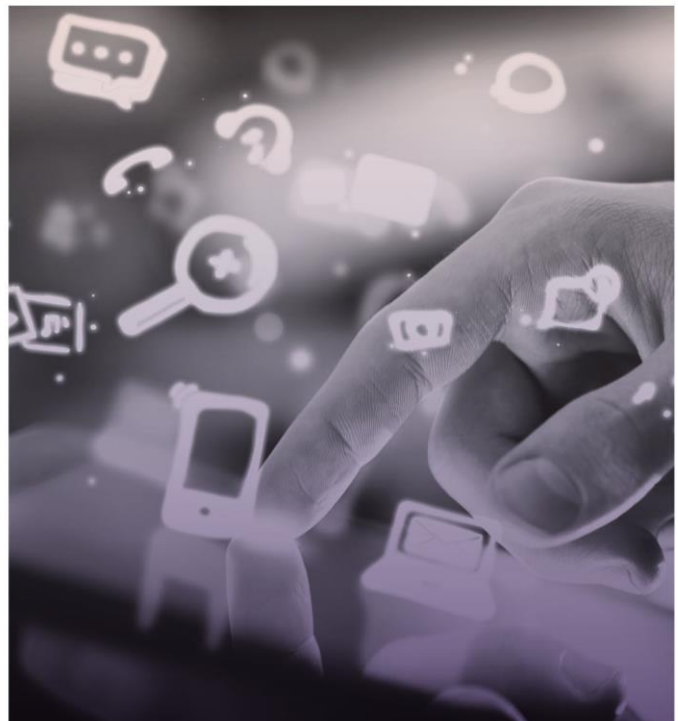
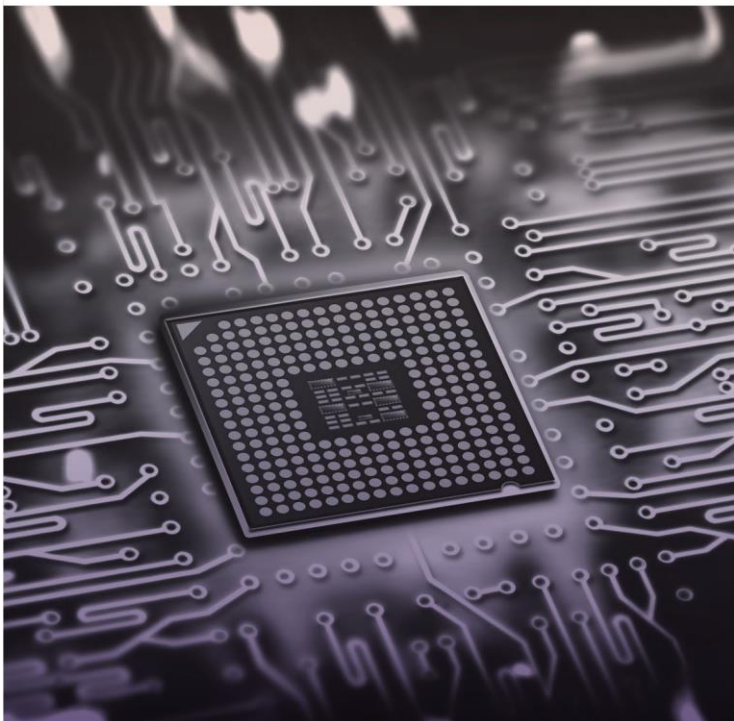




College of Business and Economics  
**School of Consumer Intelligence  
and Information Systems**  
Department of Applied Information Systems

