GENERAL HANDBOOK

ELEVENTH EDITION
JANUARY 2018

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REGENT Business School

REGENT Business School (Pty) Ltd trading as REGENT Business School (RBS) is registered as a Private Higher Education Institution in terms of Section 54(1)(c) of the Higher Education Act, 1997 (Act N°. 101 of 1997), and Regulation 16(4)(a) of the Regulations for the Registration of Private Higher Education Institutions, 2002 as reflected on Certificate N$^{o.}$ 2000/HE07/012.

CONTACT DETAILS

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MANCO :

Mr.A. Shaikh (Chairperson)

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Professor M. Kambuwa

Professor D. Soni

Mrs. F. Ussuph

Professor O. Seedat

Mr. R. Asvat

Mr. Z. Jadwat

Mr. N. Cassim

Mrs. F.B. Hussein

Mr. B. Bisnath

Mr. M. Karodia (External)

Table of Contents

Section A: Institutional Details

Section B: Programme Specific

SECTION A: INSTITUTIONAL DETAILS

1. WELCOME

1.1 MESSAGE FROM THE PRINCIPAL

A warm welcome to REGENT Business School (RBS).

South Africa and the rest of our continent continue to invest in human capital for our current and future socio-economic development. This is in recognition that education, particularly higher education, offers the greatest hope for a better future for all. We, at RBS, therefore see your decision to register on a programme as the right decision, not only to take control of your own destiny by enhancing your employability or capacity to create employment, but also to contribute to the overall socio-economic development of our country and the rest of Africa.

The programme for which you have registered is one of many in our suite of undergraduate and postgraduate programmes that are accredited by the Council on Higher Education (CHE), which is the higher education regulatory authority in South Africa. By virtue of bilateral protocols between our government and other governments, the programme is also recognised internationally.

Over the past few years, RBS has invested extensively in Information and Communication Technology resources aimed at supporting and enhancing the quality of teaching and learning in a distance mode of delivery. Student-centred teaching and learning continues to underpin our approach to the academic project. The student-centred approach at RBS is focused on ensuring that your personal learning needs are met, and that everything culminates in the successful completion of your programme of study and admission to the fast-growing family of RBS Alumni. Your aim should now be to complete your studies in the minimum prescribed time.

The general handbook is your go to guide for RBS programme details, policies, procedures, venue details, contacts, and other support material to assist in your studies. It is a complimentary resource to the academic calendar for you programme.

Please take time to familiarise yourself with the Academic and Assessment Calendar. The Academic and Assessment Calendar is designed to clearly define the rollout for the academic year ahead, and assist the student in grasping the assessment terminology and requirements.

In addition, our academic and student support staff are available to assist you with any further information and support that you may require. We reiterate our commitment to making your studies productive and enjoyable and wish you a successful academic year.

2. INTRODUCTION

Globalisation, rapid technological advances and increased work pressures have heightened competitiveness in the business world. Individuals and organisations are under increasing pressure to ensure that their skills and business strategies are constantly re-aligned to remain at the cutting edge to succeed in a dynamic environment.

People, resources and strategy elements in business are an extremely important part of business, as these determine how well organisations transform and function in the emerging business landscapes of the 21st century. RBS has a wealth of experience in delivering local and international management education programmes to students in the Southern African region. RBS ensures local and international relevance of its programmes by periodically reviewing the quality of programme offering. In addition, RBS has partnered with a number of leading educational institutions in Africa, Asia and Europe to ensure it meets international standards and expectations of businesses and individuals.

3. LEGAL AND ACCREDITATION STATUS

REGENT Business School (Pty) Ltd trading as REGENT Business School (RBS) is registered as a private higher education Institution in terms of Section 54(1)(c) of the Higher Education Act, 1997 (Act N°. 101 of 1997), and Regulation 16(4)(a) of the Regulations for the Registration of Private Higher Education Institutions, 2002 as reflected on Certificate N$^{o.}$ 2000/HE07/012, to offer the following programmes:

- Higher Certificate in Business Management (HCIBM)
- Higher Certificate in Entrepreneurship (HCIE)
- Higher Certificate in Accounting (HCIA)
- Higher Certificate in Management for Estate Agents (HCMEA)
- Higher Certificate in Healthcare Services Management (HCHCSM)
- Higher Certificate in Islamic Finance, Banking and Law (HCIFBL)
- Higher Certificate in Human Resource Management (HCHRM)
- Higher Certificate in Marketing Management (HCMM)
- Higher Certificate in Retail Management (HCRM)
- Diploma in Financial Management (DIFM)
- Bachelor of Commerce Degree (General) (BCOM)
- Bachelor of Commerce in Accounting Degree (BCOM Accounting)
- Bachelor of Commerce in Human Resource Management Degree (BCOMHRM)
- Bachelor of Commerce in Supply Chain Management Degree (BCOMSCM)
- Bachelor of Administration Degree (BADMIN)
- Bachelor of Commerce Honours (BCOMHONS)
- Postgraduate Diploma in Educational Management and Leadership (PGDIPEML)
- Postgraduate Diploma in Management (PGDIPMAN)
- Master of Business Administration Degree (MBA)

The above programmes have been accredited with the Higher Education Quality Committee (HEQC) of the Council on Higher Education (CHE) and are recorded by the South African Qualifications Authority (SAQA) on the National Qualifications Framework (NQF).

4.   MISSION STATEMENT

Our mission is to provide accessible, affordable, and quality entrepreneurial, business and management education, responsive to the critical needs of South Africa and the African continent within the context of a dynamic global environment.

5.   THE VISION

Our vision is to be a leading provider of entrepreneurial, business and management education and to develop business leaders through research and innovation.

5.1   The objectives are to:

- Create a congenial working environment for staff and students.
- Recruit prospective students commensurate with the programme's academic requirements within a framework of widened access and equity.
- Increase opportunities for student enrolment.
- Increase the access to programmes enrolled through outreach programmes and utilising the Recognition of Prior Learning (RPL).
- Improve and invest in library and other student support facilities and resources.
- Increase research output of students and staff.
- Enhance the level of technology used to support the delivery of distance learning programmes.
- Regularly review and upgrade the quality of learning material.
- Expand the range of learning programmes to further ensure horizontal and vertical articulation of learning opportunities.
- Continuously monitor and improve the quality of service delivery.

6.   LANGUAGE POLICY

English is the medium of instruction, assessment and administration.

6.1 Mode of Instruction

REGENT Business School is a distance education provider; hence the mode of instruction is independent study, supported by scheduled lectures.

7. DIRECTORS, SENIOR MANAGEMENT AND FACULTY

7.1 Directors and Senior Management

Directors

Mr. Ahmed Shaikh – *Managing Director*

Mr. Ridwaan Asvat

Mr. Zeyn Jadwat

Mrs. Fathima Ussuph

Mrs. Farhana Hussein

Prof. Dhiru Soni (Dean)

Mr. Bhanparthab Bisnath (Registrar)

Mrs. Ayesha Jadwat

Associate Directors

Mr. Mehboob Vally

Mr. Vikesh Rampadarath

Mr. Nadeem Cassim

Senior Managers

Prof. Marvin Kambuwa

Prof. Anis Karodia

Prof. Osman Seedat (Deputy Dean)

Mrs. Rakhee Bisnath

Mr. Ravindra Kethwari

Mr. Brandon Govender

Mrs. Sayeeda Nabi

Mr. Nadeem Ally

7.2 FACULTY

Full Time Staff: Academic

Professor M Kambuwa	Master of Research Psychology, Master of Business Administration; Master of Economics and Business; Master of Organisational Behaviour

Professor OM Seedat	Master of Business Administration
Professor A Karodia	Doctor of Philosophy
Professor D Soni	Doctor of Philosophy
Professor M Ebrahim	Doctor of Philosophy
Professor P.Stegen	Chartered Accountant; PGD(Taxation); PGD(Accounting)
Dr. W.Bester	Doctorate in Business Administration
Mr A Singh	Master of Business Administration
Mr SM Rehman	Master of Business Administration
Mr S Khan	Master of Business Administration
Mr S Thomas	Master of Business Administration
Mr O Niyitegeka	Master of Commerce: Finance
Ms T Kazi	Master of Social Science
Mr N Cassim	Master of Social Science
Ms S Singh	Master of Social Science
Ms H Mazibuko	Bachelor of Commerce Honours: Supply Chain
Ms D Dawkinun	Bachelor of Commerce Honours: Economics
Ms T Mahesan	Bachelor of Commerce Honours: Business Management
Ms P Salikram	Bachelor of Commerce Honours: Accounting
Ms A Rabinarain	Bachelor of Technology: Public Relations
Ms.T.Bassa	Honours Bachelor of Accounting Science
Ms N. Akbar	Master of Business Administration

Part-time Faculty:

SURNAME	FIRST NAMES	QUALIFICATION	SURNAME	FIRST NAMES	QUALIFICATION
Akinwunmi	Lot	MBA	Mndezebele	Comfort B S	PhD
Amrithlal	Prathana	MBA	Moeletsi	Donald Tshepiso Molefe	PhD
Antwi	Kwabena	MBA	Moodley	Muniappen Johannie	Hons
Archary	K. K	PhD	Moolla	Suleman	PhD
Asmal	Ridwaan	MBA	Mooruth	Praveen	MBA
Ayodele	Somosu Olusola Victor	MBA	Motha	Toney John	PhD
Baichan	Pravesh Deeplal	MBA	Moyo-Ndiweni	Nomathemba	MBA
Barac	Sanet	MBA	Mtsetfwa	Phinda	PhD
Brijlal	Pradeep	MBA	Muchandigona	Ana Kundai	MBA
Carson	Hester Helens	PhD	Mukabi	Josphat	MBA
Chamisa	Cynthia	MBA	Mulla	Rashida	MBA
Chetty	Nishika	MBA	Munaki	Wonder Farai	MBA
Chetty	Narainsamy	MBA	Munyaradzi	Maravanyika	MBA
Chibanda	Mutsa Jaboon	PhD	Mupambwa	Patrick	MBA
Chifamba	Ronald	MBA	Mutambura	Emmanuel	MBA

SURNAME	FIRST NAMES	QUALIFICATION	SURNAME	FIRST NAMES	QUALIFICATION
Chikerema	Eureka	MBA	Muyenga	Atanga	PhD
Chimusoro	Edith	Hons	Myeni	Simanga Israel	MBA
Chiranga	Ngonidzashe	PhD	Nag	Debapriyo	MBA
Chiripanhura	Blessing M	PhD	Naidoo	Navendra Prakasham	MBA
Chunduru	Ram Prasad	PhD	Naidoo	Rajendren	MBA
Cilliers	Liezel	MBA	Naidoo	Kiveshnie	PhD
Cowden	Richard	PhD	Naidoo	Krishna	PhD
Dadabhai	Shamain Alli	MBA	Nakweenda	Twiitedululeni Lukas	MBA
De Jager	Renaldo	MBA	Naranjee	Nellie	MBA
Dehaloo	Gunram	PhD	Nare	Thembelane	MBA
Djokoto	Joyce Mawuli Kwadzo	MBA	Ndabandaba	Musa J	MBA
Dlamini	Welile Nqabase	PhD	Niemande	Louise	MBA
Dlamini	Thandi Atticia	PhD	Nohumba	Izekiel	MBA
Dlamini	Daniel Kutu	MBA	Nyamane	Patrick V	MBA
Dunn	Rory	MBA	Nyelisani	Peter Humbelani	MBA
Ebrahim	Yumna	MBA	Pampallis	Andrew	MBA
Ebrahim	Rishaad	PhD	Panday	Salesh	MBA
Edoun	Emmanuel Innocents	PhD	Pekeur	Shaun Wilbur	PhD
Fotolela	Rosalia	MBA	Pennington	Mellisa Michelle	Hons
Fredericks	Jody	MBA	Phaahla	Kubu Geoffrey	MBA
Galvo	Paul	PhD	Pilo	Aliesa Sadaus	MBA
Gangat	Munira	Degree (LLB)	Ponela	Arnold	MBA
Gaston	Rugiranka Tony	MBA	Poonan	Sumeshni	Hons CA(SA)
George	Fabiam	PhD	Pramjeeth	Shamola	MBA
Gopal	Prachista	Hons	Quwe	Buntu	MBA
Gounden	Balenthran	MBA	Hoosen	Nishi	MBA
Harrillal	Gharbharran	PhD	Hunda	Primrose	MBA
Hoabeb	Simon	MBA	Imandin	Lailah	PhD
Ismail	Feroza	Hons	Ramessur	Tharushna	MBA
Jemedze	Shaline	Hons	Ramgulam	Nerina	MBA
Jhaveri	Mariam	MBA	Rampersadh	Reetha	PhD
Joseph	David	PhD	Ramsamy	Joanna	MBA
Kaapanda	Ndapewa Liisa	MBA	Randa	Isaac Okoth	PhD
Kamotho	Daniel	PhD	Randeree	Amina	MBA
Kaplan	Lewis	PhD	Razak	Aarifah	MBA
Kara	Heshma	Hons	Reddy	Nishika	MBA
Kathrodia	Ankit	PhD	Reddy	Shiksha	PhD
Katsamba	Dzingai	MBA	Revashankar	Dhanwanthie	MBA
Kaupa	Stewart Peter	PhD	Saib	Imitiaz	MBA
Kelly	Stanley	MBA	Sanni	Michael Adekoya Olubunmi	PhD
Khan	Farida	MBA	Saruchera	Fanny	MBA
Khan	Jasmin	PhD	Saungweme	Percy	PhD
Khangezile	Mkhonta P	MBA	Scheepers	Christo Abraham	PhD

SURNAME	FIRST NAMES	QUALIFICATION
Kharsany	Khadija	MBA
Khoza	Madala Timothy	MBA
Kibingwa	Christian Kizabi	MBA
Kunene	Sydney	MBA
Mabila	Ndiphethe Olive	MBA
Mabuza	Nozipho	MBA
Machera	Robert P	MBA
Madzima	Kudakashe	PhD
Maistry	Dhanaseelan	MBA
Maphosa	Teclar Thandekile	MBA
Mapira	Charles	MBA
Marange	Chioneso Show	PhD
Mashingaidze	Moses	MBA
Mataire	George	MBA
Matsongoni	Herrison	MBA
Mazambani	Last	MBA
Mentasti	Annette	MBA
Mhlongo	Charlotte Nkosinathi	MBA
Mlambo	Ezekiel	MBA
Mndezebele	Nomsa	MBA
Rajcoomar	Resham	MBA
Ramdial	Suresh	PhD

SURNAME	FIRST NAMES	QUALIFICATION
Sheik	Shoaya	MBA
Shifeta	Paulina	MSc
Shipena	Rauna	MBA
Sibeko	Xhobani Phethelo	PhD
Sigamoney	Claudia	MBA
Sihamba	Taurayi	MBA
Simelane	Portia	MBA
Singh	Paul	MBA
Singh	Surajapaul	MBA
Sithebe	John Mark	PhD
Soman	Rabichand Brijlal	PhD
Songiso	Munalula	MBA
Soni	Paresh	MBA
Tiriyo	Ishmael	MBA
Tlhapane	Ramogwera Isaac	MBA
Vamber	Thomas	MBA
Van Der Merwe	Jane Scott	MBA
Van Dyk	Esme	PhD
Vanker	Yusuf	MBA
Veerasamy	Daya Neethie	PhD
Veindira	Karita Gloria	MBA
Wallis	Malcolm	PhD
Williams	Aretha	PhD

SECTION B: PROGRAMME SPECIFIC

8.   DETAILS OF PROGRAMMES OFFERED

8.1   MASTER OF BUSINESS ADMINISTRATION (MBA)

NQF Level 9   **Credits: 200**

Minimum Duration: 20 Months

8.1.1   PURPOSE OF THE QUALIFICATION

The purpose of this programme is to equip students with the necessary knowledge, skills and abilities to deal effectively with the challenges related to managing and leading organisations in a national and international environment, by means of business management knowledge at an advanced level.

The MBA enables students with sufficient and relevant work experience and appropriate qualifications to further develop their functional and reflective competencies in business management and administration. The programme aims to develop an integrated conceptual understanding, synthesis and critical application of specialised qualitative and quantitative issues in business management. The qualification provides for the acquisition and refinement of research and decision-making skills.

The MBA is a postgraduate degree, which enables students in the private and the public sectors to develop in-depth, advanced discipline-specific skills and applied competence that will provide them with opportunities for personal intellectual growth, more purposeful employment, and the ability to make a meaningful contribution to society.

This qualification develops the appropriate graduate characteristics of knowledge, skills and attitudes to enable students to:
  • solve business problems in a systematic, holistic and focused manner,
  • effectively manage and allocate resources,
  • communicate effectively, and
  • contribute to socio-economic transformation in a responsible and ethical manner.

The MBA is designed to provide Southern Africa with skilled persons in the private and public sectors in order to ensure that the leadership base of innovative and knowledge-based economic activity is strengthened and diversified.

8.1.2   ACCESS TO THE QUALIFICATION

The level of attainment required for entry into this programme is:
  • an appropriate Honours Degree; or
  • an appropriate Postgraduate Diploma; or
  • a professional 4 year Bachelor's degree at NQF level 8 (480 credits); or
  • Equivalent NQF level 8 qualification

The applicant must be
   (i) 25 years of age or older and

REGENT Business School   18

    (ii)   has at least three years of working experience

Applicants who do not meet the minimum requirements for admission to the MBA programme, may apply for admission via Recognition of Prior Learning (RPL).

8.1.3   CURRICULUM

Year 1

Strategic and Change Management	(15 credits)
Managerial Economics	(10 credits)
Strategic Marketing	(15 credits)
Global Political Economy	(15 credits)
Leadership and Human Capital Development	(15 credits)
Governance and Sustainability	(10 credits)
Operations and Supply Chain Management	(10 credits)
Information and Knowledge Management	(15 credits)
Accounting and Finance	(15 credits)

Year 2

Entrepreneurship	(10 credits)
Research and Statistical Methods	(15 credits)

Electives (select one elective)

Islamic Finance and Banking	(10 credits)
Healthcare Management	(10 credits)
Public Sector Management	(10 credits)
Project Management	(10 credits)
Educational Management and Leadership	(10 credits)

Dissertation	(45 credits)

8.1.4 RULES OF PROGRESSION

Students must pass:

- Year one modules to continue with year two modules and
- The Research and Statistical Methods module to continue with the dissertation.

8.1.5 PROGRAMME OUTCOMES:

A student attaining the Master of Business Administration will be able to:

- Display knowledge of management in general
- Apply skills of rational judgement, planning, and independent decision-making
- Interpret and critically evaluate evidence objectively
- Recognise and respond to change within organisations
- Make appropriate use of information technology
- Analyse and solve managerial problems
- Display information processing and research skills
- Display ethical behaviour in a corporate management context
- Display research and communication skills

8.1.6 MODULE OUTCOMES

8.1.6.1 Strategic and Change Management

On completion of this module the student will be able to:

- Discuss the challenge of change for strategic managers
- Distinguish between the functional aspects (benefits) and the dysfunctional aspects (risks) of strategic management
- Evaluate the methods for performing internal environmental analysis
- Construct an external factor evaluation matrix and a strategic group diagram for an organisation
- Analyse the relationship between generic strategies and competitive advantage
- Critically evaluate strategy formulation
- Evaluate strategy implementation as a component of the strategic management process
- Evaluate the roles of resource allocation, short-term objectives, functional tactics and policies as instruments for strategy implementation
- Reflect on strategic control as a component of the strategic management process
- Evaluate contemporary strategic applications
- Interrogate the assumptions and values underpinning and framing mainstream thinking about management and leadership
- Interrogate the strategic role of leadership in organisations.

8.1.6.2 Managerial Economics

On completion of this module the student will be able to:

- Formulate problems described in everyday language in the language of economic modelling.
- Apply and use the main economic models used in economic analysis to solve these problems.
- Assess the potential and limitations of the models and methods used in economic analysis.
- Apply demand theory to establish the elasticity of demand and exercise the knowledge of price elasticity of demand in decision making.
- Use demand estimation to forecast demand trends and changes. Estimate relationship among variables, for example estimating a cost function, the relationship between a cost concept and the level of output.
- Use the theory of the firm to model business organisations.
- Apply production theory to manage production and use cost theory to establish short and long run behaviour.
- Use game theory to decide on strategies.
- Use pricing strategies to enable organisational coherence.

8.1.6.3 Strategic Marketing

On completion of this module the student will be able to:

- Evaluate the strategic marketing process and strategic outcomes.
- Distinguish the multi-dimensional nature of the marketing environment.
- Differentiate the critical steps in the marketing process.
- Measure market dynamics and analyse consumer behaviour.
- Differentiate and evaluate market segments.
- Evaluate and distinguish branding and promotional activities.
- Classify product life cycles and strategic directives thereof.
- Formulate strategies for global and digital marketing.
- Draw inferences from market research
- Integrate product launches, branding and strategic marketing directives.

8.1.6.4 Global Political Economy

On completion of this module the student will be able to:

- Evaluate different perspectives on international political economy
- Develop a critical understanding about the economic impacts of policies
- Evaluate how government policies affect economic performance and welfare
- Examine why economics plays such a crucial role in political decision-making
- Assess the problems and effectiveness of government intervention and policy in creating economic growth and improving the welfare of a nation.

