analysis</li><li>Training design</li><li>Training models</li><li>Training theories and methods Informational and experiential training methods</li></ul></li></ul></li><li>Employee motivation in the public sector<ul><li>Motivation in the public sector</li><li>Motivation theories</li><li>Role of motivation in teams</li><li>Factors contributing to demotivation</li></ul></li><li>Talent and Retention Management</li></ul> |

<ul><li>Promoting sustainable development at grassroots</li><li>Achieving sustainable local government</li></ul>

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| | | <ul><li>Value of talent and retention management</li><li>Integrating talent management</li><li>Talent management process</li><li>Strategic talent management</li><li>Retention management</li><li>Strategies to retain employees</li></ul><ul><li>Employee relations<ul><li>Contextualising public sector employee relations in South Africa</li><li>Role players in public sector employee relations</li><li>Facets of public sector employee relations</li><li>Strikes and lockouts in the public sector</li></ul></li></ul> |
| Public Management Practice (12 weeks to be undertaken at Level 3) | PUMP 300 PUMP 301 PUMP 302 | <ul><li>P0 completed and assessed regarding relevant theoretical foundations and soft skills necessary for acceptance into various public entities</li><li>Completion requires the required 12 weeks of work integrated learning within the administrative entities in Human Resource Management, Finance, and other relevant departments<br>Or<br>A Project to be planned and implemented in a relevant Public Sector environment.</li></ul><ul><li>Portfolio of Evidence /Project Report and Logbook to be completed and submitted for assessment.</li></ul> |

## 5.2 ADVANCED DIPLOMA IN PUBLIC MANAGEMENT

**SAQA ID** : 111159

**NQF Level** : 7

**SAQA Credits** : 120

**Rational for the Qualification**
The public sector requires highly skilled workforce that will gratify the obligation of an outcome-based government and development state. This qualification provides students with an opportunity to equip themselves with knowledge, skills, and competences to contribute to the advancement of governance in the public sector.

**Statement of Purpose**
The Advanced Diploma in Public Management targets interested candidates who successfully completed a Diploma/National diploma in Public Management or equivalent. Through this qualification, learners will acquire advanced skills and competencies to carry out the expected management, administrative tasks and enhance their strategic abilities thereby contributing to improved service delivery. In so doing, officials in the public service must uphold high ethical standards since South Africa is part of a global market, which responds to international. This will enhance principles of Good Governance and International Relations.

**Qualification Rules**
Learners will qualify on condition that they have completed all modules, which account for 120 credits.

**Exit Level Outcome:**
- Provide a vision and set direction for the organization /unit and inspire others to deliver the organisational mandate.
- Provide effective institutional leadership by applying appropriate models, theories and leadership frameworks.
- Maintain and enhance confidence in the South African Public Service by applying effective organisational leadership skills.
- Apply strategic thinking in managing and leading Public Sector Organisation.
- Promote Honest Conduct in leading and managing the Public Sector Institution.

## Admission requirements

The minimum requirement for admission is a National Diploma or Diploma in Public Management or equivalent with an average pass mark of 60%. In instances where a student obtained less than 60%, a minimum of three years' experience in the public sector is considered.

**ALL ADMISSIONS ARE BASED ON THE SELECTION PROCESS ONLY**

## Duration of Study
Full time one year
Part time two years

## CURRICULUM

| Module Name | NQF level of module | Credits | HEMIS credits | Core/ Elective | Year Level | Module Code |
|---|---|---|---|---|---|---|
| Introduction to Research 4 | 7 | 12 | 0.166 | Core | 4 | ARES040 |
| Advanced Management and Leadership 4 | 7 | 12 | 0.166 | Core | 4 | ADML040 |
| Advanced Public Policy Management 4 | 7 | 24 | 0.167 | Core | 4 | ADPP040 |
| Advanced Public Financial Management 4 | 7 | 24 | 0.167 | Core | 4 | ADFM040 |
| Advanced Monitoring and Evaluation 4 | 7 | 24 | 0.167 | Core | 4 | ADME040 |
| Advanced Public Human Resource Management 4 | 7 | 24 | 0.167 | Core | 4 | ADHR040 |
| **Total** | | **120** | **1** | | | |

## Teaching, Learning and Assessment

All assessments will integrate knowledge, skills attitude and applied competence of the discipline. The institutional assessment policy makes provision for assessment instruments ranging from written or oral tests, presentations on topical public sector issues, assignments, integrated projects or simulation exercises, portfolios of evidence and any other assessments.