# Learning Guide

BAY03B1 – Business Analysis 3B



### **Action words**

<b>Apply</b>	Put to practical use or make use of a relevant equation or law.
<b>Calculate</b>	Determine the value, using formulae or specific calculation methods.
<b>Classify</b>	Group concepts or subjects together based on certain characteristics or commonalities.
<b>Compare</b>	Point out the similarities and differences between objects or points of view. The word <i>contrast</i> can also be used.
<b>Convert</b>	Transform a quantity expressed in one unit to a quantity expressed in another unit.
<b>Define</b>	Give a short and clear description of a term or concept.
<b>Demonstrate</b>	Show clearly/prove/make clear by reasoning or evidence/illustrate and explain, especially with many examples.
<b>Derive</b>	Deduce or infer something from the given information.
<b>Describe</b>	Tell in detail how a process works or how a subject appears. You need not comment on the process or the subject or give your own point of view.
<b>Differentiate</b>	Find differences between objects or statements.
<b>Discuss</b>	Explain terms or concepts in your own words. Give comments or give your own point of view.
<b>Distinguish</b>	Write down the differences between subjects or concepts.
<b>Draw</b>	Create a drawing, diagram or representation of a subject or concept.
<b>Explain</b>	Write about the subject in your own words. Clarify or give reasons – it may be useful to use examples or illustrations. You must prove that you understand the content.
<b>Formulate</b>	Express in a concise, systematic way.
<b>Identify</b>	Establish the identity or recognise a process.
<b>Illustrate</b>	Explain by means of detailed descriptions and drawings.
<b>Interpret</b>	Explain or clarify the meaning of a concept/value.
<b>List/Name</b>	Briefly write down the facts or main points.
<b>Motivate</b>	Give reason(s) for your answer.
<b>Name</b>	Nominate or specify a site or process.
<b>Organise</b>	Arrange data according to certain criteria.
<b>Predict</b>	Use the facts available to derive an outcome.
<b>Relate</b>	Show the relation/connection of entities, how the concepts can be

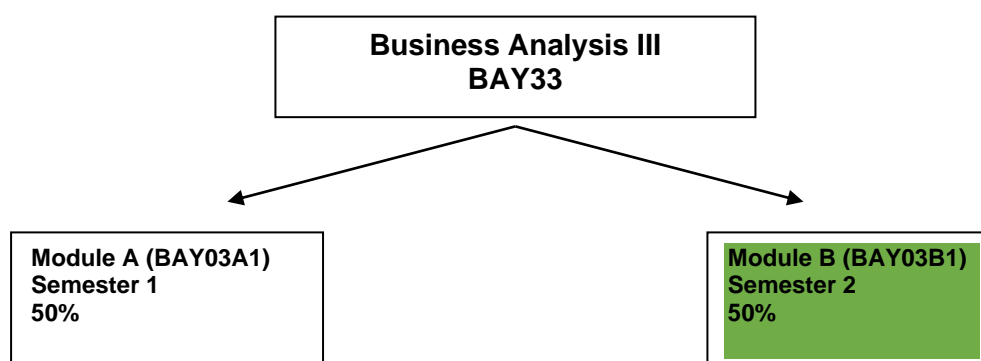
	linked.
<b>Solve</b>	Find an answer by using critical thinking and/or calculations.
<b>Summarise</b>	Briefly state/list/write down only the most important detail/facts.
<b>Understand</b>	Show insight into or know the meaning/nature of a concept or term; to comprehend.

## **Table of Contents**

<b>Action words .....</b>	<b>2</b>
<b>1. COMPOSITION OF THE PROGRAMME .....</b>	<b>4</b>
<b>MODULE A.....</b>	<b>4</b>
<b>INTRODUCTION .....</b>	<b>4</b>
<b>2. COURSE LECTURER .....</b>	<b>4</b>
<b>3. INTRODUCTION .....</b>	<b>5</b>
<b>4. PURPOSE .....</b>	<b>5</b>
<b>5. TEACHING AND LEARNING STRATEGY .....</b>	<b>6</b>
<b>6. CONTINUOUS ASSESSMENTS CRITERIA .....</b>	<b>6</b>
<b>7. LEARNING MATERIAL .....</b>	<b>8</b>
<b>Other Learning Material: .....</b>	<b>Error! Bookmark not defined.</b>
<b>8. REGISTER AND CLASS ATTENDANCE.....</b>	<b>8</b>
<b>9. WORK SCHEDULE .....</b>	<b>9</b>
<b>10. DETAILED MODULE LEARNING OUTCOMES AND ASSESSMENT CRITERIA.....</b>	<b>10</b>
<b>11. SECRETARY DETAILS .....</b>	<b>16</b>
<b>12. DISHONESTY AND PLAGIARISM .....</b>	<b>16</b>
<b>Application for Deferred Test .....</b>	<b>19</b>

## 1. COMPOSITION OF THE PROGRAMME

This module is part of Business Analysis III BAY33



NQF level	6
Credits (Calculated according to notional hours)	16
Duration	14 Weeks

### Please note:

- Module A and B are Independent Modules
- You must pass all modules with 50% to pass the subject.