8.1.6.5 Leadership and Human Capital Development

On completion of this module the student will be able to:

- Assess the role that Human Capital Management plays in the fulfilment of an organisation's overall strategy;
- Evaluate the need for the integration of Human Capital Management with the business strategy;
- Align the functions of Human Capital Management with those of other functional areas;
- Analyse the roles that various Human Capital Management practices play in the fulfilment of organisational objectives;
- Design Human Capital Management strategies that facilitate recruitment, motivation and retention of qualified, experienced and dedicated employees in an organisation.
- Assess theories of leadership
- Analyse contemporary issues in leadership
- Evaluate the role of leadership in strategy implementation

8.1.6.6 Governance and Sustainability

On completion of this module the student will be able to:

- Analyse the impact of underlying mechanisms on governance, such as government legislation and national political cultures
- Evaluate the arguments for and against corporate social responsibility
- Analyse different theoretical models of stakeholder management
- Assess the key features of a range of theories of ethics
- Evaluate the application of ethical theories in a business context
- Critically evaluate different conceptions of environment and sustainability
- Evaluate how ethics and responsibility in business are affected by organisational structures and cultures
- Reflect on values and levels of integrity in being a professional manager

8.1.6.7 Information and Knowledge Management

On completion of this module the student will be able to:

- Effectively implement information systems to achieve business objectives and goals.
- Refine and automate business processes using information systems to improve organisational performance.
- Develop strategies using information systems to harness a competitive edge.
- Establish a set of principles and guidelines to govern ethical and social issues.
- Analyse information technology hardware and software trends to meet the demands of an evolving marketplace.
- Design and develop a database to improve business performance and decision making.
- Deploy telecommunications, the internet, and wireless technologies to support communication and e-business.

- Institutionalise an organisational framework for security and control of the information system.
- Assess operational goals and data constraints in establishing an enterprise system.
- Utilise ecommerce to improve marketing, revenue models and business transactions.

8.1.6.8 Operations and Supply Chain Management

On completion of this module the student will be able to:

- Demonstrate knowledge of the key concepts and issues of Operations and Supply Chain Management in both manufacturing and service organisations
- Integrate the operations functions with other functional areas
- Assess the contribution of operations and process management in the achievement of corporate objectives, and produce a competitive operations strategy
- Diagnose the problems and barriers to creating value.
- Apply project management tools and techniques to propose, design, select and implement appropriate innovative approaches to improving and developing operations within a given operational context
- Apply analytical concepts, skills and problem-solving tools to the analysis and solving of operations problems
- Develop ethical and operational policies and procedures to be applied in the context of manufacturing and service organisations

8.1.6.9 Accounting and Finance

On completion of this module the student will be able to:

- Analyse, interpret and report on financial statements for the purposes of decision making.
- Design techniques for the effective management of working capital.
- Review financial information for the purposes of budgetary decision making.
- Evaluate the various costing systems and the implications of the cost-volume-profit relationship.
- Apply capital investment appraisal techniques for the implementation of investment decisions.
- Recognise the various sources of finance and interrogate the implications of the usage of each of these types.
- Estimate a project's cash flow and business risk when assessing the inclusion of such a project within a firm's portfolio of investments.

8.1.6.10 Entrepreneurship

On completion of this module the student will be able to:

- Evaluate the role of entrepreneurial characteristics in organisational management and performance
- Establish how the integration of entrepreneurial and business management processes enhance organisational performance;
- Analyse the critical role of innovative entrepreneurship in the development of a country's socio-economic development;
- Evaluate the impact of micro and macro environmental factors on the management and performance of a business;
- Conceptualise the importance of aligning business management processes with the requirements and expectations of government and society;
- Demonstrate the ability to manage the company's resources and processes to achieve organisational objectives;
- Integrate the company's entrepreneurial processes of opportunity identification; gathering of resources; establishment and management of the venture to fulfil the overall organisational objectives.

8.1.6.11 Public Sector Management

On completion of this module the student will be able to:

- Distinguish between the public and private sectors and understand the relationships between them
- Analyse and critique state budgets, financial and development policies and systems of financial management
- Assess the nature of local government and the part it plays in service delivery and development
- Demonstrate how and why governance and ethical issues are important in public sector management
- Use policy analysis as a tool for the understanding of public policies
- Analyse the role of Information Technology in a public sector setting, both in practice and research
- Demonstrate an understanding of what strategic management and planning entail, and how they may be applied in the public sector

8.1.6.12 Healthcare Management

On completion of this module the student will be able to:

- Display knowledge of health economic concepts and principles

- Develop critical awareness of health economics and financing in the context of managerial propositions in healthcare management

- Apply financial and economic analysis to the provision of healthcare services

- Apply theoretical knowledge to the analysis of practical problems in healthcare management

- Critically evaluate the factors influencing the introduction of National and Provincial policies on local areas

- Evaluate the impact of health policies on work practices and resources.

8.1.6.13 Islamic Finance and Banking

On completion of this module the student will be able to:

- Display a sound understanding of Islamic Finance and Banking, Islamic products and services including Sukuks (Islamic bonds) and Islamic Corporate Governance.

- Assess the need for amendments to relevant legislation facilitating Islamic banking in South Africa.

- Demonstrate knowledge of the requirements of investing in Shari`ah-compliant shares with the aim of enabling an identification of the acceptable universe of Shari`ah-compliant shares.

- Evaluate the role of Shari`ah Supervisory Boards in Islamic financial institutions.

- Argue the need for Central Bank supervision of Islamic financial Institutions.

- Compare and contrast conventional banking with Islamic Banking Windows as compared to fully fledged Islamic Banks.

- Assess whether the practices of organisations meet the requirements of Shari`ah (Islamic Law/ Jurisprudence) compliance.

8.1.6.13 Project Management

On completion of this module the student will be able to:

- Develop strategies using effective project management tools and techniques.

- Establish a set of principles and guidelines for effective project management.

- Design and develop appropriate communication tools and risk management techniques relevant to the project management environment.

- Institutionalise leadership expertise and networking skills required to successfully manage and lead project management teams and project stakeholders.

- Assess the impact and significance of relationships related to the constraints of the project management environment.

- Utilise project quality concepts and apply tools used to monitor and advance project quality at different stages of the project life cycle.

- Formulate effective project scheduling techniques

8.1.6.14 Educational Management and Leadership

On completion of this module the student will be able to:

- Identify and fully discuss aspects of the management process which exists in schools.
- Critically analyse the role of parents in the school as an organisation.
- Discuss the legal framework in South Africa with the context of Governance in Education.
- Explain school leadership and management within an African context.
- Articulate the significance of educational policy to school leaders.
- Understand the importance of values as an underpinning concept in quality education and the role that values play in creating the school as a centre of excellence, within an African context.
- Analyse the contextual issues that impact on schooling and provide leadership in solving school problems.
- Explain the revolution in computers and communications
- Explain systems software, operating systems, management systems and the importance of database in an educational sector
- Conceptualise fundraising projects
- Execute financial decision making in educational management

8.1.6.14 Research and Statistical Methods

On completion of this module the student will be able to:

- Attain a critical understanding of the different assumptions underlying research into the business sciences and the nature and status of research methodology.
- Undertake a critical literature review.
- Execute a research proposal by applying the aspects of the research process and applicable research methodologies.
- Provide a critical understanding of the research methodologies and the different elements to consider when writing a dissertation.
- Demonstrate knowledge of appropriate statistical methods to make inferences on data obtained.
- Develop an awareness of key principles of research ethics.

8.1.6.15 Dissertation

On completion of this module the student will be able to:

- Perform a sustained exercise in research.
- Display knowledge of originality and accuracy in research.
- Demonstrate an awareness of ethical implications in research.
- Critically evaluate existing knowledge in the area of their specialised investigation.
- Display competencies in the methodology of research.
- Utilise scientific methods of investigation, testing and evaluation.
- Communicate the results of research findings accurately.
- Draw conclusions and make appropriate recommendations arising out of research.

- Produce a dissertation of international comparability and capable of scrutiny by specialist academics.

8.2   BACHELOR OF COMMERCE HONOURS (BCOM HONS)

NQF: Level 8   **Credits: 120**

Minimum duration: 1 year

8.2.1 PURPOSE OF THE QUALIFICATION

The Bachelor of Commerce Honours degree is a one year programme that seeks to develop leadership and management capacity. The focus of this programme is to improve the practice of management and leadership in the commercial sector. It is directed towards persons who hold or are aspiring to hold management responsibilities within commercial institutions.

The programme enables students to develop integrated functional and reflective competences in general management by examining issues relating to Marketing Management, Human Resource Management, Strategic Management, Financial Management, as well as undertaking business research directed towards commerce and industry.

8.2.2 ACCESS TO THE QUALIFICATION

The minimum entrance requirements for admission to the *"Bachelor of Commerce Honours (BCom Hons)"* programme are as follows:

*   Bachelor of Commerce Degree

Applicants who do not meet the minimum requirements for admission to the Postgraduate Degree programme, but have the relevant work experience, may apply for admission via Recognition of Prior Learning (RPL).

8.2.3 CURRICULUM

*   Strategic Management   (20 credits)
*   Marketing Management   (20 credits)
*   Human Resources and Labour Relations Management   (20 credits)
*   Economics   (15 credits)
*   Research Project   (25 credits)

Elective: (one module from)

*   Investment Management   (20 credits)
*   Entrepreneurship and Small Business Management   (20 credits)
*   Purchasing Management   (20 credits)
*   Operations Management   (20 credits)
*   Healthcare Management   (20 credits)
*   Financial Management   (20 credits)

8.2.4 RULES OF PROGRESSION

The minimum duration of the programme is 1 year. A student may register for a maximum of 3 modules per semester. However a student may register for 4 modules in a semester, provided that at least one of the modules is being attempted for a second time.

8.2.5 PROGRAMME OUTCOMES

On completion of the BCom (Hons) programme students will be able to:

- Display knowledge of management in general

- Analyse and solve managerial problems

- Demonstrate competency in the management of private enterprise, departments or sections to the benefit of all stakeholders in the multi-cultural business environment

- Interpret and critically evaluate evidence objectively

- Recognise and respond to change within organisations

- Demonstrate competency in the execution of the tasks of planning, organising, leading and controlling in the different fields of strategic management, marketing, finance, human resources, research and operations management

- Demonstrate competencies in research including data collection, analyses, interpretation and recommendations

- Display research and communication skills

8.2.6 MODULE OUTCOMES

8.2.6.1 Strategic Management

On completion of this module the student will be able to:

- Explain the concepts of strategy in an organisational context

- Apply strategic management concepts within a business scenario

- Demonstrate an understanding of the nature and process of Strategic Management

- Evaluate the relevant macro-economic issues that determine the companies future business make-up

- Conduct a SWOT analysis

- Demonstrate an understanding of the change management implications of new corporate strategies

8.2.6.2 Marketing Management

On completion of this module the student will be able to:

- Demonstrate knowledge of marketing strategies and their application in the business environment

- Display conceptual marketing skills obtained by an integration of marketing knowledge and work experience.

8.2.6.3 Human Resource and Labour Relations Management

On completion of this module the student will be able to:

- Define the sphere of responsibility of human resource management
- Assess the relationship between human resource strategy and business strategy
- Analyse flows of employees into and out of the organisation
- Draw an HR plan for an organisation
- Evaluate the recruitment and selection process
- Undertake training needs analyses
- Develop an appropriate compensation system for small enterprise
- Differentiate between various performance appraisal techniques
- Determine basic benefits and services for employees
- Understand the impact of labour legislation in the human resource environment of the enterprise

8.2.6.4 Financial Management

On completion of this module the student will be able to:

- Analyse the past performance of a business through ratio analysis.
- Make long-term decisions on the acceptability of projects using investment appraisal
- techniques.
- Estimate a project's cash flow and business risk, and its suitability for inclusion in a
- firm's portfolio of investments
- Recognise the variety of sources of finance that exist, and appreciate the implications of
- the usage of each of type.
- Use the Capital Assets Pricing Model (CAPM) to assess the cost of capital
- Understand in detail the management of working capital.

8.2.6.5 Healthcare Management

On completion of this module the student will be able to:

- Demonstrate an understanding of health economic concepts and principles
- Critically evaluate national and provincial health policies
- Evaluate impact of policy on practices and resources
- Demonstrate knowledge of health economics concepts and principles
- Apply economic and financial analysis to provision of healthcare
- Contribute to health policy and planning decisions

8.2.6.6 Operations Management

On completion of this module the student will be able to:

- Understand and describe the scope and nature of operations management functions
- Assess the requirements for making decisions related to each part of the operations function
- Make effective managerial decisions in order to ensure that effective utilisation of resources is achieved

- Demonstrate knowledge of how operations management decisions can influence the overall strategic objectives of an organisation
- Explain how effective operations strategies are developed

8.2.6.7 Purchasing Management

On completion of this module the student will be able to:

- Understand and describe supply chain management and competitive strategy
- Demonstrate knowledge of customer fulfillment strategies
- Explain the new product development process
- Manage the idea infrastructure process
- Explain the order fulfillment process
- Explain the process of managing the physical flow infrastructure
- Describe the global supply chain design
- Define supply chain cost management, core competencies and outsourcing
- Evaluate relationship management, information sharing, performance measurement
- Demonstrate knowledge of barriers to supply chain management and collaborative innovation

8.2.6.8 Entrepreneurship and Small Business Management

On completion of this module the student will be able to:

- Define entrepreneurship
- Distinguish between entrepreneurship and intrapreneurship
- Outline the role of small businesses in the economy
- Draw up a business plan for an SMME
- Evaluate franchising as a means of entrepreneurial development
- Explain the approaches to entrepreneurship
- Explain why creativity and innovation are an internal part of entrepreneurship
- Describe the entrepreneurial process
- Discuss e-commerce and the entrepreneur
- Describe the different forms of intellectual property
- Explain the purpose and value of trademarks, copyrights and patents
- Display knowledge of forms of financing available to the entrepreneur
- Outline the marketing strategies available to a small business

8.2.6.9 Investment Management

On completion of this module the student will be able to:

- Analyse the prospects of an industry in relation to the underlying trend in the economy as a whole
- Analyse and interpret the financial statements of a company with the objective of determining the fair value of its share price
- Improve the risk return trade-off of a portfolio by security selection and market timing
- Evaluate the performance of portfolios by using equilibrium pricing relationships such as capital asset pricing model and the option pricing model

8.2.6.10 Economics

On completion of this module the student will be able to:

- Explain the nature of economics.
- Explain the fundamentals of microeconomics.
- Explain the relationship between a firm's output and its costs.
- Differentiate between different market structures in terms of their characteristics, short-run and long-run equilibria/equilibrium.
- Understand the concepts of Gross Domestic Product and explain how the performance of an economy is measured.
- Explain the relationship between inflation and unemployment.
- Understand macroeconomic objectives and explain the various types of economic policy.
- Distinguish between expansionary and contractionary economic policies

8.2.6.11 Research Project

On completion of this component the student will be able to:

- Produce an appropriate researched project plan
- Apply selected research techniques
- Collect data from various sources
- Critically evaluate, and draw from, the research of others
- Present a project of limited scope
  Demonstrate knowledge of business research methods
- Identify and analyse a business research problem
- Distinguish between the various research paradigms, methods and designs
- Identify and define operational variables
- Undertake a literature review
- Display knowledge of data collection methods
- Display knowledge of data analysis methods
- Write a research report

8.3 POSTGRADUATE DIPLOMA IN EDUCATIONAL MANAGEMENT AND LEADERSHIP (PGDipEML)

NQF level: 8   **Credits: 120**

Duration: 1 year

8.3.1 PURPOSE OF THE QUALIFICATION

The Postgraduate Diploma in Educational Management and Leadership is a one-year post graduate qualification that seeks to develop capacity in management and leadership in an educational management context. The focus of the programme is to improve the practice of management and leadership in the educational sector.

The programme enables students with a background in education to develop integrated and functional reflective competences in educational management. It is intended for educational managers and those aspiring to occupy managerial positions in educational institutions. The programme examines issues such as management principles, educational governance, leadership in education, financial management in educational institutions and the use of information technology in education.

8.3.2 ACCESS TO THE QUALIFICATION

The minimum entrance requirements for admission to the "*Postgraduate Diploma in Educational Management and Leadership*" programme are as follows:

* A Bachelor's Degree, Advanced Diploma or equivalent qualification.
* At least 2 years of appropriate work experience and be of a minimum age of 23 years.

Applicants who *do not* meet the minimum requirements for admission to the Postgraduate Degree programme, but have the relevant work experience, may apply for admission via Recognition of Prior Learning (RPL).

8.3.3 CURRICULUM

* Principles of Educational Management   (20 credits)
* Leadership in Education   (20 credits)
* Governance in Education   (20 credits)
* Using Information Technology   (20 credits)
* Financial Decision Making in Educational Management   (20 credits)
* Research in Educational Management   (20 credits)

8.3.4 RULES OF PROGRESSION

The minimum duration of the programme is 1 year. A student may register for a maximum of 3 modules per semester. However a student may register for 4 modules in a semester, provided that at least one of the modules is being attempted for a second time.

8.3.5 PROGRAMME OUTCOMES:

A student attaining the Postgraduate Diploma in Educational Management and Leadership will be able to:

- Acquire academic and professional knowledge required for leadership of educational institutions
- Apply management principles in an educational context
- Administer financial resources in an educational institution
- Evaluate the effectiveness and efficiency of the functioning of an educational institution
- Display knowledge of the provisions of relevant legislation relating to the governance of educational institutions
- Be aware of the implications of information and communication technology

8.3.6 MODULE OUTCOMES

8.3.6.1 Principles of Educational Management

On completion of this module the student will be able to:

- Explain the four basic functions of managers
- Evaluate selected management theories and concepts
- Analyse the context in which school managers operate
- Explain the historical context of management
- Evaluate the strategic importance of human resource management
- Explain the role of parents in the school organisation
- Identify ways to improve parental involvement

8.3.6.2   Using Information Technology

On completion of this module the student will be able to:

- Summarise the revolution in computers and communications
- Discuss the ethics of copying software
- Identify the functions of word processors, spreadsheets, database managers, graphic programmes, communications programmes, desktop accessories, groupware and internet web browsers
- Explain systems software and operating systems,
- Identify and describe the major types of computer systems
- Distinguish and describe input and output devices
- Identify and explain communication channels
- Explain the importance of database in an educational sector
- Discuss the different management systems

8.3.6.3 Leadership in Education

On completion of this module the student will be able to:

- Identify the key features of leading as a management task
- Evaluate the context in which school leaders operate
- Explain the relationship between leadership and effective management
- Critically evaluate the factors contributing to personal motivation
- Distinguish between motivators and de-motivators
- Analyse strategies for improving staff morale
- Develop a staff development programme
- Evaluate a staff development programme
- Outline features of conflict and change management
- Utilise conflict and change management skills in a dynamic context

8.3.6.4 Governance in Education

On completion of this module the student will be able to:

- Describe the relevant legal regulations governing education
- Explain the implications of the regulations governing education
- Apply the provisions of the South African Schools Act
- Place education legislation, regulations and circulars in context
- Distinguish between primary parliamentary and subordinate legislation
- Formulate admission, language and religious policies for schools
- Evaluate admission, language and religious policies for schools
- Draw up the discipline policy and code of conduct for schools
- State the rights of students
- Describe the procedures of a disciplinary hearing
- Distinguish between governance and management
- Differentiate between the role of the School Governing Body (SGB) and the principal

8.3.6.5 Financial Decision Making in Educational Management

On completion of this module the student will be able to:

- Explain the basic concepts in financial management
- Draw up a budget for an educational institution
- Apply budgeting principles in the financial management of a school
- Plan, organise, control and report on school finances
- Contextualise the legality of financial management
- Implement financial controls

8.3.6.6 Research in Educational Management

On completion of this component the student will be able to:

- Demonstrate knowledge of research methods
- Identify and analyse a research problem
- Distinguish between the various research paradigms, methods and designs
- Identify and define operational variables
- Undertake a literature review
- Display knowledge of data collection methods
- Display knowledge of data analysis methods
- Apply research techniques to challenges in the educational sector and present objective solutions to
- Promote the concept of the school as a learning organization.

8.4   POSTGRADUATE DIPLOMA IN MANAGEMENT (PGDipMAN)

NQF level: 8   **Credits: 120**

Duration: 1 year

8.4.1   PURPOSE OF THE QUALIFICATION

The Postgraduate Diploma in Management enables students with relevant work experience and appropriate qualifications to further develop their functional and reflective competencies in management, leadership and administration.

The programme aims to develop an integrated conceptual understanding, synthesis and critical application of specialised qualitative and quantitative issues in management.

The qualification is directed towards students having relevant work experience and occupying middle and senior management positions. It also provides for the accomplishment of research and knowledge management skills.

The Postgraduate Diploma in Management is a postgraduate qualification, which will enable students to develop in-depth, discipline specific skills and applied competence in the private and the public sectors that will provide opportunities for personal intellectual growth, more purposeful employment and making a contribution to society.

The qualification will empower students to solve problems in a focused way and to effectively manage and allocate resources, to communicate effectively and to contribute to knowledge and socio-economic transformation in a responsible and ethical manner.

The Postgraduate Diploma in Management attempts to provide Southern Africa with skilled persons in the private and in the public sectors in order to ensure that the leadership base of innovative and knowledge-based economic activity is strengthened and diversified.

8.4.2   ACCESS TO THE QUALIFICATION

The minimum entrance requirements for admission to the "Postgraduate Diploma in Management" are as follows:

- A Bachelor's Degree, Advanced Diploma or equivalent qualification.
- At least 2 years of work experience and be of a minimum age of 23 years.