## Formative assessments

Students write three assessments per year, and all three contribute to a year mark, which contributes 40% of the final mark. A range of assessment methods will be used in assessing the learners including amongst others: Written tests, Class presentations, Integrated Projects, Simulations, Assignments and Case Studies.

**Summative Assessments**

The pass mark for all modules/subjects in the Advanced Diploma is 50%. The final mark consists of the year mark and examination mark in the ratio of 40:60 respectively. The subminimum rule applies to all modules.

| Advanced Monitoring and Evaluation 4 | ADME 040 | <ul><li>Government-Wide Monitoring and Evaluation Systems</li><li>Monitoring and Evaluation at institutional level</li><li>Developing Performance Indicators to Manage Performance in government</li><li>Monitoring and Evaluation Approaches</li><li>Evaluation Tools and Techniques.</li><li>Research and Monitoring and Evaluation of Policies and Programmes.<ul><li>Key Considerations in conducting Monitoring and evaluation Research.</li><li>Monitoring and Evaluation Research Tools.</li><li>Government Wide Monitoring and Evaluation: Data Terrains</li><li>Qualitative and Quantitative Data Collection Methodologies.</li></ul></li><li>Evaluation of M&E in the South African context.</li></ul> |
|---|---|---|
| Advanced Public Policy Management 4 | ADPP 040 | <ul><li>Agenda setting</li><li>Policy formulation</li><li>Evidence based policy making</li><li>Models for policy formulation</li><li>Policy adoption and implementation</li><li>7 C for policy implementation</li><li>Policy analysis</li><li>Policy monitoring and evaluation</li></ul> |
| Advanced Management and Leadership 4 | ADML 040 | <ul><li>Management and leadership imperatives for service delivery</li><li>Management theories, leadership theories and leadership styles</li><li>Management principles</li><li>Public sector leadership traits</li><li>Strategic management</li><li>Change management</li><li>Performance management</li><li>Ethical and accountable leadership</li><li>Good governance and leadership</li></ul> |
| Introduction To Research Methodology 4 | ARES 040 | <ul><li>Introduction to research</li><li>Research process</li><li>Research methodology</li><li>Ethical consideration</li><li>Data collection, analysis interpretation</li><li>Research report writing</li></ul> |

| Advanced Financial Management 4 | ADFM 040 | <ul><li>Public Sector Financial Strategic management</li><li>Financial Planning in line with MTEF and MTSF</li><li>Financial Requirements</li><li>Financial Performance management</li><li>Financial Risks Management.</li><li>Financial Oversight and Accountability</li></ul> |
|---|---|---|
| Advanced Human Resource Management 4 | ADHR 040 | <ul><li>Legislative/Statutory Framework for Public Sector Human Resource Management</li><li>Strategic human capital management</li><li>Strategic Change Management in the Public Sector.</li><li>Talent Management and Retention in the Public Sector</li><li>Public Sector Employee Performance Management and Development System (EPMDS)</li><li>Remuneration Management in the Public Sector.</li><li>Employee Health and Wellness</li><li>Labour Relations</li><li>Ethics in public human resource management</li></ul> |

## 5.3 ADVANCED DIPLOMA IN PUBLIC MANAGEMENT IN HUMAN SETTLEMENTS

**SAQA ID** : 121179

**NQF Level** : 7

**SAQA Credits** : 120

**Rationale for the Qualification**
The Advanced Diploma in Public Management in Human Settlements equips learners with context-specific, functional knowledge and competencies required to interpret, articulate, and apply human settlement policies in diverse social, cultural and environmental contexts. The programme will assist in addressing challenges identified in the National Development Plan (NDP) of building a state that can play a transformative and developmental role. This can only be achieved by having well-coordinated state institutions with skilled public servants committed to the public good and capable of delivering high quality services to South Africans.