Your learner guide is designed to assist you through this course and will guide you with preparation for classes, assignments and tests.

## 2. COURSE LECTURER

**Lecturer:** Dr. Shopee Dube

**Tel:** (011) 559-1265

**Office:** E RED 2

**E-mail:** [ShopeeD@uj.ac.za](mailto:ShopeeD@uj.ac.za)

**Consultation Times:** Tuesdays 11.30am to 1.00pm in my offices or make appointment through Zoom or MS Teams meeting.

### 3. INTRODUCTION

The module introduces you to contemporary skills useful to model business systems and analyse IT components of businesses. The module is divided into the following learning units:

<b>Learning unit 1:</b>	The Approach to Problem Solving, The Process Model & Investigating the Situation
<b>Learning unit 2:</b>	Stakeholder categories and identification & Analysing Stakeholders
<b>Learning unit 3:</b>	Stakeholder Management Strategies & Managing Stakeholders
<b>Learning unit 4:</b>	Delivering The Solution, Delivery Lifecycles, The waterfall lifecycle & the 'v' model cycle
<b>Learning unit 5:</b>	a) Delivery lifecycles & b) Approach, Software development approaches, the importance of prioritisation, software package approach, roles in delivering requirements, Deliverables & techniques
<b>Learning unit 6:</b>	Prototyping and Quantitative Approaches
<b>Learning unit 7:</b>	Introducing a new business system, the nature of change, the environment for change & inside the organization
<b>Learning unit 9:</b>	Inside the organization, Maslow's hierarchy, the business change life cycle, alignment with culture, design and implementation

### 4. PURPOSE

The purpose of the course is to provide students with contemporary skills useful to model business systems, analyse IT components of businesses, how IT is aligned with business objective and to communicate findings /deviations/solutions to business stakeholders in a professional manner.

**A student will understand:**

- Business analysis techniques on IT components, business models, conducting a business requirements elicitation and on communication of findings/deviations/solutions to business and stakeholders in a professional manner.
- The drafting and presenting of business analysis reports.

**After completing this module, you should be able to:**

- Explain the stakeholder analysis to the management of IT.
- Explain ways of modelling various business systems and engineering.
- Explain various ways of modelling the IT systems, managing information system resources, IT requirements and managing business change.
- Explain the process of making a business case and a financial case from a draft to a final report.
- Demonstrate the fundamental skills and competencies of business analysis skills acquired through presentation of a business analysed on project day.

## 5. TEACHING AND LEARNING STRATEGY

An integrated teaching and learning approach is followed in this module. This means that learning is facilitated by more than one support resource, e.g., face-to-face contact, Ulink, a learning guide and or Blackboard Collaborate Ultra each of which is complementary to the other.

## 6. CONTINUOUS ASSESSMENTS CRITERIA

**Three (3) assessments** and tutorials will be assessed.

The **Semester mark** will be calculated as follows:

	Weight	Assessment Date	Supp assessment Date	Scope of work to be covered by assessment
<b>Semester Test 1</b>	20%	<b>15<sup>th</sup> August</b>	<i>TBA</i>	Learning Units 1 to 4
<b>Group collaboration assignment and oral presentations</b>	15%	<b>28<sup>th</sup> Sept, 3<sup>rd</sup> 5th October</b>	<i>TBA</i>	
<b>Class assignments Blackboard discussions, etc</b>	15%	<b>TBA</b>	<i>NONE</i>	
<b>FINAL EXAMS</b>	50%	<b>TBA</b>	<i>TBA</i>	Learning Units (Comprehensive)

### **Supplementary Assessment:**

There will only be **one re-assessment** per module for learners who produce a valid doctor's certificate after missing an assessment together with a completed application for writing the sick test (**See Appendix A**). All assessments are compulsory. A weighted average of 50% constitutes a pass. **Assessments not handed in on due date will not be marked and 0% awarded**. This does not apply in the case of official absenteeism:

- Medical certificates; or
- Prior application (with confirmation from the sports bureau or cultural office) for participating in provincial, national or international sports or cultural events; or
- The death of a close family member or friend (a copy of the death certificate or funeral letter must be included as proof); or
- Other excuses deemed acceptable to the assessor.