Applicants who *do not* meet the minimum requirements for admission to the Postgraduate Degree programme, but have the relevant work experience, may apply for admission via Recognition of Prior Learning (RPL).

8.4.3   CURRICULUM

- General Management   (20 credits)
- Financial Management   (20 credits)
- Operations and Innovation Management   (20 credits)
- Marketing Management   (20 credits)
- Economics   (20 credits)
- Business Research   (20 credits)

8.4.4   RULES OF PROGRESSION

The minimum duration of the programme is 1 year. A student may register for a maximum of 3 modules per semester. However a student may register for 4 modules in a semester, provided that at least one of the modules is being attempted for a second time.

8.4.5   PROGRAMME OUTCOMES:

A student attaining the Postgraduate Diploma in Management will be able to:

- Apply quantitative methodologies in making work-based decisions
- Apply scientific enquiry and research methods
- Utilise technology to solve work-based problems
- Display research skills in solving work related problems in the management of a range of organisations
- Contribute towards the extension of knowledge on business management, leadership and administration
- Display management and research skills
- Demonstrate the ability to identify, analyse and solve management and commercial problems
- Acquire an understanding of how to manage resources and processes in a business context
- Contribute to the resolution of socio-economic problems of a developing Southern Africa in an ethical and responsible manner

8.4.6   MODULE OUTCOMES

8.4.6.1 General Management

On completion of this module the student will be able to:

- Define the essential role of management in organisations
- Explain the concepts of transformation, added value and organising people
- Compare and contrast different types and roles of managers
- Formulate a definition of management
- Identify and critically discuss the managerial functions
- Critically discuss the skills which managers require for effective performance.
- Identify and critically discuss the challenges with which the manager of today is presented
- Demonstrate knowledge of management theories
- Demonstrate an understanding of the management environment

- Explain the relationship between human resource strategy and business strategy
- Analyse flows of employees into and out of the organisation
- Analyse the appropriateness of compensation systems
- Differentiate between various performance appraisal techniques
- Determine basic benefits and services for employees
- Assess the impact of labour legislation

8.4.6.2 Operations and Innovation Management

On completion of this module the student will be able to:

- Understand the nature and scope of operations management functions
- Assess the requirements for making decisions related to each part of the operations function
- Make effective managerial decisions in order to ensure that effective utilisation of resources is achieved
- Understand how operations management decisions can influence the overall strategic objectives of an organisation
- Understand innovations management and its characteristics
- Examine innovation from the new products developments perspective

8.4.6.3 Business Research

On completion of this module the student will be able to:

- Demonstrate knowledge of business research methods
- Identify and analyse a business research problem
- Distinguish between the various research paradigms, methods and designs
- Identify and define operational variables
- Write a research proposal
- Demonstrate a sound grasp of business research methods

8.4.6.4 Marketing Management

On completion of this module the student will be able to:

- Upon completion of the module the student will be able to:
- Demonstrate knowledge of Marketing Strategies and their application in the business environment
- Display conceptual marketing skills obtained by an integration of marketing knowledge and work experience.

8.4.6.5 Financial Management

On completion of this module the student will be able to:

- Analyse the past performance of a business through ratio analysis.
- Make long-term decisions on the acceptability of projects using investment appraisal techniques.
- Estimate a project's cash flow and business risk, and its suitability for inclusion in a firm's portfolio of investments
- Recognise the variety of sources of finance that exist, and appreciate the implications of the usage of each of type.
- Use the Capital Assets Pricing Model (CAPM) to assess the cost of capital
- Understand in detail the management of working capital.

8.4.6.6 Economics

On completion of this module the student will be able to:

- Explain the nature of economics.
- Explain the fundamentals of microeconomics.
- Explain the relationship between a firm's output and its costs.
- Differentiate between different market structures in terms of their characteristics, short-run and long-run equilibria/equilibrium.
- Understand the concepts of Gross Domestic Product and explain how the performance of an economy is measured.
- Explain the relationship between inflation and unemployment.
- Understand macroeconomic objectives and explain the various types of economic policy.
- Distinguish between expansionary and contractionary economic policies

8.5 BACHELOR OF COMMERCE (BCOM)

NQF: Level 7   **Credits: 360**

Minimum duration: 3 years

8.5.1   PURPOSE OF THE QUALIFICATION

The primary purpose in establishing this programme is to provide learning opportunities for a very large group of successful matriculants who are unable to study on a fulltime basis. The programme also caters for adults, who may or may not be in full time employment.

The programme also provides a convenient and appropriate avenue into business management studies and eventual vocations for students who are seeking employment.

8.5.2   ACCESS TO THE QUALIFICATION

The minimum entrance requirements for admission to the "*Bachelor of Commerce Degree*" programme are as follows:

- A National Senior Certificate with Bachelor's Degree admission, any other NQF 4 qualification or equivalent.

Applicants who ***do not*** meet the minimum requirements for admission to the Bachelor's Degree programme, but have the relevant work experience, may apply for admission via Recognition of Prior Learning (RPL).

8.5.3   CURRICULUM

Year 1:

- Economics 1   (30 credits)
- Business Management 1   (30 credits)
- Accounting 1   (30 credits)
- Business Communication 101   (15 credits)
- Statistics 102   (15 credits)

Year 2:

- Business Management 2   (30 credits)
- Commercial Law 201   (15 credits)
- Information Systems 202   (15 credits)
   Electives (Two modules from):
- Accounting 2   (30 credits)
- Economics 2   (30 credits)
- Health Management 2   (30 credits)
- Marketing 2   (30 credits)
- Human Resource Management 2   (30 credits)
- Supply Chain Management 2   (30 credits)

- Information Technology 2 (30 credits)
- Project Management 2 (30 credits)
- Risk Management 2 (30 credits)
- Retail Management 2 (30 credits)

Year 3:

- Business Management 3 (30 credits)
- Entrepreneurship 301 (15 credits)
- **One of**:
  International Business 302 (15 credits)
  Taxation 302 (15 credits)
  Electives:
- Accounting 3 (30 credits)
- Economics 3 (30 credits)
- Health Management 3 (30 credits)
- Marketing 3 (30 credits)
- Human Resource Management 3 (30 credits)
- Supply Chain Management 3 (30 credits)
- Information Technology 3 (30 credits)
- Project Management 3 (30 credits)
- Risk Management 3 (30 credits)
- Retail Management 3 (30 credits)

8.5.4 RULES OF PROGRESSION:

Year 1: A student may register for a maximum of 5 modules per year.
Year 2: A student may register for a maximum of 5 modules per year.
Year 3: A student may register for a maximum of 5 modules per year.

However a student may register for an additional module in a semester/year, provided that at least one of the modules is being attempted for a second time.
A student may only register for a second/third year module when he/she has successfully completed the respective first/second year module.
A student may only register for Taxation 302, when he/she registers for Accounting 3

8.5.5 PROGRAMME OUTCOMES
Upon attainment of a Bachelor of Commerce Degree students will be able to:
- Display the necessary knowledge, skills, attitudes and applied competence to enable them to demonstrate administrative proficiency

- Display knowledge of management in general

- Apply skills of rational judgement and planning

- Recognise and appreciate changes within organisations

- Make appropriate use of information technology

- Analyse and solve operational problems

- Display skills for the recording and processing of information

- Display ethical behaviour in a corporate management context

- Develop the functional competence of a graduate to proceed to middle management level within an organisation

8.5.6 MODULE OUTCOMES:

8.5.6.1 Accounting 1

On completion of this module the student will be able to:

- Describe the fundamental concepts and principles of accounting

- Record, classify, journalise and interpret financial data for a business

- Prepare financial statements for different forms of ownership i.e. sole proprietor partnerships, close corporation and companies

- Prepare cash flow statements

- Record all transactions related to organisations and societies not for gain

8.5.6.2 Accounting 2

On completion of this module the student will be able to:

Fully comprehend and interpret the sections listed below that are based on International Accounting Standards Statements (IAS):

- Framework - Pillars of accounting

- Companies Act

- Inventories

- Property, plant and equipment

- Financial analysis

- Analyse and draw up different types of budgets

- Property, plant and equipment

- Share capital and earnings per share

- Taxation

- Prepare group financial statements (consolidation)

- Display an understanding of the key concepts in cost accounting

- Apply the various costing systems

8.5.6.3 Accounting 3

On completion of this module the student will be able to:

Fully comprehend and interpret the sections listed below that are based on International Accounting Standards Statements (IAS):

- Taxation and Deferred taxation

- Accounting policies, estimates

- Provisions, contingencies and post balance sheet events

- Revenue recognition

- Property, plant and equipment

- Impairment of assets

- Leases

- Investment properties

- Intangible assets

- Foreign currency transactions

- Financial instruments

- Government grants and government assistance

- Describe the importance and relevance of Corporate Governance in business

- Identify and use key factors in making capital investment decisions

8.5.6.4 Business Communication 101

On completion of this module the student will be able to:

- Explain the communication process with reference to communication theories

- Identify barriers to effective communication and how to overcome them

- Describe how verbal and non-verbal communication affects a listener's interpretation of a message.

- Describe different types of interpersonal communication

- Discuss how to optimise the effectiveness of interpersonal communication

- Describe the various types of group communication within the organisation

- Identify the writing skills required to prepare:

  - Letters, reports, memoranda, proposals, e-mails

- Discuss the relevance of intercultural communication in organisations

- Describe how cultural differences can cause problems in communication

- Explain the organisations role in enhancing intercultural communication

- Apply effective communication practices in business and everyday life

8.5.6.5 Marketing 2

On completion of this module the student will be able to:

- Explain basic concepts in marketing

- Distinguish between various market orientations

- Evaluate the market environment

- Understand customer management and environmental analysis

- Describe approaches to market segmentation

- Display knowledge of consumer buying behaviour

- Explain positioning strategies

- Describe the elements of the marketing mix

- Explain various distribution strategies
- Describe pricing concepts and evaluate pricing strategies
- Evaluate customer relationship management (CRM)
- Explain alternative marketing initiatives and evaluate CRM

8.5.6.6 Marketing 3

On completion of this module the student will be able to:

- Evaluate marketing strategies
- Describe the marketing research process
- Evaluate market information
- Explain the integrated marketing communication mix
- Describe the nature of products and the product life cycle
- Evaluate new product development strategy
- Discuss the role of brands and branding
- Distinguish between products and services
- Examine the unique aspects of services marketing
- Evaluate global marketing efforts

8.5.6.7 Human Resource Management 2

On completion of this module the student will be able to:

- Define HRM and explain its importance to the organisation
- Explain the components of an HRM system
- Describe the features of a competitive business environment
- Outline the challenges facing HR managers
- Explain the concepts recruitment and selection
- Identify the steps in the recruitment process
- Outline the factors influencing staff recruitment
- Explain the selection process
- Describe the factors that influence selection
- Describe the essential aspects of the relevant legislations affecting employment
- Evaluate the provisions of the relevant legislation
- Develop, monitor and review employment policies that comply with the relevant legislations
- Demonstrate and apply an understanding of the basic conditions of Employment Act
- Explain the linkage between the skills development Act and Employment Equity Act
- Define planning and HR planning
- Distinguish between formal and informal planning
- Discuss problems associated with HR planning
- Identify a five step approach to career management
- Formulate a job description, specification, and profile for a specific job
- Identify components of a job analysis

- Evaluate various problems in job analysis
- Identify factors affecting employment planning
- Explain the main techniques used in employment planning and forecasting
- Indicate how to overcome manpower planning problems
- Discuss the nature of job analysis, including what it is and how it is used
- Explain the components of the labour relations system
- Explain the purpose, role and function of labour legislation

8.5.6.8 Human Resource Management 3

On completion of this module the student will be able to:

- Define strategic HRM
- Explain the relationship between strategic HRM and competitive advantage
- Explain why performance appraisal and feedback is a crucial activity
- Describe the components of the performance management cycle
- Discuss the relationship between HRM strategy and organisational effectiveness
- Discuss factors affecting HRM in global markets
- Distinguish between different types of incentive systems
- Describe the major performance appraisal methods
- Recognise common evaluation problems
- Evaluate performance appraisal programmes
- Explain the 360 degree performance evaluation and what it measures
- Define compensation and incentives
- Explain the objectives of performance appraisal

8.5.6.9 Commercial Law 201

On completion of this module the student will be able to:

- Describe the law of obligations
- Discuss the introduction to the law of contract; the formation of a contract; principles and rules concerning valid and binding contracts; breach of contract, remedies on the ground of breach of contract
- Discuss the different forms of legal contracts: lease; contract of purchase and sale; insurance contract and employment contract
- Describe an agency agreement
- Explain the relationship between the parties to a contract of suretyship
- Discuss the essentials of forms of business enterprise, security, law of competition, franchising and alternative dispute resolution

8.5.6.10 Information Systems 202

On completion of this module the student will be able to:

- Describe the operational and managerial roles of information systems
- Gain an appreciation of the major concepts, developments and managerial implications involved in computer hardware, software, database management and telecommunications technologies
- Demonstrate an understanding of how information technology is used in modern information systems to support the end user collaboration, enterprise operations, managerial decision making and strategic advantage
- Utilise IS systems to support decision making

8.5.6.11 Business Management 1

On completion of this module the student will be able to:

- Define management
- Explain the importance of management to the business enterprise
- Demonstrate knowledge of fundamental management principles
- Identify the components of the management environment
- Display knowledge of the evolution of management theory
- Describe the management process
- Demonstrate understanding of the four basic management functions
- Discuss the scope and challenges of management
- Explain the task and scope of human resource management
- Explain how marketing management creates value in the organisation
- Describe the different tasks of production and operations management

8.5.6.12 Business Management 2

On completion of this module the student will be able to:

- Explain the relationship between organisation and management
- Discuss the logic of organising and explain its relationship to other managerial functions
- Explain why managers need to make decisions and the way in which decisions need to be made
- Describe the nature of communication and its function in an organisation
- Define motivation and differentiate between the various theories of motivation
- Describe the strategic role of motivation in an organisation
- Explain organisational culture and the management thereof
- Explain workforce diversity and the management thereof
- Demonstrate knowledge of groups and teams in organisations
- Describe the negotiation process
- Describe and identify the components of political behaviour

8.5.6.13 Business Management 3

On completion of this module the student will be able to:

- Explain the management task of leading

- Evaluate various leadership theories and models
- Explain the strategic management process
- Evaluate the importance of the control function in organisations
- Outline the principles, practice and techniques of Total Quality Management (TQM).
- Apply change management strategies
- Discuss the role of Corporate Social Responsibility (CSR) in the business environment
- Apply the principles of business ethics
- Discuss the role of corporate governance

8.5.6.14 Entrepreneurship 301

On completion of this module the student will be able to:

- Define entrepreneurship
- Distinguish between entrepreneurship and intrapreneurship
- Outline the role of small businesses in the economy
- Draw up a business plan for an SMME
- Evaluate franchising as a means of entrepreneurial development

8.5.6.15 Economics 1

On completion of this module the student will be able to:

- Understand how the basic economic problem is solved in different economic systems, how economic activity is measured and how prices are determined through decisions made by individual households and firms under conditions of perfect and imperfect competition
- Explain core definitions, concepts and tools for understanding economics and economic decision-making at the micro level
- Understand the principles of the market mechanism, the market forces of demand and supply, their elasticities and interactions, and supply them to management and economic problems
- Understand basic theories of consumer behaviour, production and costs, market structures, pricing and distribution, including collection bargaining and wage determination across different labour market structures
- Apply the above theories and principles to the analysis of managerial situations and decision- making

8.5.6.16 Economics 2

On completion of this module the student will be able to:

- Understand fully the concepts of demand, supply, output, income, expenditure and price levels
- Understand the processes and outcomes of macro policy making in South Africa, and their impact on the individual firm
- Grasp the circular flow of economic activity in open and closed economies in the context of classical Keynesian and neo-Keynesian theories
- Engage in the debate of growth vs. development

- Demonstrate a relationship of macro to microeconomic factors in reaching management decisions for private firms

- Students are introduced to the concepts of money, money supply, and measures of money. Grasp basic theories of money and the meaning, significance and role of monetary policy

- Analyse the South African banking structure, and its role and impact on organisations

- Are aware of the process, role and impact of monetary policy formulation in South Africa

- Provide a brief overview of monetary policies in other countries, of the World Bank, and of the IMF

- Understand the meaning and role of fiscal policy and its role in the modern economy

- Describe the workings of the fiscal tools such as taxation, expenditure, and borrowing

- Analyse the role and impact of fiscal policy in South Africa

- Analyse recent national, provincial and local budgets and understand their economic impact on a manager's decision making at the organisational level

8.5.6.17 Economics 3

On completion of this module the student will be able to:

- Understand the basis of the trade and why trade is inevitable

- Understand the problem of comparative cost differences and purchasing power parity, and their relevance in the modern economy

- Explore, with the help of examples, the workings of foreign exchange rates, their determination and fluctuation, and relate concepts such as arbitrage, hedging and speculation

- Understand the implications of foreign trade for the domestic economy through considering the role of imports and exports, their impact on domestic prices, arguments for free or protected trade, and the statement of the balance of payments

- Analyse different statements of the balance of payments and to understand their impact on the organisation and the work environment

- Become familiar with economic issues of a local, regional, national, and global nature

- Analyse a range of economic issues and problems from a historical, current and futuristic perspective

- Demonstrate a sufficient grasp of the global economy to be able to analyse its impact on the local economy

8.5.6.18 International Business 302

On completion of this module the student will be able to:

- Gain an insight into managerial implications involved in international business by making important theories accessible and interesting to students

- Explain how and why the world's countries differ, present a thorough review of the economics and politics of international trade and investment

- Explain the functions and form of the global monetary system

- Examine the strategies and structures of internal businesses

- Assess the special roles of an international business's various functions

- Identify factors that make up the external and internal business environment
- Discuss the advantages and disadvantages of globalisation
- Describe the nature and drives of globalisation
- Identify distinctive social and cultural factors affecting business
- Identify legal issues and explain how they affect international business
- Analyse the impact of political environments on international business
- Appreciate the role of international competitive advantage in global strategies

8.5.6.19 Health Management 2

On completion of this module the student will be able to:

- Understand healthcare financial management
- Develop practical approaches to management and leadership in the modern context of the industry
- Know how to allocate and manage resources
- Engage in planning and policy development
- Know how to manage performance using quality standards, how to monitor progress and how to improve service delivery

8.5.6.20 Health Management 3

On completion of this module the student will be able to:

- Identify the relationship between epidemiology and healthcare policy and planning
- Apply scientific methods to solving health care management problems in a practical setting
- Discuss the different methods of quality assurance and promotion in healthcare situations
- Explain performance monitoring in relation to the evaluation of patient care, and physician and provider performance

8.5.6.21 Statistics 102

On completion of this module the student will be able to:

- Appreciate sources of data and survey methods
- Summarise data both graphically and by summary statistics
- Use appropriate statistics with bi-variate data
- Understand basic forecasting techniques
- Appreciate the use of index numbers
- Use appropriate statistical spreadsheet facilities

8.5.6.22 Taxation 302

On completion of this module the student will be able to:

- Calculate various types of tax such as normal tax, secondary tax on companies, donations tax, capital gains and losses, estate duty and value added tax
- Analyse and interpret information for the purposes of tax calculations

- Explain the concepts and rationale behind tax legislation

8.5.6.23 Information Technology 2

On completion of this module the student will be able to:

- Use a computer to solve problems.
- Analyse, design and evaluate algorithms.
- Convert algorithms to program a computer solution in an object-oriented language such as Visual Basic.net.
- Debug a programme to demonstrate the correctness of a computer programme
- Explain the meaning of abstract data types
- Explain the structure of internal data types such as stacks, linked lists and queues
- Explain the structure of external data types such as sequential, direct and indexed files
- Explain and compare the object orientated programming paradigm and the component approach
- to programme development
- Develop object-oriented and component based programmes in a computer language such as Java
- Explain introductory concepts concerning social and professional issues in Information Technology

8.5.6.24 Information Technology 3

On completion of this module students will be able to:

- Ensure that the student knows and understands the Systems Development Life Cycle and can explain every facet of it.
- Ensure that the student can explain the concepts, skills, methodologies and techniques used in the structured analysis and design.
- Ensure that the student can utilize tools for analysis, design and development of the system.
- Ensure that the student can explain the basics characteristics of an object-oriented system.
- Assist the student in the analysis and design of an object-oriented system.
- Understand what software engineering is and why it is important
- Understand the basic principles of software engineering
- Understand that the development of different types of software systems may require different software engineering techniques
- Understand some ethical and professional issues that are important for software engineers
- Expose students to the basic principles involved in the legal- and ethical side of IT. This is done to prepare a student to act as a professional person in the IT industry.
- Develop a better understanding of the human aspects of IT, specifically the ethical aspect in software.
- Appreciate the ethical behaviour of a professional person in the IT industry
- Develop a basic understanding of the legal issues involved in IT
- Understand and apply the basic principles of information security.