**Purpose of the programme**
The qualification is a multi-disciplinary programme in the field of Human Settlements that aims at furthering the career development of learners in Human Settlements Management. It includes planning, monitoring and service delivery of housing and municipal services to both urban and rural dwellers. The qualification is aimed at equipping learners with the skills, knowledge and competencies that allow qualifying learners to engage in analytical thinking, problem solving and application of theoretical knowledge to solve practical problems in the field of Human Settlements Management.

**Qualification Rules**

Learners will qualify on condition that they have completed all modules, which account for 120 credits.

**Exit Level Outcome**

- Conceptualize and apply theoretical knowledge acquired to plan and manage sustainable human settlements.
- Employ the principles and procedures of data gathering and analysis to produce empirical findings on issues that bear on human settlements' design/planning, development and management.
- Interpret human settlement legislations, policies and programmes.
- Acquaintance with technical design and construction aspects of houses, infrastructure and services within human settlement context.
- Implement community development initiatives on Human Settlements Management
- Comprehend the land use dynamics and land cover changes and their implications on human settlement service delivery.
- Develop and present a research project the Human Settlement context.
- Execute, analyse data from the field and produce research report in an area of Human Settlements Management.
- Provide responsible leadership in the management of human settlements.
- Apply Project Management concepts and principles in Human Settlement Delivery projects.

**Admission requirements**

- Minimum requirement for admission is National Diploma/ Diploma in Public Management/Diploma or National Diploma in Human Settlements Management/A Diploma/ National Diploma in Built Environment/A cognate underpinning a Diploma/ National Diploma. Students must obtain an average of 60% and above in related programmes. Prospective learners with prior learning may be considered for admission in line with the MUT's RPL policy as approved by the Council of the University. Students with less than an average of 60% but have a minimum of 3 years of experience in the Public Sector will be considered.

**ALL ADMISSIONS ARE BASED ON THE SELECTION PROCESS ONLY**

**Duration of Study**

- Full time one year
- Part time two years

**CURRICULUM**

| Module Name | NQF level of module | Credits | HEMIS credits | Fundamental/Core/ Elective | Module Code |
|---|---|---|---|---|---|
| **SEMESTER 1** | | | | | |
| Advanced Public Management 4 | 7 | 24 | 0.167 | Fundamental | PUMA 040 |
| Human Settlements Policies and Programmes 4 | 7 | 12 | 0.166 | Fundamental | HUPP 040 |
| Project Management 4 | 7 | 12 | 0.166 | Fundamental | PROM 040 |

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|---|---|---|---|---|---|
| Public Transport Management 4 | 7 | 12 | 0.166 | Core | PUTM 040 |
| **SEMESTER 2** | | | | | |
| Human Settlements Management 4 | 7 | 12 | 0.166 | Core | HUSM 040 |
| Environmental Sustainability Management 4 | 7 | 12 | 0.166 | Core | ESMA 040 |
| Construction & Energy Management 4 | 7 | 12 | 0.166 | Core | CEMA 040 |
| Public Utilities & Services Management 4 | 7 | 12 | 0.166 | Fundamental | PUSM 040 |
| Research Methodology 4 | 7 | 12 | 0.166 | Fundamental | REMT 040 |
| Total | | 120 | 1 | | |

## Teaching, Learning and Assessment

All assessments will integrate knowledge, skills attitude and applied competence of the discipline. The institutional assessment policy makes provision for assessment instruments ranging from written or oral tests, presentations on topical public sector issues, assignments, integrated projects or simulation exercises, portfolios of evidence and any other assessments.

## Formative assessments

Students undertake three assessments per year, which contribute to a year mark, and count 40% of the final mark. A range of assessment methods will be used in assessing the learners including amongst others: Written tests, Class presentations, Integrated Projects, Simulations, Assignments and Case Studies.