### **Medical certificates need to comply with the following:**

#### **The Ethical and Professional Rules of the Medical and Dental Professions Board of the Health Professions Council of South Africa**

In terms of the Ethical and Professional Rules of the Medical and Dental Professions Board of the Health Professions Council of South Africa, the medical profession has introduced the following rules with respect to medical certificates:

**Rule 15.(1) :** A practitioner shall only grant a certificate of illness if such certificate contains the following information, namely:

- a. the name, address and qualification of the practitioner;
- b. the name of the patient;
- c. the employment number of the patient (if applicable);
- d. the date and time of the examination;
- e. whether the certificate is being issued as a result of personal observations by the practitioner during an examination, or as the result of information received from the patient and which is based on acceptable medical grounds;
- f. A description of the illness, disorder or malady in layman's terminology with the informed consent of the patient: Provided that if the patient is not prepared to give such consent, the medical practitioner or dentist shall merely specify that, in his or her opinion based on an examination of the patient, the patient is unfit to work;
- g. Whether the patient is totally indisposed for duty or whether the patient is able to perform less strenuous duties in the work situation;
- h. the exact period of recommended sick leave;
- i. the date of issuing of the certificate of illness; and
- j. a clear indication of the identity of the practitioner who issued the certificate which shall be personally and originally signed by him or her next to his or her initials and surname in printed or block letters.



**Rule 15(2):** If pre-printed stationery is used, a practitioner shall delete words which are irrelevant.

**Rule 15(3):** A practitioner shall issue a brief factual report to a patient where such a patient requires information concerning himself or herself.

**Sick supplementary assessment:**

A supplementary assessment will only be given to students with a completed sick test application form (**See Appendix A**) and a **valid doctor's certificate**. Learners must apply for the assessment within **7 working days** after the assessment by completing an application form with relevant documentation with the secretary/lecturer.

A final supplementary evaluation may be given to students who obtain a final mark between 30% and 49%.

**Feedback to learners:**

Feedback of assessments will be available within 14 days. The results will be posted on Ulink and the memorandum of the assessment will be discussed in online class.

## 7. LEARNING MATERIAL

**Textbooks:**

*Paul Harmon (2019). Business Process Change A Business Process Management Guide for Managers and Process Professionals Fourth Edition*

*Debra Paul and James Cadle (2020). Business Analysis Fourth Edition.*

**Other Learning Material:**

*Additional lecture notes will be provided.*

**Recommended:**

*To be advised*

## 8. REGISTER AND CLASS ATTENDANCE

Please note that it is the learner's responsibility to catch up on any lectures missed, irrespective of the reason why he/she missed the lecture. Make arrangements with



another learner concerning notes handed out; to check whether arrangements regarding assignments had been made, etc.

## 9. WORK SCHEDULE

### Proposed schedule for the module:

#### Semester 2

Lecture Week	Learning Unit	Topic / Outcome
17 July 2023	LU1a	Welcome and Introductions:  The Approach to Problem Solving: The Process Model & Investigating the Situation
24 July 2023	LU1b	The Approach to Problem Solving: The Process Model & Investigating the Situation
31 July 2023	LU2	Stakeholder categories and identification & Analysing Stakeholders
7 August 2023	LU3	Stakeholder Management Strategies & Managing Stakeholders
10 August 2023	LU4	<b>REVISION</b>
15 August 2023	<b>SEMESTER ASSESSMENT 1</b>	
21 August 2023	LU5	Delivering The Solution, Delivery Lifecycles, The waterfall lifecycle & the 'v' model cycle
28 August 2023	LU6	a) Delivery lifecycles b) Approach, Software development approaches, the importance of prioritisation, software package approach, roles in delivering requirements, Deliverables & techniques
1 September 2023	LU7	Prototyping and Quantitative Approaches
<b>SPRING RECESS</b> <b>2 to 10 September 2023</b>		