8.5.6.25 Project Management 2

On completion of this module students will be able to:

- To understand the roles, skills and techniques a project manager uses.
- To be able to define the objectives and scope of a project.
- To communicate with all stakeholders in the project.
- To plan, control and allocate the project schedule and resources.
- To implement and assist with basic project monitoring and control

8.5.6.26 Project Management 3

On completion of this module students will be able to:

- Equip the student with specific knowledge on effective management of the constraints in project management, namely scope, cost, quality and time.
- Enable the student to apply common techniques and tools used in project management to manage scope, time, cost and quality.
- Equip the student with leadership skills to ensure proper management of human resources in project management.
- Ensure students are familiar with project resource management, including project financial management.
- Provide knowledge on tools and techniques to ensure effective project communication and risk management.
- To explore the concept of quality in the project management domain
- To provide insights into the evolution of quality and its contemporary application
- To provide knowledge on project quality planning and project quality assurance
- To introduce tools for managing project quality
- To develop an understanding of the issues, possibilities and challenges in the field of project quality management

8.5.6.27 Supply Chain Management 2

On completion of this module students will be able to:

- Understand and appreciate the importance of supply chain management
- Discuss and apply the importance of balancing supply and demand in an organisation
- Discuss and understand the role of customers in the design process
- Understand the main objectives and importance of goods in service design
- Identify and explain the different types of process structures for manufacturing
- Identify and explain the different types of process structures for services
- Apply the concepts of process and industrial engineering to an organisation
- Understand the strategic implications of forecasting within supply chain management
- Identify the requirements of an accurate forecast and what constitutes an accurate forecast

- Understand the importance of forecasting in balancing supply with demand
- Evaluate qualitative versus quantitative forecasting
- Describe and comment on requirements for effective inventory management
- Understand reasons for holding inventory
- Distinguish between and discuss inputs and outputs in an MRP system
- Describe objectives of dependent and independent demand
- Explain the importance of ERP systems and evaluate how they can assist an organisation to improve its performance
- Appreciate the importance to an entity of capacity planning
- Understand the need for strategic capacity decisions and what they entail
- Understand what aggregate planning and short term scheduling refer to.
- Identify decision variables which play a role in aggregate planning
- Understand scheduling and the importance of short term scheduling
- Describe the influence of demand and supply on scheduling
- Understand the importance of lean systems of operation to an entity to operate more efficiently and reduce waste
- Appreciate the importance of quality management and discuss the tools to manage quality.
- Appreciate and discuss the importance of quality management and discuss the tools to manage quality.
- Describe quality spheres
- Evaluate and explain the function of each quality tool

8.5.6.28 Supply Chain Management 3
On completion of this module students will be able to:
- Develop your understanding of strategic sourcing
- Develop your competence in analyzing key aspects of sourcing and supply chain management
- Develop your critical thinking skills in terms of strategic sourcing within organisations
- Provide insight into the global issues surrounding sourcing
- Identify and explain logistics and supply chain related concepts and terms that are relevant to managing the supply chain
- Demonstrate an understanding of the evolution of supply chain management over the years, and discuss the modern academic perspective of the supply chain
- Understand material and information flows
- Explain the basic concepts relating to supply chains.
- Define a supply chain and understand material, and information flows
- Demonstrate an understanding of the modern academic perspective of the supply chain.
- Develop and manage channels of supply and distribution
- Integrate the supply chain with transport, purchasing, manufacturing, and storage
- Improve customer service
- Describe major challenges to effective supply chain management, including

- organisational silos, the Bullwhip Effect, and tradeoffs
- Integrate Management Information Systems (MIS) with the supply chain.
- Outline the strategic planning processes.
- Apply integrated supply chain management
- Principles on a strategic management level

8.5.6.29 Risk Management 2

On completion of this module students will be able to:

- Establish the context under which organisations operate.
- Identify risks by documenting the conditions and events that represent material threats to the achievement of organisational objectives
- Analyse identified risks by creating probability distribution of outcomes for each material risk
- Assess and prioritise risks by determining the contribution of each risk to the aggregate risk profile
- Understand risk mitigation processes for controlling risk
- Contribute to monitoring and reviewing the risk environment

8.5.6.30 Risk Management 3

On completion of this module students will be able to:

- Perform quantitative risk analysis using risk management techniques
- Identify risk management errors
- Utilise tools to improve risk management
- Analyse the impact of the organisation system on the risk situation
- Distinguish between quantitative and qualitative risk analyses methods
- Develop risk mitigation strategies
- Monitoring and reviewing risk management strategies

8.5.6.31 Retail Management 2

On completion of this module students will be able to:

- Define the concept of retailing
- Explain what retail management is
- Discuss the theories of retailing
- Identify activities associated with retailing
- Understand the role of retailing in the economy
- Identify trends in retailing
- Explain relationships and stakeholders' in the retail environment
- Understand the role of technology in retail management.

8.5.6.32 Retail Management 3

On completion of this module students will be able to:

- Discuss the role of product management in retail organisations
- Analyse the impact of the internet on the retail sector
- Understand the benefits of an efficient supply chain in retail management
- Discuss the benefits and limitations of franchising
- Understand the impact of consumer behaviour on retailing
- Discuss the concept of Customer Relationship Management (CRM)
- Display insights into the challenges of retail management

8.5.6.32 Retail Management 3

8.6 BACHELOR OF COMMERCE IN ACCOUNTING DEGREE

NQF: Level 7   **Credits: 360**

Minimum duration: 3 years

8.6.1 PURPOSE OF THE QUALIFICATION

The REGENT Business School Bachelor of Commerce (BCom Accounting) Degree is a 3 year programme that focuses on equipping and developing students to be able to function in a wide range of financial and accounting tasks and to be able to function and add value in private and public sectors.

The BCom Accounting Degree will empower students with skills and competencies necessary to function in both the private and public sector environments. This qualification will also cater for the career and economic needs of students and prepare students for further postgraduate study.

The qualification aims to develop a student with:

- Foundational knowledge in a range of core disciplines.
- Forefront knowledge and expertise in information systems.
- Financial information vital in the organisational structures to management for decision making.
- Competency and skills related to general management principles of planning, organising, leading and control.
- An understanding of theories and practices pertaining to auditing in the field of commerce and management studies.

8.6.2 ACCESS TO THE QUALIFICATION

The minimum entrance requirements for admission to the "*Bachelor of Commerce in Accounting Degree*" programme are as follows:

- A National Senior Certificate with Bachelor's Degree admission, any other NQF 4 qualification or equivalent.

Applicants who **do not** meet the minimum requirements for admission to the Bachelor's Degree programme, but have the relevant work experience, may apply for admission via Recognition of Prior Learning (RPL).

8.6.3 CURRICULUM

Year 1

Semester Modules

- Business Statistics 101   (15 Credits)
- Business Management 101   (15 Credits)

Annual Modules

- Accounting 1   (30 Credits)
- Economics 1   (30 Credits)
- Commercial Law 1   (30 Credits)

Year 2

Semester Modules

- Accounting Information Systems 202   (15 Credits)
- Taxation 201   (15 Credits)

Annual Modules

- Management Accounting and Finance 2   (30 Credits)
- Auditing 2   (30 Credits)
- Financial Accounting 2   (30 Credits)

Year 3

Semester Modules

- Ethics 301   (15 Credits)
- Taxation 301   (15 Credits)

Annual Modules

- Management Accounting and Finance 3   (30 Credits)
- Auditing 3   (30 Credits)
- Financial Accounting 3   (30 Credits)

8.6.4 RULES OF PROGRESSION:

Year 1: A student may register for a maximum of 5 modules per year.

Year 2: A student may register for a maximum of 5 modules per year.

Year 3: A student may register for a maximum of 5 modules per year.

However a student may register for an additional module in a semester/year, provided that at least one of the modules is being attempted for a second time.

A student may only register for a second or third year module when he/she has successfully completed the respective first or second year module.

8.6.5 PROGRAMME OUTCOMES

On completion of this qualification, graduates will be able to:

- Demonstrate foundational knowledge in a range of core disciplines, including business ethics, mathematics, statistics, accounting, taxation and commercial law.
- Demonstrate forefront knowledge and expertise in information systems.
- Provide accurate financial information vital in the organisational structures to management for decision making.
- Apply competence and skills related to general management principles of planning, organising, leading and control.

- Demonstrate an understanding of theories and practices pertaining to auditing in the field of commerce and management studies.

8.6.6 MODULE OUTCOMES:

8.6.6.1 Accounting 1

On completion of this module the student will be able to:

- Describe the fundamental concepts and principles of accounting
- Record, classify, journalise and interpret financial data for a business
- Prepare financial statements for different forms of ownership i.e. sole proprietor partnerships, close corporation and companies
- Prepare cash flow statements
- Record all transactions related to organisations and societies not for gain

8.6.6.2 Economics 1

On completion of this module the student will be able to:

- Define economics and distinguish between microeconomics and macroeconomics
- Explain the big questions of economics
- Explain the key ideas that define the economic way of thinking
- Define the production possibilities frontier and calculate opportunity cost
- Distinguish between production possibilities and preferences and describe an efficient allocation of resources
- Explain how current production choices expand future production possibilities
- Explain how specialisation and trade expand our production possibilities
- Explain why property rights and markets have evolved

8.6.6.3 Business Management 101

On completion of this module the student will be able to:

- Define management
- Explain the importance of management to the business enterprise
- Demonstrate knowledge of fundamental management principles
- Identify the components of the management environment
- Display knowledge of the evolution of management theory
- Describe the management process
- Demonstrate understanding of the four basic management functions
- Discuss the scope and challenges of management
- Explain the task and scope of human resource management
- Explain how marketing management creates value in the organisation
- Describe the different task of production and operations management

8.6.6.4 Business Statistics 101

On completion of this module the student will be able to:

- Appreciate sources of data and survey methods
- Summarise data both graphically and by summary statistics
- Use appropriate statistics with bi-variate data
- Understand basic forecasting techniques
- Appreciate the use of index numbers
- Use appropriate statistical spreadsheet facilities

8.6.6.5 Commercial Law 1

On completion of this module the student will be able to:

- Describe the law of obligations
- Discuss the introduction to the law of contract; the formation of a contract; principles and rules concerning valid and binding contracts; breach of contract, remedies on the ground of breach of contract
- Discuss the different forms of legal contracts: lease; contract of purchase and sale; insurance contract; employment contract
- Describe an agency agreement
- Explain the relationship between the parties to a contract of suretyship
- Discuss the essentials of forms of business enterprise, security, law of competition, franchising, alternative dispute resolution

8.6.6.6 Financial Accounting 2

On completion of this module the student will be able to:

Fully comprehend and interpret the sections listed below that are based on International Accounting Standards statements (IAS):

- Framework - Pillars of accounting
- Revenue recognition
- Companies Act
- Inventories
- Property, plant and equipment
- Financial analysis
- Share capital and earnings per share
- Taxation and Deferred Taxation
- Cash Flow Statements
- Identify and use key factors in making capital investment decisions

8.6.6.7 Accounting Information Systems 202

On completion of this module the student will be able to:

- Gain an understanding of accounting information system
- Apply accounting information skills in order to participate and interact on a practical level in a business environment

8.6.6.8 Taxation 201

On completion of this module the student will be able to:

- Gain an understanding of fiscal legislation generally and to calculate normal tax, donations tax, capital gains and losses, and value-added tax;
- Calculate tax payable by individuals, partners, sole traders and non–residents.

8.6.6.9 Management Accounting and Finance 2

On completion of this module the student will be able to:

- Display an understanding of the key concepts in cost accounting
- Apply the various costing systems
- Describe the nature and purpose of budgeting and budgetary control
- Analyse cost data for decision making
- Evaluate cost-volume-profit relationships for decision making
- Use the activity-based model to measure the costs of activities

8.6.6.10 Auditing 2

On completion of this module the student will be able to:

- Define the nature and objective of an audit
- Describe the qualities, duties and responsibilities of an auditor
- Display knowledge of relevant legislation
- Use auditing theory in evaluating the basic internal controls and executing the audit procedures

8.6.6.11 Financial Accounting 3

On completion of this module the student will be able to:

- Fully comprehend and interpret the sections listed below that are based on International Accounting Standards statements (IAS):

  - Taxation and Deferred taxation
  - Accounting policies, estimates, correction of errors
  - Provisions, contingencies and post balance sheet events
  - Property, plant and equipment
  - Impairment of assets
  - Leases
  - Investment properties

- - Intangible assets
  - Foreign currency transactions
  - Financial instruments
  - Government grants and government assistance
- Prepare group financial statements – consolidations

8.6.6.12 Management Accounting and Finance 3

On completion of this module the student will be able to:

- Outline the nature and purpose of a number of recent developments in management accounting practice
- Analyse financial statements and reports
- Recognise the importance of the management of working capital in a business context
- Apply capital investment appraisal techniques for the implementation of business decisions
- Describe the nature and purpose of budgeting and budgetary control
- Calculate the cost of capital of an organisation
- Evaluate the significance of the long-term capital structure of a business, and the management of its working capital
- Apply the different methods of long term financing: Bonds, Shares and Leasing
- Value shares of a company for acquisition purposes

8.6.6.13 Taxation 301

On completion of this module the student will be able to:

- Gain an understanding fiscal legislation generally and to calculate normal tax, secondary tax on companies and estate duty
- Calculate tax payable by companies, close corporations, farmers, trusts, and estates

8.6.6.14 Auditing 3

On completion of this module the student will be able to:

- Gain an insight into common law and other legislation relevant to public accountants and auditors
- Display sound knowledge and application of the principles of internal control
- Apply the audit procedures
- Gain insights into the theory of auditing, performance of the audit process and completion of an audit report

8.6.6.15 Ethics 301

On completion of this module the student will be able to:

- Display knowledge of General ethics

- Explain ethical decision-making

- Describe the field of macro-ethics

- Discuss the relationship between management and organisational ethics

- Gain insights into corporate social responsibility

8.7 BACHELOR OF COMMERCE: HUMAN RESOURCE MANAGEMENT

NQF: Level 7 **Credits: 360**

Minimum duration: 3 years

8.7.1 PROGRAMME PURPOSE

The Bachelor of Commerce in Human Resource Management is an undergraduate qualification that provides an overview of management practice in a national and international context. The programme aims to develop conceptual understanding, synthesis and application of management and management theory for students wishing to progress in management careers. Furthermore, it aims to equip qualifying students with the knowledge and practical skills required to perform effectively in a Human Resource Management role as well as with an appropriate knowledge base as preparation for further learning.

A qualification in Human Resource Management prepares the successful student to enter a wide range of careers, including Human Resource Manager, Human Resource Consultant, Industrial Relations Manager and Industrial Relations Consultant.

8.7.2 PROGRAMME OUTCOMES

Students attaining the Bachelor of Commerce in Human Resource Management will be able to:

- Apply fundamental HR management principles in a work-based context.
- Manage information in a business management context.
- Display in-depth knowledge of human resource management.
- Communicate with clear rational consistency and persuasive power within the Human Resource Management profession.

8.7.3 CURRICULUM

YEAR 1

Business Management 101	(20 Credits)
Economics	(20 Credits)
Business Communication	(20 Credits)
Business Management 102	(20 Credits)
Statistics	(20 Credits)
Financial Accounting	(20 Credits)

YEAR 2

Commercial Law	(20 Credits)
Recruitment, Selection and Talent Management	(20 Credits)
Performance and Compensation Management	(20 Credits)
Human Resource Information Systems	(20 Credits)

Labour Relations	(20 Credits)
Training and Development	(20 Credits)

YEAR 3

Organisational Development	(20 Credits)
Change Management	(20 Credits)
Contemporary Human Resource Management	(20 Credits)
Strategic Human Resource Management	(20 Credits)
International Human Resource Management	(20 Credits)
Organisational Psychology	(20 Credits)

8.7.4   ACCESS TO THE QUALIFICATION

The minimum entrance requirements for admission to the "*Bachelor of Commerce : Human Resource Management Degree*" programme are as follows:

- A National Senior Certificate with Bachelor's Degree admission, any other NQF 4 qualification or equivalent.

Applicants who *do not* meet the minimum requirements for admission to the Bachelor's Degree programme, but have the relevant work experience, may apply for admission via Recognition of Prior Learning (RPL).

8.7.5   RULES OF PROGRESSION:

Year 1: A student may register for a maximum of 6 modules per year.

Year 2: A student may register for a maximum of 6 modules per year.

Year 3: A student may register for a maximum of 6 modules per year.

However a student may register for an additional module in a semester/year, provided that at least one of the modules is being attempted for a second time.

A student may only register for a second/third year module when he/she has successfully completed the respective first/second year module.

8.7.6   MODULE OUTCOMES:

8.7.6.1 Business Management 101

On completion of this module the student will be able to:

- Define management
- Explain the importance of management to the business enterprise
- Demonstrate knowledge of fundamental management principles
- Identify the components of the management environment
- Display knowledge of the evolution of management theory
- Describe the management process

- Demonstrate understanding of the four basic management functions
- Discuss the scope and challenges of management
- Explain the task and scope of human resource management
- Explain how marketing management creates value in the organisation
- Describe the different tasks of production and operations management

8.7.6.2 Economics 1

On completion of this module the student will be able to:

- Understand how the basic economic problem is solved in different economic systems, how economic activity is measured and how prices are determined through decisions made by individual households and firms under conditions of perfect and imperfect competition
- Explain core definitions, concepts and tools for understanding economics and economic decision-making at the micro level
- Understand the principles of the market mechanism, the market forces of demand and supply, their elasticities and interactions, and supply them to management and economic problems
- Understand basic theories of consumer behaviour, production and costs, market structures, pricing and distribution, including collection bargaining and wage determination across different labour market structures
- Apply the above theories and principles to the analysis of managerial situations and decision-making

8.7.6.3 Business Communication

On completion of this module the student will be able to:

- Explain the communication process with reference to communication theories
- Identify barriers to effective communication and how to overcome them
- Describe how verbal and non-verbal communication affects a listener's interpretation of a message.
- Describe different types of interpersonal communication
- Discuss how to optimise the effectiveness of interpersonal communication
- Describe the various types of group communication within the organisation
- Identify the writing skills required to prepare: Letters, reports, memoranda, proposals, e-mails
- Discuss the relevance of intercultural communication in organisations
- Describe how cultural differences can cause problems in communication
- Explain the organisations role in enhancing intercultural communication
- Apply effective communication practices in business and everyday life

8.7.6.4 Business Management 102

On completion of this module the student will be able to:
- Explain the relationship between organisation and management
- Discuss the logic of organising and explain its relationship to other managerial functions

- Explain why managers need to make decisions and the way in which decisions need to be made
- Describe the nature of communication and its function in an organisation
- Define motivation and differentiate between the various theories of motivation
- Describe the strategic role of motivation in an organisation
- Explain organisational culture and the management thereof
- Explain workforce diversity and the management thereof
- Demonstrate knowledge of groups and teams in organisations
- Describe the negotiation process
- Describe and identify the components of political behaviour

8.7.6.5 Statistics

On completion of this module the student will be able to:

- Appreciate sources of data and survey methods
- Summarise data both graphically and by summary statistics
- Use appropriate statistics with bi-variate data
- Understand basic forecasting techniques
- Appreciate the use of index numbers
- Use appropriate statistical spreadsheet facilities

8.7.6.6 Financial Accounting

On completion of this module the student will be able to:

- Describe the fundamental concepts and principles of accounting
- Record, classify, journalise and interpret financial data for a business
- Prepare financial statements for different forms of ownership, i.e. sole proprietor, partnerships and companies
- Prepare cash flow statements

8.7.6.7 Commercial Law

On completion of this module the student will be able to:

- Describe the law of obligations
- Discuss the introduction to the law of contract; the formation of a contract; principles and rules concerning valid and binding contracts; breach of contract, remedies on the ground of breach of contract
- Discuss the different forms of legal contracts: lease; contract of purchase and sale; insurance contract and employment contract
- Describe an agency agreement
- Explain the relationship between the parties to a contract of suretyship
- Discuss the essentials of forms of business enterprise, security, law of competition, franchising and alternative dispute resolution

8.7.6.8 Recruitment, Selection and Talent Management

On completion of this module the student will be able to:

- Explain the concept of recruitment
- Explain the essentials of recruitment policy
- Describe the steps in the recruitment process
- Explain the factors that influence recruitment
- Evaluate recruitment sources and methods
- Describe the selection process
- Explain the factors that influence selection decisions
- List the different types of tests used in the selection process
- Describe the purpose of interviews
- Discuss placement and induction
- Explain why talent management is important
- Describe what the talent management perspective is

8.7.6.9 Performance and Compensation Management

On completion of this module the student will be able to:

- Explain the objectives of performance appraisal
- Describe the major performance appraisal methods
- Recognise common evaluation problems
- Evaluate performance appraisal programmes
- Explain the 360 degree performance evaluation and what it measures
- Define compensation and incentives
- Explain the link between pay, motivation and performance
- Distinguish between different types of incentive systems
- Explain the steps in developing a compensation system
- Discuss the use of job evaluation systems in South Africa
- Identify the purpose of job evaluation
- Discuss the difference between quantitative and qualitative methods of job evaluation

8.7.6.10 Human Resource Information Systems

On completion of this module the student will be able to:

- Explain the operational, managerial and strategic roles of information systems.
- Explain the basic information system concepts.
- Display knowledge of the concepts, developments, and managerial implications involved in computer hardware, software, database management and telecommunications technologies.
- Describe how information technology is used in modern information systems to support the end user collaboration, enterprise operations, managerial decision making, and strategic advantage.
- Explain what an HR information system is (with related concepts)

- Explore the basic concepts of developing, implementing and maintaining an HR information system
- Describe how an HR information system can create a competitive advantage

8.7.6.11 Labour Relations

On completion of this module the student will be able to:

- Describe the essential aspects of the relevant legislations affecting employment
- Evaluate the provisions of the relevant legislation
- Develop, monitor and review employment policies that comply with the relevant legislations
- Demonstrate and apply an understanding of the basic conditions of Employment Act
- Demonstrate and apply an understanding of the labour relations act
- Explain the linkage between the skills development Act and Employment Equity Act

8.7.6.12 Training and Development

On completion of this module the student will be able to:

- Distinguish between education, training and development
- Identify the major purposes of training and development
- Explain different training methods
- Develop and implement training programmes
- Describe the difference between coaching and mentoring and explain how both these techniques can contribute to a managers development
- Describe on-the-job and off-the-job training methods of coaching, job rotation, job instruction, mentoring and learnerships
- Construct a training budget for a small business
- Identify the main points of the Skills Development Act and Skills Development Levies Act
- Evaluate and review training and development programmes
- Describe the importance of feedback and trainer evaluation of the training course

8.7.6.13 Organisational Development

On completion of this module the student will be able to:

- Be familiar with Organisational Development (OD) terminology and concepts
- Understand key OD success and failure factors
- Name, explain and describe strengths and weaknesses of various OD interventions, such as Balanced Score Card, Strategic Planning, Performance Management, Reengineering, Total Quality Management (TQM), Quality Circles and Continuous Quality Improvement (CQI)
- Identify appropriate stakeholders successfully in the OD management process
- Discuss the change management process and phases
- Explain how to deal with resistance to change
- Demonstrate an understanding of the organisation as a system comprising of interrelated subsystems such as structure, culture, strategy, policies and capacity

8.7.6.14 Change Management

On completion of this module the student will be able to:

- Explain the nature of generic, individual, and organisational change processes
- Critique different change paradigms and concepts of change, as well as different change management models
- Evaluate the impact of known change practices on individual, group and organisational level
- Examine the complex nature of change and the role of change management
- Analyse various theoretical models of organisational change, and apply them in appropriate ways
- Assess the importance of addressing the cultural dimension of change.
- Examine the notion of the learning organisation and its impact on change.
- Examine reactions to change and consider strategies to manage these
- Analyse internal and external factors that drive change
- Explain the nature and importance of change in SA organisations
- Apply ways to reduce and deal with resistance to change

8.7.6.15 Contemporary Human Resource Management

On completion of this module the student will be able to:

- Demonstrate an understanding of contemporary human resource concepts, principles and theories.
- Identify global contemporary issues in human resource management
- Analyse a range of current issues affecting the recruitment and management of human resources within organisations, and describe how HRM can make a significant contribution to the management of these issues.