## Summative Assessments

The pass mark for all modules/subjects in the Advanced Diploma is 50%. The final mark consists of the year mark and examination mark in the ratio of 40:60 respectively. The subminimum rule applies to all modules.

| Module Name | Content |
|---|---|
| **SEMESTER 1** | |
| Advanced Public Management 4 | **Theories of Public Management:**<br><br>▪ Public Administration and development management<br>**Foundations of Public Management:**<br><br>• Public Resource Management<br>• Public-sector office management and administration<br>• Public Service delivery<br>▪ Public Policy<br>▪ Ethics in Public Administration<br><br>**Public Management skills:**<br><br>▪ Decision-making<br>▪ Public-sector project management<br>▪ Communication and negotiation<br>▪ Interpersonal and labour relations<br>▪ Conflict management<br>▪ Change and diversity management<br>▪ Managing diversity in public institutions |

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|---|---|
| | **Public Management issues, challenges, and remedies:** |
| | ▪ Governing in a Global Context<br>▪ Managing innovation in public service organizations |
| Human Settlements Policies and Programmes 4 | • Human settlement policies, legislations, regulations, and institutional frameworks in the South African context.<br><br>• The roles, functions and responsibilities of human settlement delivery and management institutions and other public and private organisations involved in the development and management of human settlements.<br><br>• Structural arrangement for Human Settlements delivery and management.<br><br>• Human Settlement Housing Programmes<br><br>• Bucket eradication<br>• Informal settlement upgrade<br>• Rental housing<br>• Social Housing Regulatory Authority<br>• Residential Development Programme<br>• Emergency Housing<br>• Housing for the poor<br>• Breaking New Ground |
| Project Management 4 | • Project management concepts, theories<br>• Project lifecycle in Human Settlements projects<br>• Organizational Design and the Project Environment<br>• Project Scope Management.<br>• Project Resource Planning<br>• Project Risk Management<br>• Project Communication Management<br>• Project Team Management |
| Public Transport Management 4 | ▪ Public Transport policies<br>▪ Concepts and definitions<br>▪ Access To Public Transport<br>▪ Identifying public transport stops<br>▪ Creating service areas for each public transport stop<br>▪ Estimating populations with access to public transport stops<br>▪ Innovative urban transport system. |
| **SEMESTER 2** | |
| Human Settlements Management 4 | ▪ Introduction to Human Settlements Development<br>▪ Principles and Theory of Human Settlement Development Management<br>▪ Human Settlement Design Planning and Development of Settlements<br>▪ Human Settlement planning and Disaster Management |

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|---|---|
| | ▪ Human Resource Management and Capacity Building<br>▪ Housing Finance and Administration<br>▪ Social Housing Facilitation and Management<br>▪ Population and sustainable human settlement development<br>▪ Energy Efficiency in Human Settlement Development |
| Environmental Sustainability Management 4 | ▪ Synthesize knowledge from diverse fields to address equity and environmental concerns in human settlement delivery.<br>▪ Stakeholder relations through engagement in the human settlement sector.<br>▪ Climate Change and its Human Causation.<br>▪ Multiple Rating/Certification Systems<br>▪ Design and construction professionals and conflict management.<br>▪ Environmental Systems.<br>▪ Global adopted practices in the management and administration of human settlement at different geographical (city, town, village community) and administrative (national, provincial, municipality) scales. |
| Construction & Energy Management 4 | ▪ The Legislative framework governing construction and energy management and human settlements.<br>▪ Methods of building construction and different alternative building technologies<br>▪ Energy saving strategies relevant to mass housing delivery especially in the South African context and globally. |
| Public Utilities & Services Management 4 | ▪ Public Utility Framework for Regulating Modern Infrastructure.<br>▪ The Public Utilities Concept<br>▪ Why and How Utilities are "Different"<br>▪ Public utility policy issues<br>▪ Public utility regulatory environment<br>▪ Sectors of Public entity industry<br>▪ Public utility function challenges<br>▪ Public utility governance<br>▪ Public utility management ethics<br>▪ Public utility new challenges |
| Research Methodology 4 | ▪ Introduction to research<br>▪ Research process<br>▪ Research methodology<br>▪ Ethical consideration<br>▪ Data collection, analysis interpretation<br>▪ Research report writing |

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**IMPORTANT NOTICE**

The department rules must be read in conjunction with the Mangosuthu University of Technology's General Handbook Rules.

**INDEMNITY CLAUSE**

Mangosuthu University of Technology is not liable to the learner or any third party for any demands, loss of life or amenities caused in whatever manner to the learner at the workplace where the Work Integrated Learning takes place. Despite the, it is the responsibility of the learner to inform Mangosuthu University of Technology in writing of an unsafe or unhealthy conditions in the workplace where the student is receiving the training. Whilst every effort will be made to help students in securing placement for Work Integrated Learning the University does not guarantee such placements.