Lecture Week	Learning Unit	Topic / Outcome
12 <sup>th</sup> September	LU8	Introducing a new business system, the nature of change, the environment for change & inside the organization
21 September 2023	LU9	Inside the organization, Maslow's hierarchy, the business change life cycle, alignment with culture, design, and implementation
21 September 2023	Group collaboration Assessment Due by 5pm	
Group Presentations (28 September, 3 & 5 October)		
18 October 2023		Revision Session
24 October 2023		FINAL EXAM
27 November – 1 <sup>st</sup> Decembers SUPPLEMENTARY ASSESSMENT		
2 December		Start of Summer Holiday for students

## 10. DETAILED MODULE LEARNING OUTCOMES AND ASSESSMENT CRITERIA

### 10.1 Unit learning outcome 1

#### Session 1: The Approach to Problem Solving, The Process Model & Investigating the Situation (Debra Paul)

- This session will introduce the learner into various approaches to problem solving used by Business Analysts. Emphasis is on creative problem solving and models used. The business process model is discussed. The learner is also introduced to the practical approach to investigating business problems. Conceptual ground work is laid an understanding of investigation techniques and documenting business situations.

#### Unit assessment criteria

- You should evidence your competence and knowledge about the approach to problem solving, the Process Model, investigating situations and how to analyse a case using a Process Based Management approach.

**You will be assessed as competent if you can**

- Illustrate the problem solving model as it applies to a company. **(Debra Paul)**
- Discuss and illustrate the Business Analysis process model. **(Debra Paul)**
- Explain how one would go about investigating the situation of a company. **(Debra Paul)**

-----

- Explain the Process Based Management (PBM) approach to a company and illustrate using a swim-lane flow diagram, the SEVEN (7) steps of the PBM Methodology.

-----

**10.3 Unit learning outcome 3**

**Session 1: Stakeholder categories and identification & Analysing Stakeholders (Debra Paul)**

- This session shows why effective stakeholder identification and analysis is crucial to the success of a business analysis project. The learner will study stakeholder management in a given project, and how to classify stakeholders generically. The learner is also taught techniques of analysing stakeholders.

**Unit assessment criteria**

- You should evidence your competence and knowledge about various Stakeholder categories, and ways of identifying and analysing stakeholders.

**You will be assessed as competent if you can**

- Illustrate stakeholder management in the project life cycle. **(Debra Paul)**
- Explain and illustrate generic stakeholder categories **(Debra Paul)**

-----

**10.4 Unit learning outcome 4**

**Session 1: Stakeholder Management Strategies & Managing Stakeholders (Debra Paul)**

- This session will introduce the learner to various approaches to managing stakeholders and the strategies that can be applied. The learner is introduced to the Power/Influence-Interest 3X3 matrix as a model used to understand basic stakeholder management strategies. The learner should appreciate why effective stakeholder management is important and how stakeholders can be assessed in terms of their interests in business projects and power and influence over those projects.

**Unit assessment criteria**

- You should evidence your competence and knowledge about

**You will be assessed as competent if you can**

- Use a 3 X 3 Matrix, known as the Power/Interest Matrix, to explain business situations and basic stakeholder management strategies. **(Debra Paul)**
- Explain the key issues or information required to assess a stakeholder. **(Debra Paul)**
- Devise a classification scheme to understand current attitudes of a stakeholder. **(Debra Paul)**

## 10.5 Unit learning outcome 5

### **Managing data resources, Support for the systems development lifecycle & Valuing and classifying data**

- This session is concerned with how data and information is used to support effective business processes. The session is about information resource management, or data management and how this affects the role of a business analyst.

#### **Unit assessment criteria**

You should evidence your competence and knowledge about Managing data resources, Support for the systems development lifecycle & Valuing and classifying data.

**You will be assessed as competent if you can**

- Define the term “information”. Why is data different from information? Illustrate the data hierarchy.
- Explain with suitable example the meaning of the following sentence. “Data management is all about managing the contextual metadata that goes with the raw data”.
- Explain with suitable examples what would happen if data is not managed effectively.
- Explain the benefits of having a data management function in place in an organisation.
- Discuss why you think data is a resource and an asset with value to an organisation.