8.7.6.16 Strategic Human Resource Management

On completion of this module the student will be able to:

- Critically evaluate the strategic importance of human resource management.
- Understand the links between strategic human resource management and business strategy.
- Assess the role of strategic HRM in the performance of organisations.
- Understand performance outcomes associated with different forms of strategic HRM.
- Assess the strategic contribution of employee participation and involvement to strategic HRM and organisational performance.
- Explain HRM from a diagnostic point of view
- Identify and discuss national and international external environmental factors that impact on strategic directions that HR departments may choose
- Describe the challenges facing SHRM
- Discuss the integration and involvement of employees with SHRM

8.7.6.17 International Human Resource Management

On completion of this module the student will be able to:

- Describe international HRM
- Comment on how it may be integrated with SHRM
- Discuss and debate the legal and ethical climates that international HRM might experience
- Describe the concept of an expatriate
- Describe the relationship between the expatriate manager and the multinational corporation
- Discuss important issues to keep in mind when training, appraising and compensating expatriates
- Discuss the impact that international HRM has on the management of labour relations
- List the HR challenges of international business
- Illustrate, with examples, how inter-country differences affect HRM

8.7.6.18 Organisational Psychology

On completion of this module the student will be able to:

- Describe the work of organisational psychologists in work settings
- Discuss and critique both traditional and contemporary psychological theories and perspectives
- Apply psychological theory in work and organisational settings
- Prescribe solutions to perceived organisational difficulties

8.8 BACHELOR OF ADMINISTRATION (BADMIN)

NQF Level: 7 **Credits: 360**

Duration: 3 years

8.8.1 PURPOSE OF THE QUALIFICATION

This programme provides learning opportunities for a very large group of successful matriculants who are unable to study on a full-time basis. The programme also caters for adults, who may or may not be in full time employment. The purpose is also to provide a convenient and appropriate avenue into management studies and eventual vocations for students who are seeking employment.

The Bachelor of Administration (BAdmin) degree focuses on developing proficient skills in the fields of management and administration, particularly geared towards development and administration in the wider public sector, with particular focus on professionalising the administration and management of government.

8.8.2 ACCESS TO THE QUALIFICATION

The minimum entrance requirements for admission to the "Bachelor of Administration Degree" programme are as follows:

• A National Senior Certificate with Bachelor's Degree admission, any other NQF 4 qualification or equivalent.

Applicants who do not meet the minimum requirements for admission to the BADMIN programme, but have the relevant work experience, may apply for admission via Recognition of Prior Learning (RPL).

8.8.3 CURRICULUM

Year 1

Public Administration 101	(15 credits)
Local Government 101	(15 credits)
Information and Communication Technology	(15 credits)
Microeconomics	(15 credits)
Macroeconomics	(15 credits)
Public Sector Accounting 102	(15 credits)
Public Administration 102	(15 credits)
Local Government 102	(15 credits)

Year 2

Public Administration 201	(15 credits)
Local Government 201	(15 credits)
Ethics in the public sector	(15 credits)
Public Law	(15 credits)
Public Administration 202	(15 credits)
Local Government 202	(15 credits)
Public sector supply chain management	(15 credits)
Labour Law	(15 credits)

Year 3

Public Administration 301	(15 credits)
Local Government 301	(15 credits)
Research in the public sector	(15 credits)
Public sector budgeting	(15 credits)
Local Government 302	(15 credits)
Public Administration 302	(15 credits)
Disaster Management	(15 credits)
Political Science	(15 credits)

8.8.4 RULES OF PROGRESSION

Year 1: A student may register for a maximum of 8 modules per year.

Year 2: A student may register for a maximum of 8 modules per year.

Year 3: A student may register for a maximum of 8 modules per year.

However a student may register for an additional module in a semester/year, provided that at least one of the modules is being attempted for a second time.

A student may only register for a second/third year module when he/she has successfully completed the respective first/second year module.

8.8.5 PROGRAMME OUTCOMES

On completion of this module students will be able to:

- Translate learned theory into practical realities.
- Identify public administration and development management challenges of the 21st century and contribute towards solving identified challenges.
- Promote ethical and professional standards in the work environment.
- Display objectivity in the management of public affairs.
- Demonstrate understanding of the political, social and economics environments in which public administration and management are practiced.
- Effectively and efficiently consult with all stakeholders as a member of a senior management team in the public sector environment.

- Evaluate public management related information.
- Communicate public management related issues.
- Consult effectively and efficiently with all stakeholders in the public sector environment.

8.8.6 MODULE OUTCOMES

8.8.6.1 Public Administration 101

On completion of this module students will be able to:

- Understand and explain the context within which Public Administration and management exists in the 21st Century.
- Understand and explain the various concepts and terminologies used in the public sector and in the administration and management of public affairs.
- Identify, understand and apply basic theories in public administration to the practice of public administration and management.

8.8.6.2 Local Government 101

On completion of this module students will be able to:

- Explain the concept of local government.
- Trace the history of local government.
- Display knowledge of the mandates, legislation, policies and regulations pertinent to local government.
- Identify the characteristics and features peculiar to local government.
- Describe local government structures.
- Understand and apply the dynamics of developmental local government.

8.8.6.3 Microeconomics

On completion of this module students will be able to:

- Apply the principles of economics in the analysis of the behaviour of individual consumers and businesses in the economy.
- Utilise analytical techniques to hypothetical as well as real-world situations and to analyse and evaluate economic decisions.
- Demonstrate an understanding of how free markets work and allocate resources efficiently.
- Assist individual consumers to make economic decisions to maximize utility, and aid individual firms make decisions to maximize profits.
- Identify the characteristics of the different market structures and analyse the behaviour of firms in terms of price and output decisions.
- Evaluate the outcome in each market structure with respect to economic efficiency, identify cases in which private markets fail to allocate resources efficiently.
- Analyse and evaluate the distribution of income.

8.8.6.4 Information and Communication Technology

On completion of this module students will be able to:

- Display an understanding of the ICT environment.
- Explain how ICT processes work.
- Commit to ethical ICT processes.
- Practice ICT etiquette.
- Adopt a customer centred approach to ICT.

8.8.6.5 Public Administration 102

On completion of this module students will be able to:

- Differentiate between public managers and political office bearers identify the domain within which political office bearers and public officials function.
- Determine the roles and functions of the categories of functionaries in public administration
- Understand and explain the roles and functions of external stakeholders.

8.8.6.6 Local Government 102

On completion of this module students will be able to:

- Display knowledge of the contemporary issues confronting local government.
- Demonstrate knowledge of the role and purpose of developmental local government.
- Illustrate knowledge of the values and principles of local government.
- Construct knowledge management tools and mechanisms.

8.8.6.7 Macroeconomics

On completion of this module students will be able to:

- Understand and utilise the principles of economics that apply to an economy as a whole, particularly the general price level, output and income, and interrelations among sectors of the economy.
- Discuss the determinants of aggregate demand and aggregate supply, and on the monetary and fiscal policy tools that can be used to achieve particular policy objectives.
- Explain measurement concepts such as gross domestic product, consumption, investment, unemployment, inflation, inflationary gap, and recessionary gap.
- Demonstrate knowledge of the institutional structure of the Federal Reserve Bank and the monetary policy tools it uses to stabilize economic fluctuations and promote long-term economic growth, as well as the tools of fiscal policy and their impacts on income, employment, price level, deficits, and interest rate.
- Have an understanding of foreign exchange markets, balance of payments, effects of currency, and appreciation and depreciation on a country's imports and exports are also expected.

8.8.6.8 Public Sector Accounting 102

On completion of this module students will be able to:

- Demonstrate an understanding of the monthly transactions cycle.
- Construct budgets in terms of appropriate standards, legislation and regulations.
- Explain and apply the processes and systems for transaction processing, information storage and report generation within the public sector framework.
- Demonstrate knowledge of the ethics and values of the profession.
- Apply knowledge of cost classification and cost behaviour.
- Demonstrate an understanding of the process of risk management.

8.8.6.9 Public Administration 201

On completion of this module students will be able to:

- Understand the current demand and challenges that confront the context of public management and apply theory learnt to the work environment.
- Distinguish the subtle nuances between the concepts and relationship between public management and administration and provide reasons in respect of the importance of management of the public sector.
- Differentiate between the micro and macro environments of public sector and the importance of management training and its priorities to development.
- Examine Kreiner and Kinicki's model for participative management.
- Explain the concept and environmental scanning together with the phases and techniques of environmental scanning.
- Explain the composition and key functions of the different types of institutions and the contributions of public management in respect to the different spheres of government.

8.8.6.10 Local Government 201

On completion of this module students will be able to:

- Examine the legislative environment in the local sphere of government.
- Prepare an integrated development plan.
- Formulate individual performance plan for key staff using relevant national treasury guidelines.
- Prepare a budget improvement service delivery plan.

8.8.6.11 Ethics in the Public Sector

On completion of this module students will be able to:

- Examine ethical theories relevant to in the public sector environment.
- Understand and exercise the importance of the code of conduct.
- Examine sources of ethics.
- Interpret philosophical arguments from a consequentialist and non consequentialist points of view.
- Illustrate the understanding of corporate social responsibility.

8.8.6.12 Public Law

On completion of this module students will be able to:

- Illustrate an understanding of the principles of administrative law.
- Demonstrate the ability to interpret legal principles in the public environment.
- Demonstrate an understanding of the constitutional framework of South Africa.
- Utilise the legislative environment to promote sound governance in the public sector.
- Demonstrate an understanding of the evolution of administrative law regimes.

8.8.6.13 Public Administration 202

On completion of this module students will be able to:

- Demonstrate an understanding of the public management functions.
- Develop public management skills
- Demonstrate public management applications.
- Illustrate abilities to use the public management tools, supportive technology, and techniques.

8.8.6.14 Local Government 202

On completion of this module students will be able to:

- Improve the quality of policy making.
- Recognise the importance of planning in mixed developing economies.
- Apply planning techniques in complex local government environments.
- Demonstrate the capacity to execute administrative processes in post public engagement.

8.8.6.15 Public Sector Supply Chain Management

On completion of this module students will be able to:

- Demonstrate an understanding of the supply chain management environment.
- Develop a supply chain management system.
- Link supply chain management with integrated development planning and budgeting.
- Display knowledge and understanding of the legislative and policy environment governing supply chain management in the public sector.

8.8.6.16 Labour Law

On completion of this module students will be able to:

- Demonstrate knowledge of the Labour Relations Act.
- Contrast the functions of the various dispute resolution bodies.
- Compare the various types of dismissals.
- Assess client situations and provide appropriate advice in accordance with relevant legislation.

- Compare employees, independent contractors and agents for the purpose of meaningful explanation.
- Analyse the basic requirements of the various labour statutes.
- Assess procedures in place to resolve discrimination claims in accordance with the Employment Equity Act.

8.8.6.17 Public Administration 301

- Appraise the importance and necessity of bureaucracy within the public sector environment in the twenty – first century, by defining bureaucracy in this context and to place this understanding, as it relates to the challenge of politics and the concepts as enunciated by the New Public Management (NPM).
- Analyse the concept of the postmodern public sector and public administration and management, as an instrument of rationality for purposes of comprehending the processes of outputs that, are amenable to systematic analysis and to comprehend briefly, the applicability of the principal – agent model.
- Understand the rise of networks in the context that networks of actors apply to public administration and management, rather than the confines of a single, hierarchical bureaucracy.
- Project upon and elaborate intellectually on postmodernism and public administration.
- Crystallize and understand postmodern facets, in relationship to social constructivism, pragmatism and finally understand the discussion and discourse on post modernism from the position as to where it is actually heading to, in respect of public sector reform.
- Comprehend and appreciate the meaning of virtual organisations, as they relate to Public Administration and Management within the public sector.
- Explain the differences between public and private management and to comprehend and elaborate upon the blurring of the two sectors, with a view to defining public and private management. In so doing be in a position to understand the finite challenges, in comparing public with private management, by delineating the distinctive characteristics, common assertions and research findings. Finally to project upon and assimilate the distinctive goals, roles, structures, and processes involved in relationship to these processes.

8.8.6.18 Local Government 301

- Develop and implement strategic plans.
- Formulate risk management plans, registers and undertake implementation of risk plans.
- Design performance management plans.
- Understand and apply the principles and techniques for supply chain management.

8.8.6.19 Research in the Public Sector

- Identify basic terms and concepts in research.
- Differentiate between basic and applied research.
- Search, scan and write the literature review.
- Develop and appropriate research design.
- Apply the sampling process.
- Apply the appropriate data collection when carrying out research in the public sector.
- Implement the data analysis when conducting research in the public sector.
- Prepare and develop a soundly structured research proposal and report.

8.8.6.20 Public Sector Budgeting

- Differentiate between capital and operating budgets.
- Be familiar with concepts and terminology used in public sector budgeting.
- Understand and implement budgetary processes.
- Prepare budgets in terms of GRAP standards, prevailing legislation and National Treasury Regulations.

8.8.6.21 Public Administration 302

- Apply all of the learnt theory, and practice of public administration and management to the architecture and complexities of public management, to unstable bureaucracies in the construction of complex systems, thus allowing the student to focus on the challenges to bureaucracy.
- Analyse and comprehend the nuances that permeate postmodern public administration, in respect to its relevance and importance to public administration and management reform, in terms of modernity and postmodern conditions.
- Understand, comprehend, analyse and apply the processes of evaluation, pertinent to public management, in terms of the evaluation wave that has confronted the practice of public management and administration, in the context of the various approaches, including participatory approaches utilized for this purpose.
- Synthesise the importance of public accountability as the hallmark of modern democratic governance, and as an icon of public accountability. To thus be in a position to project upon accountability as an institutional arrangement, and not as a scheme of blaming using the sociological variety of public accountabilities.

8.8.6.22 Local Government 302

- Broadly understand and utilise the full set of management tools used in local government in terms of the applicable legislation, regulations and other policies directives.
- Develop a system to analyse, interpret and formulate reports as required in the local government environment.
- Undertake external environmental scanning in terms of the political, social and economic environments.
- Manage and coordinate projects in a multidisciplinary environment.

8.8.6.23 Disaster Management

- Understand and make use of definitions and concepts used in disaster management.
- Differentiate between an emergency and a disaster situation.
- Distinguish between the categories of disasters that occur.
- Explain the different types that disasters that are prevalent in the world today.
- Acknowledge that speed is a factor in disaster management.

8.8.6.24 Political Science

- An understanding and application of the terms and definitions used in the study of Political Science
- Display knowledge of political philosophy.
- Display knowledge of political culture.
- Articulate the relationship between politics and policy.
- Demonstrate an understanding of international politics.

8.9 Bachelor of Commerce in Supply Chain Management

NQF: Level 7   **Credits: 360**

Minimum duration: 3 years

8.9.1   PURPOSE OF THE QUALIFICATION

The REGENT Business School Bachelor of Commerce in Supply Chain Management is a 3 year programme that has been designed to cater for the rapid pace of business and the continued integration of world economies. It has therefore become necessary to understand the field of supply chain management as it touches on major issues such as the rapid growth of multinational corporations and strategic partnerships; global expansion and sourcing; impact of fluctuating oil prices and environmental concerns where by each of these issues dramatically affects corporate strategy and the bottom line. Because of these emerging trends, supply chain management is the most critical business discipline in the world today. Supply chain management is increasingly important to government, organisation and companies in a competitive market across a variety of sectors. This qualification is designed to meet the industry need for purchasing, supply chain and operations managers in all sectors. It is designed to provide the student with generic management, human relationships, financial, and specific supply chain and operations knowledge and skills which can be applied in different sectors. It provides the students with skills to become competent supply chain and operations workers and managers on both functional and strategic levels.

8.9.2   ACCESS TO THE QUALIFICATION

The minimum entrance requirements for admission to the "Bachelor of Commerce Degree in Supply Chain Management" programme are as follows:
A National Senior Certificate with Bachelor's Degree admission, any other NQF 4 qualification or equivalent.

Applicants who do not meet the minimum requirements for admission to the Bachelor's Degree programme, but have the relevant work experience, may apply for admission via Recognition of Prior Learning (RPL).

8.9.3   CURRICULUM

Year 1:

Business Communication 101	(15 credits)
Business Statistics 102	(15 credits)
Accounting 1	(30 credits)
Business Management 1	(30 credits)
Economics 1	(30 credits)

Year 2:

Business Information Systems 202	(15 credits)
Commercial Law 201	(15 credits)
Business Management 2	(30 credits)
Supply Chain Management 2	(30 credits)
Logistics Management 2	(30 credits)

Year 3:

Ethics and Corporate Governance	(15 credits)
Project Management	(15 credits)
Operations Management 3	(30 credits)
Supply Chain Management 3	(30 credits)
Logistics Management 3	(30 credits)

8.9.4 RULES OF PROGRESSION:

Year 1: A student may register for a maximum of 5 modules per year.

Year 2: A student may register for a maximum of 5 modules per year.

Year 3: A student may register for a maximum of 5 modules per year.

However a student may register for an additional module in a semester/year, provided that at least one of the modules is being attempted for a second time.

A student may only register for a second/third year module when he/she has successfully completed the respective first/second year module.

8.9.5 PROGRAMME OUTCOMES

Upon attainment of a Bachelor of Commerce Degree in Supply Chain Management students will be able to:

- Gather process and record relevant information and compile basic statements of comprehensive income, statements of changes in equity and statements of financial position.
- Solve basic economic problems in different economic systems, how households and firms take decisions as well as how prices are determined.
- Develop a fundamental knowledge base of psychological processes in the work context that contribute to the improvement of interpersonal work relationships and organizational effectiveness.
- Solve basic problems relating to the general principles of the law of contract in South Africa.
- Demonstrate an understanding of the individual functional areas of business management which ultimately form a synergistic whole that directs the business towards its goals.
- Develop a solid knowledge base of the necessary values and attitudes in the field of personality or individual differences in the work context.
- Provide knowledge, applied competence and skills related to general management principles.
- Demonstrate knowledge of the field of purchasing management.
- Demonstrate knowledge of the fundamental principles of financial management theory and practice.
- Demonstrate knowledge of the modern integrated approach to the management of the supply of materials and services to organizations and insight into the impact.

8.9.6 MODULE OUTCOMES:

Year 1

Business Communication 101

On completion of this module the student will be able to:

- Explain the communication process with reference to communication theories
- Identify barriers to effective communication and how to overcome them
- Describe how verbal and non-verbal communication affects a listener's interpretation of a message.
- Describe different types of interpersonal communication
- Discuss how to optimise the effectiveness of interpersonal communication
- Describe the various types of group communication within the organisation
- Identify the writing skills required to prepare:
- Letters, reports, memoranda, proposals, e-mails
- Discuss the relevance of intercultural communication in organisations
- Describe how cultural differences can cause problems in communication
- Explain the organisations role in enhancing intercultural communication
- Apply effective communication practices in business and everyday life

Business Statistics 102

On completion of this module the student will be able to:

- Appreciate sources of data and survey methods
- Summarise data both graphically and by summary statistics
- Use appropriate statistics with bi-variate data
- Understand basic forecasting techniques
- Appreciate the use of index numbers
- Use appropriate statistical spreadsheet facilities

Accounting 1

On completion of this module the student will be able to:

- Describe the fundamental concepts and principles of accounting
- Record, classify, journalize and interpret financial data for a business
- Prepare financial statements for different forms of ownership i.e. sole proprietor partnerships, close corporation and companies
- Prepare cash flow statements
- Record all transactions related to organisations and societies not for gain

Business Management 1

On completion of this module the student will be able to:

- Define management
- Explain the importance of management to the business enterprise
- Demonstrate knowledge of fundamental management principles
- Identify the components of the management environment
- Display knowledge of the evolution of management theory
- Describe the management process
- Demonstrate understanding of the four basic management functions
- Discuss the scope and challenges of management
- Explain the task and scope of human resource management
- Provide an overview of the concepts, scope and function of the marketing department in an organisation.
- Explain the interface between marketing management and the environment.
- Describe the composition of the marketing environment.
- Analyse marketing opportunities.
- Indicate how markets are segmented.
- Outline factors that should be considered when selecting a target market.
- Describe positioning methods that marketers can pursue in practice.
- Define the steps in the marketing planning process.
- Develop basic marketing strategies.
- Differentiate between different types of competition.

- Explain how marketing management creates value in the organization
- Describe the different tasks of production and operations management

Economics 1

On completion of this module the student will be able to:

- Understand how the basic economic problem is solved in different economic systems, how economic activity is measured and how prices are determined through decisions made by individual households and firms under conditions of perfect and imperfect competition
- Explain core definitions, concepts and tools for understanding economics and economic decision-making at the micro level
- Understand the principles of the market mechanism, the market forces of demand and supply, their elasticity's and interactions, and supply them to management and economic problems
- Understand basic theories of consumer behaviour, production and costs, market structures, pricing and distribution, including collection bargaining and wage determination across different labour market structures
- Apply the above theories and principles to the analysis of managerial situations and decision-making

Year 2

Business Information Systems 202

On completion of this module the student will be able to:

- Describe the operational and managerial roles of information systems
- Gain an appreciation of the major concepts, developments and managerial implications involved in computer hardware, software, database management and telecommunications technologies
- Demonstrate an understanding of how information technology is used in modern information systems to support the end user collaboration, enterprise operations, managerial decision making and strategic advantage
- Utilise IS systems to support decision making

Commercial Law 201

On completion of this module students will be able to:

- Define legal terminology
- Outline the principles governing law of contract
- Distinguish between the various rules concerning binding contracts (specific contracts)
- Decide when a contract is in breach
- Remedy a breach of contract
- Describe the process of termination of contracts
- Assist in deciding on forms of business

Business Management 2

On completion of this module the student will be able to:

- Explain the relationship between organisation and management
- Discuss the logic of organising and explain its relationship to other managerial functions
- Explain why managers need to make decisions and the way in which decisions need to be made
- Describe the nature of communication and its function in an organisation
- Define motivation and differentiate between the various theories of motivation
- Describe the strategic role of motivation in an organisation
- Explain organisational culture and the management thereof
- Explain workforce diversity and the management thereof
- Demonstrate knowledge of groups and teams in organisations
- Describe the negotiation process
- Describe and identify the components of political behaviour

Logistics Management 2

On completion of this module students will be able to:

- Illustrate an understanding of logistics' role in the economy and the organisation and the importance of logistics as a source of competitive advantage.
- Explain the importance of a customer order and the path of a customer.
- Design, select and manage a distribution channel.
- Apply the principles of logistics management and demonstrate an understanding of the role that transportation plays in a supply chain.
- Explain how logistics can affect customer and product profitability.
- Describe the importance of planning for logistics managers, implement an evaluation of the logistics performance of an organisation and recommend improvements.

Supply Chain Management 2

On completion of this module students will be able to:

- Understand the strategic importance of good supply chain design planning and operations.
- Evaluate the factors which effect supply chain performance; facilities inventory, transportation, information, sourcing, and pricing.
- Identify and apply analytical methodologies for supply chain analysis in a managerial context.
- Utilise supply chain management theory to build a commitment to quality, timeliness and continuous improvement.
- Understand and utilise Supply Chain theories that impact on planning, administering and the evaluation of projects.

Year 3

Ethics and Corporate Governance

On completion of this module students will be able to:

- Understand concepts of ethics and business ethics;
- Develop an awareness and understanding of moral issues in the business environment and recognize and think through ethical issues related to business;
- Analyse and evaluate business situations and decisions from an ethical perspective;
- Articulate and defend the ethical dimensions of the decision-making processes in a business environment;
- Use corporate governance theory to develop values which can be embedded in business organizations;
- Understand better the mechanisms in developing a more ethical corporate culture.

Project Management

On completion of this module students will be able to:
- To understand the roles, skills and techniques a project manager uses.
- To be able to define the objectives and scope of a project.
- To communicate with all stakeholders in the project.
- To plan, control and allocate the project schedule and resources.
- To implement and assist with basic project monitoring and control

Operations Management

On completion of this module students will be able to:
- Understand the nature and scope of operations management functions
- Analyse the requirements for making decisions related to each part of the operations function
- Apply effective managerial decisions in order to ensure that effective utilisation of resources is achieved
- Understand how operations management decisions can influence the overall strategic objectives of an organisation
- Explain how effective operations strategies are developed.

Supply Chain Management 3
On completion of this module students will be able to:
- Analyse logistics and operations in supply chain management.
- Develop client and vendor relation skills.

- Coordinate and communicate with various stakeholders inside and outside the organization regarding supply chain management and prepare participants to communicate and function effectively in teams.
- Use supply chain methodologies to plan and coordinate warehousing activities effectively.
- Apply contract and negotiation skills.
- Use Supply chain relationship management theory to understand and manage the networking of downstream firms that provide input and are responsible for the delivery of the end product or service to the customer.

Logistics Management 3

On completion of this module students will be able to:

- Apply and analyse techniques for supplier evaluation.
- The ability to classify the products of the company according to their significance for logistics management.
- Utilise the best storage model for each company depending on their logistics process.
- Identify and analyses storage, maintenance and handling systems required in different logistic situations.
- The ability to implement guidelines for stock management so as to optimise resource
- acquisition decisions.
- Be able to plan the materials distribution inside the company with respect to their various production and logistics facilities.
- Use analytical techniques to manage distribution routes. Understand the different processes involved in reverse logistics.
- Be able to organise reverse logistics processes between the company's production and logistic centres.
- Understand and able to use identification systems correctly in different processes.
- Identify and select the technologies needed for the traceability of the materials in the logistics chain of the company

8.10   DIPLOMA IN FINANCIAL MANAGEMENT (DIFM)

NQF: level 6   **Credits: 360**

Minimum duration: 3 years

8.10.1   PURPOSE OF THE QUALIFICATION

The purpose of the qualification is to provide students with specific skills and applied competence in a number of fields in Financial Management and Accounting. This will provide opportunities for continued personal intellectual growth, enhanced marketability and enhanced employability whilst opening up new access routes to additional education and training opportunities.

The Diploma in Financial Management will provide access to higher education to persons wanting to make careers in the field of commerce. The purpose of the qualification is to respond to the needs of the community, industry, private sector and financial sector in the provision of a qualification in financial management.

8.10.2   ACCESS TO THE QUALIFICATION

The minimum entrance requirements for admission to the "Diploma in Financial Management (DIFM)" programme are as follows:

- A National Senior Certificate with a minimum Diploma admission, any other NQF 4 qualification or equivalent.

Applicants who do not meet the minimum requirements for admission to the Diploma programme, but have the relevant work experience, may apply for admission via Recognition of Prior Learning (RPL).

8.10.3   CURRICULUM

Year 1

Business Communication 101	(15 Credits)
Mathematics of Finance 101	(15 credits)
Financial Management 1	(30 credits)
Economics 1	(30 credits)
Financial Accounting 1	(30 credits)

Year 2

Business Management 201	(15 Credits)
Introduction to Taxation 201	(15 credits)
Financial Management 2	(30 credits)
Managerial Accounting 2	(30 credits)
Business Information Systems 2	(30 credits)

Year 3

Ethics and Corporate Governance 301	(15 credits)
Public Sector Finance 301	(15 credits)
Financial Management 3	(30 credits)
Commercial Law 3	(30 credits)
Taxation 3	(30 credits)

8.10.4   RULES OF PROGRESSION

Year 1: A student may register for a maximum of 5 modules per year.

Year 2: A student may register for a maximum of 5 modules per year.

Year 3: A student may register for a maximum of 5 modules per year.

However a student may register for an additional module in a semester/year, provided that at least one of the modules is being attempted for a second time.

A student may only register for a second/third year module when he/she has successfully completed the respective first/second year module.

8.10.5   PROGRAMME OUTCOMES

Upon successful completion of this programme, students should be able to:

- Obtain and assimilate knowledge appropriate to the practice of financial management in any organisation.
- Prepare financial statements of entities, including groups of companies, using relevant financial information, accounting techniques and standards; and to analyse and interpret such financial statements
- Understand the general legal framework, and apply specific legal principles relating to business, including taxation legislation as applicable to individuals, single companies and groups of companies.
- Explain the process of carrying out the assurance (audit) engagement and its application in the context of the professional (audit) regulatory framework.
- Describe the organisational context of the financial manager and of the development of financial systems; to understand the need for the efficient use of resources within an organization
- Communicate business and general management information to relevant stakeholders effectively, using both, written and verbal communication.

8.10.6   MODULE OUTCOMES

8.10.6.1 Business Communication 101

On completion of this module the student will be able to:

- Discuss the communication channels used in an organisation
- Identify barriers to effective communication, and how to overcome them
- Identify the different types of interpersonal communication

- Describe the components of non-verbal communication
- Explain the importance of non-verbal communication
- Describe the concept of active listening
- Describe the skills required to be an active listener
- Distinguish between the different types of interviews

8.10.6.2 Mathematics of Finance 101

On completion of this module the student will be able to:

- Carry out numerical operations and calculations on fractions and decimal numbers;
- Do calculations involving percentages, ratios, rate and proportion, indices, depreciation and currency conversion
- Use percentages to calculate mark-up and discount based on cost and selling price
- Use equations to solve business-related world problems
- Use linear equations to determine the market equilibrium
- Undertake simple and compound interest calculations

8.10.6.3 Financial Management 1

On completion of this module the student will be able to:

- Prepare a financial statement analysis report
- Illustrate the importance of working capital management
- Appraise capital investment decisions using various appraisal techniques
- Demonstrate an understanding of asset management
- Apply cost analysis techniques for the purpose of decision making

8.10.6.4 Economics 1

On completion of this module the student will be able to:

- Illustrate the fundamental economic challenges of scarcity and choice
- Distinguish between microeconomics and macroeconomics
- Illustrate and explain market equilibrium, excess demand and excess supply
- Display an understanding of the short-run production function
- Demonstrate how aggregate demand and supply curves can be used to analyse certain developments in the economy and to explain the monitory transmission mechanisms.
- Identify the major sources of economic growth

8.10.6.5 Financial Accounting 1

On completion of this module the student will be able to:

- Arrange transactions in the various accounting journals
- Analyse transactions using the accounting equation
- Compare and contrast the two inventory systems
- Prepare financial statements of a sole proprietor and partnership

- Design internal control procedures within the context of financial accounting

8.10.6.6 Business Management 201

On completion of this module the student will be able to:

- Demonstrate knowledge of fundamental management principles
- Identify the components of the management environment
- Display knowledge of the evolution of management theory
- Describe the management process
- Demonstrate understanding of the four basic management functions
- Discuss the scope and challenges of management
- Describe the different tasks of production and operations management

8.10.6.7 Introduction to Taxation 201

On completion of this module the student will be able to:

- Display knowledge of relevant tax legislation.
- Distinguish between tax evasion and tax avoidance.
- Apply tax regulations for individuals.
- Calculate personal income tax liability of individuals.
- Display an understanding of tax related terminology

8.10.6.8 Financial Management 2

On completion of this module the student will be able to:

- Appraise long-term decisions of projects using investment appraisal techniques
- Describe the various sources of finance that exist and the implications of each type
- Identify a projects cash flow and business risk
- Apply the capital assets pricing model (CAPM) to discuss the cost of capital
- Interpret and apply the options of leasing on assets as compared to buying it outright
- Display an understanding of the different dividend policies and establishing a dividend policy for the firm
- Apply knowledge of the different forms of long-term finance
- Describe the process of efficiently optimising the use of working capital
- Distinguish between the different forms of growth and gain an understanding of the mechanics of acquisitions and mergers

8.10.6.9 Managerial Accounting 2

On completion of this module the student will be able to:

- Display basic knowledge of cost classification, cost behavior, cost analysis and cost management accounting systems
- Understand and apply planning, budgeting and control techniques.
- Understand how financial and other data are analysed in order to provide information for decision-making

- Display a basic knowledge of financial management concepts, tools and techniques
- Understand cost of capital, portfolio management and working capital management.

8.10.6.10 Business Information Systems 2

On completion of this module the student will be able to:

- Describe the operational and managerial roles of information systems
- Gain an appreciation of the major concepts, developments and managerial implications involved in computer hardware, software, database management and telecommunications technologies
- Demonstrate an understanding of how information technology is used in modern information systems to support the end user collaboration, enterprise operations, managerial decision making and strategic advantage
- Utilize IS systems to support decision making.

8.10.6.11 Ethics and Corporate Governance 301

On completion of this module the student will be able to:

- Facilitate the development and awareness of what is/ is not ethical
- Understand ethics and its value for business
- Demonstrate perception of the ethical dimension of business activities
- Enhance curiosity and concern about discussing moral problems openly in the workplace

8.10.6.12 Public Sector Finance 301

On completion of this module the student will be able to:

- Demonstrate an understanding of financial reporting requirements in the public sector
- Apply accounting principles and procedures in the preparation of reports
- Display knowledge of the Public Finance Management Act, 1999
- Display knowledge of the requirements and skills necessary for preparing budgets in line with the stipulations of the Public Finance Management Act
- Explain the nature and dynamics of the budget cycle
- Explain the role of the financial manager in public financial management.

8.10.6.13 Financial Management 3

On completion of this module the student will be able to:

- Analyse the past performance of a business through ratio analysis.
- Make long-term decisions on the acceptability of projects using investment appraisal techniques.
- Estimate a project's cash flow and business risk, and its suitability for inclusion in a firm's portfolio of investments
- Recognise the variety of sources of finance that exist, and appreciate the implications of the usage of each of type.
- Use the Capital Assets Pricing Model (CAPM) to assess the cost of capital

- Understand in detail the management of working capital.

8.10.6.14 Commercial Law 3

On completion of this module the student will be able to:

- Understand the principles governing law of contract
- Distinguish between the various rules concerning binding contracts
- Understand and apply the intricacies of contracts, capacity of contracts, possibility of performance, terminate a contract, interpretation of contacts, breach and remedies of contract
- Demonstrate basic knowledge of the different forms of business enterprises as recognized by the New Companies Act
- Understand the laws governing the employer / employee relationship
- Demonstrate a basic knowledge of labour legislation

8.10.6.15 Taxation 3

On completion of this module the student will be able to:

- Calculate various types of tax such as normal tax, secondary tax on companies, donations tax, capital gains and losses, estate duty and value added tax
- Analyse and interpret information for the purposes of tax calculations
- Explain the concepts and rationale behind tax legislation
- Evaluate the implications of legislation in relevant context
- Advise individuals on related issues

8.11 HIGHER CERTIFICATE IN HUMAN RESOURCE MANAGEMENT

NQF Level: **5**   **Credits:**   **120**
Duration: **1 year**

8.11.1 PURPOSE OF THE QUALIFICATION

The Higher Certificate in Human Resource Management has been developed to facilitate the learning of the knowledge and skills required by people who are capable of applying to systems supporting human resource management practices. For South Africa to continue to grow and to remain globally competitive, it is crucial to increase the supply of competent people with average and middle order capabilities in such sectors in Human Resource Management. The mission of the qualification is to ensure students are equipped with knowledge, theory and ability of the important disciplines in Human Resource Management, and to enable them to demonstrate initiative and responsibility in a professional or academic context in this field of endeavour.

The Higher Certificate in Human Resource Management is a response to the workplace and stepping stone for one to familiarise themselves with the fundamentals of Human Resource Management. The current and future need for competent entry, junior and middle managers has been expressed by employers and employees. The skills, knowledge, attitudes and values required by Human Resource Managers are captured in this qualification. The breadth and depth of learning achieved by students should help facilitate access to the world of work and will promote critical and analytical citizenship.

8.11.2 ACCESS TO THE QUALIFICATION

The minimum entrance requirements for admission to the "Higher Certificate in Human Resource Management" programme are as follows:

- A National Senior Certificate with a minimum Higher Certificate admission, any other NQF 4 qualification or equivalent.

Applicants who do not meet the minimum requirements for admission to the Higher Certificate programme, but have the relevant work experience, may apply for admission via Recognition of Prior Learning (RPL).

8.11.3 CURRICULUM

Year 1

- Human Resource Management in Context and Organisational Behaviour   (20 Credits)
- Attracting, Maintaining and Retaining Staff   (20 Credits)
- Human Resource Planning   (20 Credits)
- Employee Health Safety and Welfare   (20 Credits)
- Labour Relations   (20 Credits)
- Employee Training and Development   (20 Credits)

8.11.4 RULES OF PROGRESSION

There are no prerequisites modules.

A student may register for a maximum of 3 modules per semester or 6 modules per year. However a student may register for 4 modules in a semester, provided that at least one of the modules is being attempted for a second time.

8.11.5 PROGRAMME OUTCOMES

Upon successful completion of this programme, students should be able to:
- Define the sphere of human resource management
- Plan, manage and coordinate human resource requirements for an organisation
- Apply human resource principles when selecting and recruiting employees
- Communicate effectively to ensure development of employees and ensure maintenance of good working relationships
- Understand and apply the labour legislation in an organisation and explain the human resource principles related to employee benefits compensation and management of employees
- Determine and apply rewards and incentives
- Analyse, adhere, use, meet the legislative requirements and the business policies and procedures in the human resources management activities.
- Assess problems with employees and take appropriate actions
- Articulate the operations service and performance levels required in the organisation

8.11.6 MODULE OUTCOMES

8.11.6.1 Human Resource Management in Context and Organisational Behaviour
On completion of this module the student will be able to:
- Define management
- Discuss the various levels of management
- Analyse the various groups and teams with their characteristics
- Discuss the various types of motivational theories
- Outline and discuss the role and functions of organisational culture
- Differentiate between management and leadership
- Analyse the current challenges facing HRM

8.10.6.2 Attracting, Maintaining and Retaining Staff
On completion of this module the student will be able to:
- Explain the concept of recruitment
- Identify the guidelines for recruitment
- Describe the steps in the recruitment process

- Explain the objectives of recruitment
- Outline and discuss the recruitment process and policy
- Identify the factors influencing selection
- Describe the selection process
- List the different types of tests used in the selection process
- Describe placement and induction
- List the types of contracts of employment
- Define performance management.
- Define performance appraisal.
- Identify how performance management differs from performance appraisal
- Name and discuss the stages in the performance management process
- Name and discuss the modern methods of performance appraisal
- Name and discuss the traditional methods of performance appraisal
- Describe what compensation management is
- Discuss the four central objectives of compensation management
- Define benefits
- Differentiate between the types of benefits
- Define incentives

8.11.6.3 Human Resource Planning

On completion of this module the student will be able to:

- Explain how workforce planning form part of strategic organisational planning
- Examine the internal and external factors that influence workforce planning
- Describe the steps in the workforce plan process
- Describe the role of various staff members in workforce planning
- Explain the main techniques used in employment planning and forecasting
- Discuss job analysis as the basis of HR activities
- Evaluate various problems in job analysis
- Construct a job description and job specification
- Distinguish between career planning, career management and career development

8.11.6.4 Labour Relations

On completion of this module the student will be able to:

- Explain the components of the employment relation system
- Outline the different stakeholder roles in labour relations
- Describe contemporary theories of labour relations
- Motivate and present arguments for the need of the employment equity act
- Understand the implications of the Employment equity act as it applies to HRM
- Discuss the reason for employment equity in organisations
- Discuss the reason for employment equity and affirmative action

- Explain the linkage between the skills development act and employment equity act
- Provide guidelines for effective skills development for employees
- Consider the influence of the skills development act on employees need for skills personal
- Discuss the benefits of the new unemployment dispensation for South Africa's workforce

8.11.6.5 Employee Health Safety and Welfare

On completion of this module the student will be able to:

- Explain the importance of safety and health in an organisational context
- Describe the legislative framework for industrial safety in SA
- Understand how a workplace safety committee is structured
- Understand the role of managers, supervisors and employees with regards to health and safety
- List and explain ways and means to prevent accidents in the work place
- Explain how to minimise unsafe acts by employees
- Understand the role and importance of wellness programs
- Explain the principles of ergonomics and the ergonomics relationship in the work environment
- Discuss the impact of HIV Aids in the SA and global context
- Describe the importance of health and safety training and the responsibility for this training

8.11.6.6 Employee Training and Development

On completion of this module the student will be able to:

- Explain the differences between education, training and development
- Describe the effects of legislation on the human resources function
- Discuss the reasons why training is necessary in an organisation
- Predict and discuss the problems that could confront the trainer
- Explain the training methods used in organisations and describe how each of these is best used
- Discuss how each of these methods is best used to attain the desired outcomes
- Explain the need for performance standards in training employees
- Discuss which method of training is suitable for the different types of training undertaken
- Describe how the trainer should prepare himself for training
- Explain the use of a lesson plan to the trainer
- Apply the types of questions that are used in training and the reasons for questioning as part of the assessment of outcomes
- Describe the importance of feedback and trainer evaluation of the training course
- Compute the reasons for obtaining feedback and evaluating training

8.12   HIGHER CERTIFICATE IN BUSINESS MANAGEMENT (HCIBM)

NQF: Level 5   **Credits: 120**

Minimum duration: 1 year

8.12.1 PURPOSE OF THE QUALIFICATION

The Higher Certificate in Business Management (HCIBM) provides an overview of the essentials of business management theory and practice. It is designed to provide a convenient and appropriate avenue into business management studies and eventual gainful employment for students coming straight out of school. It is also directed towards persons who may have taken employment in business without formal post-school qualifications and who have limited work experience. The HCIBM thus equips students for a formal career in management or small business management. The certificate can provide access to further study at NQF Levels 6.