Discuss the various ways of valuing data in terms of what it is worth to the owner organisation.

## 10.6 Unit learning outcome 6

### Supporting business activities & Data administration, Data modelling

- This session is a practical approach towards understanding how data and information supports business activities, and more specifically the five different types of activities.

#### Unit assessment criteria

You should evidence your competence and knowledge about Supporting business activities & Data administration, Data modelling

#### You will be assessed as competent if you can

- Explain how data supports, the FIVE types of activities common in businesses.
- Discuss business intelligence and “what if” predictions as they would apply in a large organisation.
- Explain and discuss the term “data mining” is it would apply in a large organisation. Determine the kinds of intelligent and coordinated tools a business analyst would use for such purpose.
- Discuss the impact of business intelligence in process modelling and explain THREE reasons why process modelling would be useful in helping this understanding.
- Describe and discuss the main areas of data administration.

Explain your understanding of the following terminology in turn; “Data ownership”, “Data dictionary”, “Data migration”, “Change control”, “Data architecture”.

### Technology for capturing and storing data & Security, governance and related issues

- This session shows why it is important for business analysts to understand and be aware of the technology developments in data management, useful in helping make decisions about processes. The session helps the analyst understand how awareness of technology in data management helps in the creation of a complete business case.

#### Unit assessment criteria

You should evidence your competence and knowledge about Technology for capturing and storing data & Security, governance and related issues

#### You will be assessed as competent if you can

- Discuss the rapid changes in technology in terms of data storage.

- Discuss how data management teams work on effective measures for data capture.
  - Discuss the non-functional requirements and areas related to data management that should be considered by business analysts.
  - Discuss security issues of confidentiality, availability and integrity (CIA) in data and information management.
- 

## 10.7 Unit learning outcome 7

### Session 1: Prototyping & Quantitative Approaches (Debra Paul)

- This session will introduce the learner to prototyping as a technique for eliciting analysing demonstrating and validating requirements. The session also discusses the advantages and disadvantages to prototyping. In this session the learner also appreciates and studies other quantitative approaches such as the use of questionnaires, examining special-purpose records and activity sampling as forms of data elicitation.

### Unit assessment criteria

- You should evidence your competence and knowledge about prototyping and quantitative approaches.

### You will be assessed as competent if you can

- Define and explain prototyping. Explain how prototypes offer a way of showing the user how systems work. **(Debra Paul)**
- Explain the advantages and disadvantages of prototyping. **(Debra Paul)**
- Explain and discuss the types of quantitative approaches to gathering information. **(Debra Paul)**
- Explain why Activity Sampling is considered a quantitative form of observation and when it is necessary to use this approach. **(Debra Paul)**

Discuss the advantages and disadvantages of questionnaires. **(Debra Paul)**

-----

## 10.8 Unit learning outcome 8

### Introducing a new system & Emotions and the change process

- ❑ This session introduces the learner to important factors to consider when implementing change in an organisation. The session examines general characteristics of change, the stages of change and the different levels within an individual organisation that can be affected by change. The learner appreciates the consequences revolving around introducing new systems in an organisation.

#### Unit assessment criteria

- You should evidence your competence and knowledge about Introducing a new system & Emotions and the change process

#### You will be assessed as competent if you can

- Explain the different components around change and discuss these components in line with the benefits an organisation undergoes.
  - Illustrate the emotions and change process using a model. In this model describe aspects that will influence output of work in an organisation.
  - Explain the **unfreeze phase** and explain why this phase is critical in the change process.
  - Describe the **change phase** and explain why it is important for staff to understand change as both necessary and achievable.
  - Illustrate the learning cycle and demonstrate your understanding of how people feel as they learn new ways of doing things.
  - Demonstrate your understanding of the refreeze phase in change process and provide suitable example in a work place.
  - Illustrate the logical levels model developed by the Institute of Human Development and discuss why change affects organisation at various levels.
- 

## 11. LIBRARY

### Library services and resources

The UJ Library offers a range of information services and resources contained in subject specific guides, for detailed Library information, go to <https://www.uj.ac.za/library/>

These guides include various important topics that will make your academic journey easier, some of the topics covered in the course include:

- Assignment help
- How to search for books and journal articles
- How to avoid plagiarism



- How to formulate research strategies
- Learn to evaluate information on the internet to avoid misinformation.

To get in touch or contact your friendly Information Specialists (Librarians) get our full details and relevant departments here:

<https://uj.ac.za.libguides.com/c.php?g=581172&p=9507910>

Below are some of the highly recommended guides:

### **Highly Recommended guides:**

- The College generic guide

[https://uj.ac.za.libguides.com/?group\\_id=12172](https://uj.ac.za.libguides.com/?group_id=12172)

- Prescribed and Recommended Books:

<https://uj.ac.za.libguides.com/c.php?g=1217108>

- Past Exam Papers (Online)

<https://uj.ac.za.libguides.com/c.php?g=1222441>

- Postgraduate information services:

<https://uj.ac.za.libguides.com/c.php?g=1211691>

- How to find journal articles:

<https://uj.ac.za.libguides.com/c.php?g=581172&p=4011460>

- Online Information Literacy Module

<https://uj.ac.za.libguides.com/c.php?g=581225>

- The Postgraduate Research Navigator (Start to Finish):

<https://uj.ac.za.libguides.com/c.php?g=938500>

## **12. SECRETARY DETAILS**

Name: Dr Martha Winter

Telephone: (011) 559-1216

Email: [marthaw@uj.ac.za](mailto:marthaw@uj.ac.za)

Office: **G Purple 4**

Enquiries concerning your registration or any other aspect of administration (e.g. exemption for a subject, academic record, etc.) must be addressed to Faculty Administration in A Block.

## **13. DISHONESTY AND PLAGIARISM**

Dishonesty and plagiarism will not be tolerated. The University and the Faculty view the issue of plagiarism in a serious light. Evidence of plagiarism or dishonesty will be dealt with according to the University's and/or Faculty's Regulations.

The issue of plagiarism as referred to in the Faculty Guidelines for Ethics in Research:

**Plagiarism is to:**

- present the ideas, words or results of another person as your own, without acknowledging the original author;
- use the ideas or words of another person without giving due credit to that person or source;
- use sentences, paragraphs or parts of articles and books without quotation marks and/or appropriate acknowledgement;
- download sentences, paragraphs or sections of writings from the Internet and to use them without quotation marks and/or proper acknowledgement;
- use another person's direct words without quotation marks, even when you acknowledge the source;
- use ideas without making them properly your own, even though you might have acknowledged the original source;
- formulate your words so closely to those of the original author that it is obvious that you could not have written them without having had the source next to you, i.e. your paraphrasing of the author's words is too close to the original author's use of the words, even if you did acknowledge your source.

*Source: Dube, et al. and Gumbi*

If you use the words and ideas of other people, their words must be clearly indicated in quotation marks and used correctly, and their source indicated to avoid being guilty of plagiarism. No copying of textbooks is allowed.

**Plagiarism is wrong because:**

- It is theft of intellectual property.
- The person (plagiarist) lies about the contribution made to the project.
- The person (plagiarist) cannot give a true account of how the research was carried out.

Source: Shopee Dube (University of Johannesburg)

**Benefits to be derived from consciously avoiding plagiarism:**

By deliberately avoiding plagiarism, learners learn:

- the value of doing original work;
- to develop professional skills such as doing research, giving attention to detail and analysing arguments;
- to act with honesty and integrity in their professional lives; and
- to write professionally and engage in debate.

Source: Faculty of Law, the University of the Witwatersrand

**14. GRIEVANCE PROCEDURE**

Learners must consult with their lecturer if they experience any problems. Should the matter not be resolved, learners must complete a grievance application form (**See Appendix C**) and submit it to the departmental secretary.