8.12.2 ACCESS TO THE QUALIFICATION

The minimum entrance requirements for admission to the "*Higher Certificate in Business Management (HCIBM)*" programme are as follows:

- A National Senior Certificate with a minimum Certificate admission, any other NQF 4 Qualification or Equivalent

Applicants who **do not** meet the minimum requirements for admission to the Certificate programme, but have the relevant work experience, may apply for admission via Recognition of Prior Learning (RPL).

8.12.3 CURRICULUM

- Business Communication   (20 credits)
- Business Management   (20 credits)
- Financial Management   (20 credits)
- Business Information Systems   (20 credits)
- Marketing Management   (20 credits)
- Entrepreneurship and Small Business Management   (20 credits)

8.12.4 RULES OF PROGRESSION

There are no prerequisites modules.

A student may register for a maximum of 3 modules per semester or 6 modules per year. However a student may register for 4 modules in a semester, provided that at least one of the modules is being attempted for a second time.

8.12.5 PROGRAMME OUTCOMES

On completion of the HCIBM programme students will be able to:

- Apply basic management principles in a business context
- Analyse and use financial information for business decision making
- Utilise financial management tools for effective acquisition and use of organisational resources

- Utilise Information and Communications Technology to communicate effectively for business success

- Identify the critical success factors for starting and managing a small business

- Cite the key characteristics of entrepreneurs and their role in small business development

- Design and implement marketing strategies to leverage business opportunities

8.12.6 MODULE OUTCOMES

8.12.6.1 Business Management

On completion of this module the student will be able to:

- Define management

- Explain the importance of management to the business enterprise

- Distinguish between the different types of business organisations

- Identify the components of the management environment

- Display knowledge of the evolution of management theory

- Describe the management process

- Demonstrate understanding of the four basic management functions

- Discuss the scope and challenges of management

- Explain the task and scope of human resource management

8.12.6.2 Financial Management

On completion of this module the student will be able to:

- Define basic concepts in finance

- Read the financial statements and make informed judgements on the financial well-being of companies

- Gain an appreciation and understanding of the sources and utilisation of the funds flow in an organisation

- Advise on key parameters for effective financial decision making

- Describe the benefits of budgetary planning systems in a business context

- Identify and use key factors in making capital investment decisions

- Understand the basics of Income Tax in South Africa

8.12.6.3 Business Information Systems

On completion of this module the student will be able to:

- Describe the operational and managerial roles of information systems

- Gain an appreciation of the major concepts, developments and managerial implications involved in computer hardware, software, database management and telecommunications technologies

- Demonstrate an understanding of how information technology is used in modern information systems to support the end user collaboration, enterprise operations, managerial decision making and strategic advantage

- Utilise IS systems to support decision making.

8.12.6.4 Marketing Management

On completion of this module the student will be able to:

- Explain the interface between marketing management and the environment
- Describe the composition of the marketing environment
- Analyse marketing opportunities
- Indicate how markets are segmented
- Outline factors that should be considered when selecting a target market
- Describe positioning methods that marketers can pursue in practice
- Define the steps in the marketing planning process
- Develop basic marketing strategies
- Differentiate between different types of competition

8.12.6.5 Business Communication

On completion of this module the student will be able to:

- Explain the communication process with reference to communication theories
- Identify barriers to effective communication and how to overcome them
- Describe how verbal and non-verbal communication affects a listener's interpretation of a message.
- Describe different types of interpersonal communication
- Discuss how to optimise the effectiveness of interpersonal communication
- Describe the various types of group communication within the organisation
- Identify the writing skills required to prepare:
    - Letters, reports, memoranda, proposals, e-mails
- Discuss the relevance of intercultural communication in organisations
- Describe how cultural differences can cause problems in communication.
- Explain the organisations role in enhancing intercultural communication
- Apply effective communication practices in Business and everyday life.

8.12.6.6 Entrepreneurship and Small Business Management

On completion of this module the student will be able to:

- Define entrepreneurship
- Distinguish between entrepreneurship and intrapreneurship
- Outline the role of small businesses in the economy
- Draw up a business plan for an SMME
- Evaluate franchising as a means of entrepreneurial development

8.13 HIGHER CERTIFICATE IN ACCOUNTING (HCIA)

NQF: Level 5   **Credits: 120**

Minimum duration: 1 year

8.13.1 PURPOSE OF THE QUALIFICATION

The Higher Certificate in Accounting is an undergraduate qualification that offers a combination of conceptual theory and practice in the key areas of accounting and related subjects.

It provides a relevant higher education qualification enabling students to gain meaningful employment.

The programme will develop junior management and leadership skills, and provide students with elementary skills in accounting, management and technology.

8.13.2 ACCESS TO THE QUALIFICATION

The minimum entrance requirements for admission to the "*Higher Certificate in Accounting (HCIA)*" programme are as follows:

- A National Senior Certificate with a minimum Higher Certificate admission, any other NQF 4 Qualification or Equivalent

Applicants who *do not* meet the minimum requirements for admission to the Higher Certificate programme, but have the relevant work experience, may apply for admission via Recognition of Prior Learning (RPL).

8.13.3 CURRICULUM

- Business Information Systems   (20 credits)
- Business Management   (20 credits)
- Economics   (20 credits)
- Financial Management   (20 credits)
- Commercial Law   (20 credits)
- Financial Accounting   (20 credits)

8.13.4 RULES OF PROGRESSION

There are no prerequisites modules:

A student may register for a maximum of 3 modules per semester or 6 modules per year.

However a student may register for 4 modules in a semester, provided that at least one of the modules is being attempted for a second time.

8.13.5 PROGRAMME OUTCOMES

On completion of the HCIA programmed students will be able to:

- Apply financial and business management principles in a work-based context
- Utilise technology to communicate effectively
- Analyse and use financial information for business decision making

- Identify the critical success factors for starting and managing a small business
- Design and implement marketing strategies to leverage business opportunities
- Operate as informed junior accountants and managers

8.13.6 MODULE OUTCOMES

8.13.6.1 Financial Accounting

On completion of this module students will be able to:

- Record transactions in various journals
- Process transactions using the accounting equation
- Evaluate the fundamental principles of Accounting
- Collect, record and process accounting data
- Prepare data for disclosure
- Record transactions from incomplete records
- Evaluate the fundamental principles of Income Tax
- Prepare Statutory Tax returns

8.13.6.2 Financial Management

On completion of this module students will be able to:

- Read the financial statements and make informed judgements on the financial well-being of companies
- Gain an appreciation and understanding of the sources and utilization of the fund flows in an organisation
- Analyse and interpret key financial ratios reflecting the profitability, growth and risk of an organisation
- Perform simple computations to reflect the value of money for multi-period flow of funds

8.13.6.3 Commercial Law

On completion of this module students will be able to:

- Define legal terminology
- Outline the principles governing law of contract
- Distinguish between the various rules concerning binding contracts
- Decide when a contract is in breach
- Remedy a breach of contract
- Describe the process of termination of contracts
- Assist in deciding on forms of business

8.13.6.4 Business Information Systems

On completion of this module students will be able to:

- Describe the operational and managerial roles of information systems
- Gain an appreciation of the major concepts, developments and managerial implications involved in computer hardware, software, database management and telecommunications technologies

- Demonstrate an understanding of how information technology is used in modern information systems to support the end user collaboration, enterprise operations, managerial decision making and strategic advantage
- Utilise IS systems to support decision making.

8.13.6.5 Economics

On completion of this module students will be able to:

- Explain the existence of various economic systems
- Identify the economic problem and provide solutions to these problems
- Apply appropriate methods to measure economic activity
- Establish how firms and households play a part in determining price level
- Explain how economic conditions operate under perfect and imperfect conditions
- Understand and explain basic macroeconomic concepts

8.13.6.6 Business Management

On completion of this module the student will be able to:

- Define management
- Explain the importance of management to the business enterprise
- Demonstrate knowledge of fundamental management principles
- Identify the components of the management environment
- Display knowledge of the evolution of management theory
- Describe the management process
- Demonstrate understanding of the four basic management functions
- Discuss the scope and challenges of management
- Explain the task and scope of human resource management
- Explain how marketing management creates value in the organisation
- Describe the different task of production and operations management

8.14   HIGHER CERTIFICATE IN MANAGEMENT FOR ESTATE AGENTS (HCMEA)

NQF Level: 5   **Credits: 120**

Minimum duration: 1 year

8.14.1 PURPOSE OF THE QUALIFICATION

The HCMEA is a one-year programme that provides an overview of the application of essentials of business management theory to the Real Estate sector. It is designed to provide persons in the Real Estate sector a convenient and appropriate avenue to business management studies and also to become compliant with recently promulgated regulations that require estate agents to be formally qualified and engaging in career development programmes. This Higher Certificate will broaden the students understanding of essential functions of estate agents management such as business management, corporate governance, business ethics, finance, marketing, and entrepreneurship. The programme develops the student's skills necessary to enhance productivity, effectiveness and better performance while building and improving sound business practices in the real estate sector.

8.14.2 ACCESS TO THE QUALIFICATION

The minimum entrance requirements for admission to the "*Higher Certificate in Management for Estate Agents (HCMEA)"* programme are as follows:

- A National Senior Certificate with a minimum Higher Certificate admission, any other NQF 4 Qualification or Equivalent

The programme will also accept candidates who possess a Certificate for Estate Agents [CEA].

Applicants who *do not* meet the minimum requirements for admission to the Higher Certificate programme, but have the relevant work experience, may apply for admission via Recognition of Prior Learning (RPL).

8.14.3 CURRICULUM

- Management   (20 credits)
- Financial Management   (20 credits)
- Business Information Systems   (20 credits)
- Marketing Management   (20 credits)
- Business Law   (20 credits)
- Real Estate Practice   (20 credits)

8.14.4 RULES OF PROGRESSION

There are no prerequisites modules:

A student may register for a maximum of 3 modules per semester or 6 modules per year.

However a student may register for 4 modules in a semester, provided that at least one of the modules is being attempted for a second time.

8.14.5 PROGRAMME OUTCOMES

On completion of the HCMEA programmed students will be able to:

- Apply basic management principles in context of management in real estate
- Analyse and use financial information for business decision making in real estate
- Utilise financial management tools for effective acquisition and use of organisational resources in the real estate sector
- Utilise Information and Communications Technology to communicate effectively in the real estate sector
- Identify the critical success factors for starting and managing a real estate agency
- Design and implement marketing strategies to leverage business opportunities in relation to the property market
- Discuss and review the different legislative practices involved in the real estate sector.

8.13.6   MODULE OUTCOMES

8.14.6.1 Management

On completion of this module students will be able to:

- Be familiar with fundamental management principles and practices.
- Display an understanding of the management environment
- Have knowledge and understanding of the management process

8.14.6.2 Financial Management

On completion of this module students will be able to:

- Define basic concepts in finance
- Read the financial statements and make informed judgements on the financial well-being of companies
- Gain an appreciation and understanding of the sources and utilisation of the funds flow in an organisation
- Advise on key parameters for effective financial decision making
- Describe the benefits of budgetary planning systems in a business context
- Identify and use key factors in making capital investment decisions
- Describe the main factors of asset management
- Discuss the application of valuations in the estate agent sector.

8.14.6.3 Business Information Systems

On completion of this module students will be able to:

- Describe the operational and managerial roles of information systems
- Gain an appreciation of the major concepts, developments and managerial implications involved in computer hardware, software, database management and telecommunications technologies

- Demonstrate an understanding of how information technology is used in modern information systems to support the end user collaboration, enterprise operations, managerial decision making and strategic advantage
- Utilise IS systems to support decision making.

8.14.6.4 Business Law

On completion of this module students will be able to:

- Describe the law of contract, purchase and sale, law of lease, law of commercial agency, law of insurance and law of security as related to the real estate sector
- Discuss the different forms of business enterprise
- Discuss the law of partnership, close corporation and private company
- Explain employment law and alternative dispute resolution

8.14.6.5   Marketing Management

On completion of this module students will be able to:

- Explain the interface between marketing management and the environment
- Describe the composition of the marketing environment
- Analyse marketing opportunities and indicate how markets are segmented
- Outline factors that should be considered when selecting a target market
- Describe positioning methods that marketers can pursue in practice
- Define the steps in the marketing planning process and develop basic marketing strategies
- Differentiate between different types of competition
- Demonstrate knowledge of technology behind the internet
- Use electronic marketing concepts to develop new marketing strategies
- Explain the nature of services marketing
- Demonstrate the importance of public relations in the real estate sector
- Describe the main elements of marketing communication

8.14.6.6   Real Estate Practice

On completion of this module students will be able to:

- Describe the principles of the negotiation process and discuss the techniques that can be used in the process
- Interpret the policies and practices of the real estate sector
- Discuss the practice of estate agents management and the main elements of human resource management

8.15   HIGHER CERTIFICATE IN ENTREPRENEURSHIP (HCIE)

NQF: Level 5   **Credits: 120**

Minimum duration: 1 year

8.15.1   PURPOSE OF THE QUALIFICATION

The primary objective of this programme is to provide learning opportunities for understanding the various aspects of entrepreneurship, along with the key functional skills required to practice it. The secondary objective is to stimulate venture creation and is meant for those individuals who would like to equip themselves with the skills of being self-employed instead of being dependent on a job. On successful completion, this programme will give candidates opportunities to drive economic growth in a business environment.

Finally, the programme creates opportunities, for individuals in companies going through job cuts. This programme can assist individuals to make a new beginning by starting their own businesses

8.15.2   ACCESS TO THE QUALIFICATION

The minimum entrance requirements for admission to the "*Higher Certificate in Entrepreneurship (HCIE)*" programme are as follows:

• A National Senior Certificate with a minimum Higher Certificate admission, any other NQF 4

Qualification or Equivalent

Applicants who **do not** meet the minimum requirements for admission to the Certificate programme, but have the relevant work experience, may apply for admission via Recognition of Prior Learning (RPL).

8.15.3   CURRICULUM

• Management Principles	(20 credits)
• Business Communication	(20 credits)
• Entrepreneurship	(20 credits)
• Small Business Marketing	(20 credits)
• Small Business Finance and Accounting	(20 credits)
• Strategic Small Business Management	(20 credits)

8.15.4   RULES OF PROGRESSION:

There are no prerequisites modules.

A student may register for a maximum of 3 modules per semester or 6 modules per year. However a student may register for 4 modules in a semester, provided that at least one of the modules is being attempted for a second time.

8.15.5   PROGRAMME OUTCOMES

At the end of the programme, a student will be able to:

• Develop the characteristics of successful entrepreneurs

• Build the necessary skills which will serve as a foundation for all further business learning

• Utilise numerical and statistical knowledge in facilitating the ability to manage a small business

- Display knowledge of communication skills to understand and be understood
- Use and understand conventional accounting processes for small businesses
- Undertake appropriate managerial decisions on the basis of understanding of accounting and financial processes
- Demonstrate knowledge with regard to the human resource and labour relations functions of a small or medium business organisation
- Demonstrate an understanding of the environment in which businesses are situated
- Demonstrate knowledge of the legal context of businesses
- Display knowledge of selected day-to-day management functions of a business enterprise

8.15.6   MODULE OUTCOMES

8.15.6.1 Management Principles

On completion of this module students will be able to:

- Explain the four basic functions of a manager.
- Evaluate selected management theories and concepts
- Describe the context in which entrepreneurs, as managers operate
- Explain the historical context of management
- Explain the role of stakeholders in an organisation
- Identify ways to improving an entrepreneurial organisation.

8.15.6.2 Business Communication

On completion of this module students will be able to:

- Explain the communication process with reference to communication theories
- Identify barriers to effective communication and how to overcome them
- Describe how verbal and non-verbal communication affects a listener's interpretation of a message.
- Describe different types of interpersonal communication
- Discuss how to optimise the effectiveness of interpersonal communication
- Describe the various types of group communication within the organisation
- Identify the writing skills required to prepare:
    - Letters, reports, memoranda, proposals, e-mails
- Discuss the relevance of intercultural communication in organisations
- Describe how cultural differences can cause problems in communication.
- Explain the organisations role in enhancing intercultural communication
- Apply effective communication practices in Business and everyday life.

8.15.6.3 Entrepreneurship

On completion of this module students will be able to:

- Define entrepreneurship
- Distinguish between entrepreneurship and intrapreneurship
- Outline the role of small businesses in the economy

- Draw up a business plan for an SMME
- Evaluate franchising as a means of entrepreneurial development

8.15.6.4 Small Business Marketing

On completion of this module students will be able to:

- Provide an overview of the concepts, scope and function of the marketing function in an organisation.
- Explain the interface between marketing management and the environment.
- Describe the composition of the marketing environment.
- Analyse marketing opportunities.
- Indicate how markets are segmented.
- Outline factors that should be considered when selecting a target market.
- Describe positioning methods that marketers can pursue in practice.
- Define the steps in the marketing planning process.
- Develop basic marketing strategies.
- Differentiate between different types of competition.
- Identify opportunities for strategic alliances.
- Initiate product development strategies.

8.15.6.5 Small Business Finance and Accounting

On completion of this module students will be able to:

- Explain the importance of finance in small business development
- Evaluate and choose financing options for small business
- Apply basic financial analysis tools to measure business performance
- Prepare budgets and cash flow plans for a small business

8.15.6.6 Strategic Small Business Management

On completion of this module students will be able to:

- Describe the importance of small business
- Explain the strategic management process
- Prepare and evaluate business plans
- Investigate the franchisor and franchise proposition
- Prepare for strategic business growth
- Describe the strategies small businesses have for going global

8.16   HIGHER CERTIFICATE IN HEALTHCARE SERVICES MANAGEMENT (HCHCSM)

NQF: LEVEL 5   **Credits: 120**

Minimum Duration: 1 year

8.16.1   PURPOSE OF THE QUALIFICATION

This qualification will develop management and leadership skills and competencies in persons involved in or wanting to make a career in the management of healthcare services. Healthcare services management is a field where there has been a historically severe shortage of management skills. This has been aggravated by the so-called brain drain to other countries. By increasing the supply of management skills at the entry level the programme will address regional and national human resources problems.

The Higher Certificate in Healthcare Services and Management (HCHCSM) will empower healthcare practitioners and related professionals, such as medical practitioners, nurses, physiotherapists and optometrists, as well as non-medical persons interested in pursuing management careers in the healthcare industry. The programme will serve a dual purpose in that school leavers can obtain initial management training and professionals in healthcare, who occupy managerial positions but have no management skills and competencies, will have the opportunity to obtain elementary managerial skills.

8.16.2   ACCESS TO THE QUALIFICATION

The minimum entrance requirements for admission to the "*Higher Certificate in HealthCare Services Management (HCHCSM)*" programme are as follows:

- A National Senior Certificate with a minimum Higher Certificate admission, any other NQF 4 Qualification or Equivalent

Applicants who **do not** meet the minimum requirements for admission to the Higher Certificate programme, but have the relevant work experience, may apply for admission via Recognition of Prior Learning (RPL).

8.16.3   CURRICULUM

- Health Economics   (20 credits)
- Healthcare Services Environment   (20 credits)
- Principles of Management   (20 credits)
- Practice Management   (20 credits)
- Services Delivery and Quality Management   (20 credits)
- Healthcare Services Planning and Policy   (20 credits)

8.16.4   RULES OF PROGRESSION:

There are no prerequisites modules.

A student may register for a maximum of 3 modules per semester or 6 modules per year. However a student may register for 4 modules in a semester, provided that at least one of the modules is being attempted for a second time.

8.16.5   PROGRAMME OUTCOMES

At the end of the programme, a student will be able to:

* Understand and work in the healthcare services environment
* Use economic principles to understand, explain and discuss allocation of resources in healthcare services
* Apply management principles (general, financial and human resources) in the healthcare services management
* Understand, monitor, review and implement quality improvement in this industry
* Understand planning and policy making, monitoring, review and implementation in the healthcare services sector

8.16.6   MODULE OUTCOMES

8.16.6.1 Principles of Management

On completion of this module students will be able to:

* Define and understand fundamental management principles and practices
* Appreciate and explain the management environment
* Understand and explain of the management process
* Discuss the various forms of management issues (Human Resources, Financial and information Management) in healthcare services management
* Describe the regulatory framework in healthcare services management.