**15. THE ISSUE OF 'SCOPE'**

Learners are advised that they should not solicit information from the lecturer (such as the pager number, or specific slides or notes) which may give clear direction as to where Semester Test 1, or Semester Test 2, or the Examination will be derived from. These mentioned assessments are set in such manner as to generally (and not specifically) include all relevant study material, books (or relevant chapters in books), and lecture notes/slides, tutorial material and or any other material deemed necessary by the lecturer. The lecturer will not therefore give 'scope' to learners as the meaning suggested above refers. Should learners ask about 'scope', (*I strongly discourage this*) the lecturer will respond appropriately with the following, "**read and prepare from all what has been covered in class**" or alternatively "**read section 15 of your Study/Learners Guide**".



## DEPARTMENT OF APPLIED INFORMATION SYSTEMS

### Application for Deferred Test

**UNIVERSITY OF JOHANNESBURG**

**NB THE FINAL DECISION AS TO WHETHER THE STUDENT IS/WAS ABLE TO WRITE A TEST/EXAMINATION RESTS WITH THE UNIVERSITY.**

#### **APPLICATION FOR DEFERRED (AEGROTAT) TEST(S)/EXAMINATION(S)**

APPLICATION(S) FOR DEFERRED (AEGROTAT) TEST(S) MUST BE **SUBMITTED** TO THE **RELEVANT LECTURER**, AND APPLICATIONS FOR DEFERRED (AEGROTAT) EXAMINATION(S) TO THE HEAD: FACULTY ADMINISTRATION IN THE OFFICE OF THE DEAN.

#### **SECTION 1 TO BE COMPLETED BY THE STUDENT**

1.1 **INITIALS AND SURNAME:** \_\_\_\_\_

1.2 **TITLE (MARK WITH AN X):** ☐ MR ☐ MRS ☐ MS ☐ MISS ☐ OTHER \_\_\_\_\_

1.3 **STUDENT NUMBER:** \_\_\_\_\_

1.4 **NAME OF QUALIFICATION:** \_\_\_\_\_

1.5 **TELEPHONE NUMBER:** \_\_\_\_\_ (AREA CODE) \_\_\_\_\_

1.6 **ADDRESS DURING STUDIES:** \_\_\_\_\_  
 \_\_\_\_\_  
**POSTCODE:** \_\_\_\_\_

1.7 **COURSE(S) AND DATE(S) OF TEST(S)/EXAMINATION(S):**

COURSE	DATE	COURSE	DATE	COURSE	DATE

**DATE OF APPLICATION:** \_\_\_\_\_ **SIGNATURE OF STUDENT:** \_\_\_\_\_

#### **SECTION 2 TO BE COMPLETED BY A MEDICAL PRACTITIONER**

2.1 **INITIALS AND SURNAME:** DR \_\_\_\_\_

2.2 **REGISTERED PRACTICE/PROFESSIONAL COUNCIL NUMBER:** \_\_\_\_\_

2.3 **TELEPHONE NUMBER:** \_\_\_\_\_ (AREA CODE) \_\_\_\_\_

2.4 **I HEREBY CONFIRM**

(a) that I examined the abovementioned patient on \_\_\_\_\_ (date) ; and

(b) that the following diagnosis was made: \_\_\_\_\_

MARK APPROPRIATE BLOCK WITH AN X

(c) ☐ I am convinced that the patient **is/was not able** to write test(s)/exam(s) on \_\_\_\_\_ (date(s))

**OR**

☐ I cannot, with certainty, say that the patient **is/was not able** to write test(s)/exam(s) on \_\_\_\_\_ (date(s))

**YOU ARE KINDLY REQUESTED TO PLACE AN OFFICIAL STAMP OF YOUR MEDICAL PRACTICE ON THE FORM OR TO ATTACH A LETTERHEAD OF THE MEDICAL PRACTICE WITH YOUR SIGNATURE THEREON. YOUR COOPERATION IS GREATLY APPRECIATED.**

\_\_\_\_\_  
**SIGNATURE OF MEDICAL PRACTITIONER** \_\_\_\_\_  
**DATE**

#### **SECTION 3 TO BE COMPLETED BY THE DEAN OR HIS/HER APPOINTEE**

APPROVED	REJECTED	(MARK WITH AN X)
<div style="display: flex; justify-content: space-between;"> <div>_____ SIGNATURE OF DEAN</div> <div>_____ DATE</div> </div>		

(BENITE ENIS-VORME)

**AFRIKAANS OP KEERSY**