8.16.6.2 Healthcare Services Environment

On completion of this module students will be able to:

* Understand the nature of the healthcare services environment
* Understand and explain the characteristics of the healthcare services environment
* Describe the various forms of healthcare systems
* Explain the regulatory framework in healthcare services management

8.16.6.3 Health Economics

On completion of this module students will be able to:

* Understand and use the concepts of scarcity, choice and opportunity cost
* Understand and explain the relevance of microeconomic analysis in healthcare services management
* Examine and analyse the concepts of risk and uncertainty in healthcare services management
* Understand the relevance and need for various forms of health insurance
* Analyse healthcare services using normative principles

- Explain the Relevance of Private-Public partnerships in healthcare services management

8.16.6.4 Practice Management

On completion of this module students will be able to:

- Identify the rights of patients in a healthcare facility

- Understand the principles of *Batho Pele*

- Understand the relevance of human rights as the rights of patients

- Describe the responsibilities of patients.

8.16.6.5 Services Delivery and Quality Management

On completion of this module students will be able to:

- Define and classify services
- Describe the distinctive characteristics of services
- Explain the five features of the service package
- Describe the five dimensions of service quality

8.16.6.6 Healthcare Services Planning and Policy

On completion of this module students will be able to:

- Appreciate the need for planning

- Describe the planning process in healthcare organisations

- Discuss the importance of policy

- Distinguish between policies and procedures

- Understand the human resource planning process

8.17   HIGHER CERTIFICATE IN ISLAMIC FINANCE, BANKING AND LAW

NQF Level 5   **Credits: 120**

Minimum Duration: 1 year

8.17.1   PURPOSE OF THE QUALIFICATION

The Higher Certificate in Islamic Finance, Banking and Law (HCIFBL) is a one year programme that aims to equip students with knowledge on a wide spectrum of Islamic Finance, Banking and relevant legal issues in order to create an improved understanding of the practicality of Islamic Finance, Banking and Law in a secular state. Reference will be made to South African Law as comparison to Islamic law. It will thus be an enriching experience to both those with and without Islamic Law (Shari'ah) knowledge and to both Muslim and non-Muslim students. The course is aimed mainly at students and professionals who are seeking to have more than a basic understanding of the concepts and operating principles that apply to different types of Islamic banking in comparison to conventional banking. Applying Islamic principles in banking in modern markets poses serious challenges for Islamic banks and the course looks at the steps that the South African Government has taken to facilitate Islamic Banking in South Africa. The course also provides an overview on Islamic insurance termed as takaful and Islamic Financial Certificates termed as Sukuks. The course also examines Islamic Risk Management and Governance and the unique role of the Shari'ah Board in responsible supervision of Islamic banks. The elements of accounting within a Shari'ah- compliant economic framework is also considered. The course is designed for persons aiming to pursue a career in Islamic Banking and Finance and for those in the industry aspiring for career progression. The course will also benefit those who wish to learn the fundamentals of Islamic Law generally and Islamic Banking and Finance in particular

8.17.2   ACCESS TO THE QUALIFICATION

Applicants will be admitted to this qualification on the basis of one of the following minimum benchmark qualifications:

   a) Matric or other equivalent NQF4 qualification; or
   b) An appropriate Further Education and Training Certificate or equivalent

In addition to the above admission criteria, the following will also be considered:

- Relevant experience in finance, banking and business sectors
- Employment experience
- A detailed motivational letter and Curriculum Vitae
- Evidence of prior learning

8.17.3 CURRICULUM

- Introduction to Principles of Islamic Law   (20 credits)
- Islamic Finance   (20 credits)
- Islamic Contracts and Charitable Endowments (WAQF)   (20 credits)
- Islamic Banking   (20 credits)
- Islamic Risk Management and Governance   (20 credits)
- Islamic Family Law   (20 credits)

8.17.4 RULES OF PROGRESSION

There are no prerequisites modules.

A student may register for a maximum of 3 modules per semester or 6 modules per year. However a student may register for 4 modules in a semester, provided that at least one of the modules is being attempted for a second time.

8.17.5 PROGRAMME OUTCOMES:

A student attaining the Higher Certificate in Islamic Finance, Banking and Law   will be able to:

- Display knowledge and skills that form the basis of Islamic Banking and Finance
- Identify the essential differences between conventional and Islamic Banking and Finance
- Understand the difficulty of conducting Islamic Banking in an un-Islamic environment
- Identify and explain the essential elements of contracts in Islamic economic framework
- Display an ability to deal with various contemporary Islamic Family Law issues
- Explain the concept of conventional insurance and the basis of *takaful* as an insurance scheme along with its operating features
- Examine the elements of accounting within a *Shari'ah*-compliant economic framework
- Examine the unique role of the *Shari'ah* Board in the responsible supervision of Islamic banks
- Explain and discuss issues in relation to marriage, divorce and succession in terms of Islamic Law and South African Law

8.17.6 MODULE OUTCOMES

8.17.6.1 Introduction to Principles of Islamic Law
On completion of this module students will be able to:

- Discuss the meaning of Shari'ah and Al-Fiqh
- Identify the sources of Western Law and Shari'ah
- Discuss the development of Western Law and the Shari'ah
- Discuss development of Islamic Law and Schools of Jurisprudence
- Define the objectives of Shari'ah and Legal Maxims
- Tabulate the differences between Western Law and Islamic Law
- Explain the importance of Justice (Qadha) and its scope in Islam

- Describe the appointment, qualifications, qualities and conduct of a Judge (Qadhi)
- Discuss the structure and functioning of South African Courts
- Differentiate between the court procedure in terms of Western law and Islamic law
- Explain Justice (`Adl) in Islam

8.17.6.2 Islamic Finance

On completion of this module students will be able to:

- Explain the meaning, function and different forms of Islamic Bonds (Sukuks)
- Differentiate between an Islamic Bond and a conventional bond
- Discuss the requirements of Islamic Insurance (Takaful)
- Compare and contrast Islamic Insurance with conventional insurance
- Describe the workings of the Islamic Secondary Market
- Explain the role it plays in facilitating Islamic Finance and Banking
- Explain the accounting procedures for Islamic Financial Institutions
- Compare accounting procedures for Islamic Financial Institutions with conventional accounting

8.17.6.3 Islamic Contracts and Charitable Endowments (WAQFS)

On completion of this module students will be able to:

- Identify the different economic systems
- Explain the general principles of contract in terms of Islamic law
- Compare Islamic Contracts with contracts in terms of South African
- Discuss the specific contracts in the light of Shari'ah
- Illustrate the principles underpinning Islamic Business Ethics
- Explain the salient features of Charitable Endowments
- Discuss the reasons for the decline of the institution of Charitable Endowments and the revival thereof in the world
- Explain the important role that Charitable Endowments could play in alleviating the socio-economic problems of the world

8.17.6.4 Islamic Banking

On completion of this module students will be able to:

- List the differences between Conventional and Islamic Banking
- Explain the prohibition of interest in various religious scriptures
- Tabulate the various Islamic banking products and services
- Discuss the challenges faced by Islamic banks conducting business in non-Islamic environments
- Explain the South African government's initiative in facilitating Islamic Finance and Banking and legislative amendments that have occurred
- Analyse the differences between the 20th century and 21st century approaches to Islamic Banking

8.17.6.5 Islamic Risk Management and Governance

On completion of this module students will be able to:

- Explain meaning of risk in conventional banks and compare it with risks faced by Islamic banks
- List the ways in which Islamic banks mitigate risks
- Discuss the King Report on Corporate Governance
- Explain Corporate Governance in terms of Shari'ah
- Describe the structure of Shari'ah Boards in Islamic banks both nationally and internationally
- Illustrate the workings of a Shari'ah department in an Islamic bank
- Discuss the differences between conducting Shari'ah audits in an Islamic bank as compared to audits in a conventional bank

8.17.6.6 Islamic Family Law

On completion of this module students will be able to:

- Identify the differences in marriage, divorce and succession in terms of Islamic law and South African law
- Discuss the requirements of a valid marriage in terms of Islamic law
- Classify the various forms of divorce (Talaq) or divorce in terms of Islamic law.
- Explain wills and inheritance in terms of Islamic law
- Compare wills and inheritance in terms of Islamic law with South African law
- Discuss the implications of the Muslim Marriage Bill and the arguments for and against its adoption

8.18   HIGHER CERTIFICATE IN MARKETING MANAGEMENT

NQF Level: 5   **Credits: 120**

Duration: 1 year

8.18.1 PURPOSE OF THE QUALIFICATION

The purpose of the Higher Certificate in Marketing Management programme is to equip students with the necessary skills for implementing marketing strategies as well as assisting with the basic administrative tasks associated with an entry level marketing job. The programme seeks to develop student's skills and aptitude by exposing them to basic principles of marketing, sales and promotion techniques as well developing an understanding of customer relationship marketing. The outcome of the programme is to ensure that students have the knowledge, skills and understanding of the latest marketing and sales strategies as well to develop elementary quantitative and critical thinking skills.

8.18.2 ACCESS TO THE QUALIFICATION

The minimum entrance requirements for admission to the "Higher Certificate in Marketing Management (HCIMM)" programme are as follows:

- A National Senior Certificate with a minimum Higher Certificate admission, any other NQF 4 qualification or equivalent.

Applicants who do not meet the minimum requirements for admission to the Higher Certificate programme, but have the relevant work experience, may apply for admission via Recognition of Prior Learning (RPL).

8.18.3 CURRICULUM

Business Communication	(20 credits)
Principles of Marketing	(20 credits)
Business Information Systems	(20 credits)
Sales Marketing	(20 credits)
Financial Management	(20 credits)
Customer Relationship Marketing	(20 credits)

8.18.4 RULES OF PROGRESSION

There are no prerequisites modules.

A student may register for a maximum of 3 modules per semester or 6 modules per year. However a student may register for 4 modules in a semester, provided that at least one of the modules is being attempted for a second time.

8.18.5 PROGRAMME OUTCOMES

Upon successful completion of this programme, students should be able to:

- Apply fundamental marketing principles in a work-based context
- Utilise technology to communicate and market effectively
- Develop Basic Marketing Plans
- Evaluate, apply, and integrate marketing knowledge and skills and general business principles to real life situations taking into account societal, ethical and cultural considerations
- Gather and manage marketing information appropriately in alignment to business objectives and sustainability of the business.
- Understand and analyse contemporary marketing information and evaluate the potential future outcomes of marketing management decisions

8.18.6 MODULE OUTCOMES

8.18.6.1 Business Communication

On completion of this module students will be able to:

- Explain the communication process with reference to communication theories
- Identify barriers to effective communication and how to overcome them
- Describe different types of interpersonal communication
- Discuss how to optimize the effectiveness of interpersonal communication
- Describe the various types of group communication within the organisation
- Identify the writing skills required to prepare:
  - letters
  - reports
  - memoranda
  - proposals
  - e-mails
- Discuss the relevance of intercultural communication in organisations
- Explain the organisations role in enhancing intercultural communication

8.18.6.2 Principles of Marketing

On completion of this module students will be able to:

- Provide an overview of the concepts, scope and function of the marketing department in an organisation.
- Explain the interface between marketing management and the environment.
- Describe the composition of the marketing environment.
- Analyse marketing opportunities.
- Indicate how markets are segmented.

- Outline factors that should be considered when selecting a target market.
- Describe positioning methods that marketers can pursue in practice.
- Define the steps in the marketing planning process.
- Develop basic marketing strategies.
- Differentiate between different types of competition.

8.18.6.3 Business Information Systems

On completion of this module students will be able to:
- Describe the operational and managerial roles of information systems
- Gain an appreciation of the major concepts, developments and managerial implications involved in computer hardware, software, database management and telecommunications technologies
- Demonstrate an understanding of how information technology is used in modern information systems to support the end user collaboration, enterprise operations, managerial decision making and strategic advantage
- Utilize IS systems to support decision making.

8.18.6.4 Sales Marketing

On completion of this module students will be able to:
- Provide competencies (knowledge, skills, norms and values) in order to sell successfully by identifying and analysing customers
- Communicate effectively
- Develop and present appropriate sales presentations

8.18.6.5 Customer Relationship Marketing

On completion of this module students will be able to:
- Understand the nature and role of relationship marketing
- Building customer relationships
- Form an understanding of different customer service frameworks
- Identify and develop basic processes of customer service
- Understand and implement Internal marketing

8.18.6.6 Financial Management

On completion of this module students will be able to:
- Explain the nature and meaning of the financial function and financial management.
- Explain the basic concepts and techniques that are used by for finance

- Understand the important need for effective working capital management so as to ensure liquidity, which is of utmost importance for the success of an enterprise
- Understand the management of current assets and current liabilities.
- Forecast future financial requirements of an enterprise
- The importance of investment decisions
- The different approaches used to assess investment projects
- Explain the difference between internal and external source of financing
- Explain the difference between own and borrowed capital
- Distinguish between the different sources of short-term financing and the cost
- Distinguish between the different sources of long-term financing and the cost

8.19   HIGHER CERTIFICATE IN RETAIL MANAGEMENT (HCRM)

NQF: Level 5   **Credits: 120**

Minimum Duration: 1 year

8.19.1 Purpose of the Qualification

South Africa has a well-developed and extensive wholesale and retail industry. The Higher Certificate in Retail Management (HCRM) programme is designed to meet the needs of students who are already employed and involved in the wholesale and retail field.

The retail sector is currently faced with one of the highest skills shortages. The academic purpose of a qualification in retail management programme is to introduce a student to the main functions and management of a retail business and the key issues associated with understanding retail trading and retail environments.

8.19.2 Access to the Qualification

The minimum entrance requirements for admission to the Higher Certificate in Retail Management (HCRM) programme is as follows :

- A National Senior Certificate with a minimum Higher Certificate admission, any other NQF 4 Qualification or Equivalent.

8.19.3 Curriculum

- Business Management   (20 credits)
- Accounting   (20 credits)
- Economics   (20 credits)
- Business Information Systems   (20 credits)
- Business and Consumer Law   (20 credits)
- Retail Management   (20 credits)

8.19.4 Rules of Progression

There are no prerequisites modules.

A student may register for a maximum of 3 modules per semester or 6 modules per year.

However, a student may register for 4 modules in a semester, provided that at least one of the modules is being attempted for a second time.

8.19.5 Programme Outcomes

The outcomes of this programme is to develop employable entry-level retail professionals equipped with an understanding of how retail organisations function and provide the relevant skills, knowledge and self-awareness to work effectively across the various functional areas in a retail business. Specific outcomes are as follows:

- Communicate effectively with a range of stakeholders using a variety of communication tools.
- Analyse and interpret financial information and develop an action plan to address possible shortcomings.
- Manage employee performance to achieve specific objectives in a retail environment.
- Understand various aspects of the retail supply chain to achieve specific objectives in a retail environment.
- Analyse information relating to the economics of business and develop an action plan to address possible shortcomings

8.19.6 Module Outcomes

8.19.6.1 Business Management

- Explain what is meant by the free market system
- Explain the business organisation as a system with value-adding elements
- Describe the composition of the business management environment
- Understand the interaction between the four primary management tasks
- Explain the factors that affect motivation of staff
- Display knowledge of effective leadership
- Define and describe the communication process in business organisations
- Identify barriers to effective communication in organisations
- Understand decision-making as a supportive management task
- Explain the importance of groups and teams in organisations

8.19.6.2 Accounting

- Record transactions in various journals.
- Process transactions using the accounting equation.
- Evaluate the fundamental principles of accounting.
- Collect, record and process accounting data.
- Prepare data for disclosure.
- Record transactions from incomplete records.
- Evaluate the fundamental principles of income tax.
- Prepare statutory tax returns.

8.19.6.3 Economics

- Explain the existence of various economic systems
- Identify the economic problem and provide solutions to these problems
- Apply appropriate methods to measure economic activity
- Establish how firms and households play a part in determining price level
- Explain how economic conditions operate under perfect and imperfect conditions
- Understand and explain basic macroeconomic concepts

8.19.6.4 Business Information System

- Demonstrate an understanding of applying Graphical User Interface (GUI)-based word processing application skills in the workplace.
- Demonstrate an understanding of applying Graphical User Interface (GUI)-based presentation application skills in the workplace.
- Demonstrate an understanding of applying GUI-based spreadsheet application skills in the workplace.
- Demonstrate an understanding of applying GUI-based electronic mail application skills in the workplace.
- Demonstrate an understanding of applying GUI-based web browser application skills in the workplace.
- Improve communication by combining communication skills with end-user computing skills.
- Improve the application of mathematical literacy in the workplace, by better utilising end user computing applications.
- Demonstrate an understanding of the use of information communications and technology (ICT) in an organisation and the impact it has on societies.

8.19.6.5 Business and Consumer Law

- Appreciate where a range of legal issues may occur in complex consumer scenarios.
- Debate the relevant legal principles.
- Critically evaluate how legal theory will apply in a consumer context.
- Synthesise findings and translate these into practical recommendations for business.

8.19.6.6 Retail Management

- Be familiar with retail management terminology, concepts and principles.
- Be able to differentiate types of retailers in the retail environment.
- Understand factors affecting store location.
- Understand the elements of the retail value chain.
- Undertake financial and sales planning.
- Discuss financial merchandise management.

- Know warehousing and distribution within the retail sector.
- Discuss the role and scope of marketing.
- Segment the market and identify target customers.
- Display knowledge of brand and positioning strategies.
- Determine the customer value proposition and how it will be communicated and delivered.

SECTION C: SUPPORT STRUCTURES

9. STUDENT CODE OF CONDUCT

- Governs the conduct of all students and the relationship between RBS and its students.
- Aims to create an environment in which it is possible for the individual student to achieve the best possible results.
- Promotes the development of each student's relationship skills.
- Takes into account the interests of individuality at RBS: initiative, personal responsibility and mutual respect.

9.1 General Rules

- Sexual harassment, racism or religious intolerance is unacceptable.
- Weapons of any kind are strictly prohibited.
- Making any marks or signs on desks, chairs or on other lecture room equipment is strictly forbidden.
- Any damage of property belonging to the RBS and/ or any other person associated with the RBS is strictly forbidden. RBS reserves the right to lay claim to compensation due to loss or damage to property on behalf of RBS or any third party associated with RBS.
- Theft is a criminal offence. Any student found stealing may be required to leave RBS with immediate effect. RBS reserves the right, where an incident of theft is suspected, to take appropriate action.
- Removal of any software or hardware from RBS computers will be treated as theft.
- Removal of any RBS equipment without authorisation will be regarded as theft.
- The use and sale of drugs and alcohol is strictly forbidden. Any student found to be in possession or under the influence of, or selling, drugs or alcohol may be required to leave RBS with immediate effect.
- Smoking is discouraged at RBS. Smoking on RBS campuses is restricted to the specifically demarcated areas.
- Students are to abide by the examination rules.

9.2 STUDENT DISCIPLINARY POLICY

RBS is committed to the fair and equal treatment of all individuals. Students registered at the RBS shall be subject to disciplinary measures if the student is found to be guilty of misconduct.

In addition to the *Code of Conduct,* the essence of misconduct is:
- Any conduct which constitutes a criminal offence.
- Aggravated academic offences including cheating or plagiarism in academic course work, dissertation, or in examinations.
- Action likely to cause injury or impair safety on the Schools' premises.
- Breach any REGENT Business School's rules, regulations, policies, procedures or code of conduct.

9.2.1   PROCEDURE

The Student Disciplinary Procedure is intended to provide a clearly formulated and impartial process for dealing with problems of student discipline or behaviour within a reasonable timescale and having due regard to the spirit of natural justice.

- The Disciplinary Procedure shall be initiated by any person employed by RBS.
- The allegation of misconduct must be reported to the Principal or Registrar of RBS.
- The Principal or Registrar shall normally hold a preliminary investigation regarding the allegation. The preliminary investigation shall normally take place within five working days of the alleged misconduct being reported.
- The Principal or Registrar may dismiss the allegations immediately if he/she believes that there is no case for the student to answer, or that it is for some other reason appropriate to do so.
- If the Principal or Registrar considers it appropriate to continue with the allegation of misconduct, the matter will be presented to the Examination Board for academic related misconduct and to the Disciplinary Committee for other misconducts.
- If the appropriate committee finds the student guilty of the misconduct, the Principal or Registrar shall set out the alleged misconduct, a brief summary of evidence received, the grounds for finding guilt, the penalty imposed, and the factors taken into account in deciding the penalty.
- The student has the right to appeal. The student may be accompanied by a friend or representative, not acting in a legal capacity.
- A Disciplinary Panel constituted by the Management of RBS consisting of at least one external member will sit and make a judgement for the appeal.
- The Panel shall find a student guilty of misconduct only if, on the evidence before it, it is satisfied on the balance of probability of the student's guilt. If the members of the Panel cannot agree, the verdict of the Panel shall be that of the majority of its members.
- The decision of the Disciplinary Panel shall be confirmed in writing, normally within five working days. The Principal or the Registrar communicates the decision of the Disciplinary Panel, in writing, to the student.
- The decision of the Disciplinary Panel is final and binding.
- Except with the authority of the student the proceedings of the Panel shall remain confidential.

9.3 COMPLAINTS AND APPEALS PROCEDURE

Introduction

A **complaint** is considered to be an expression of a legitimate concern regarding some aspect of REGENT Business School's (RBS) delivery which needs appropriate action and prompt resolution.

An **appeal** is lodged when a student dispute arises from any outcome or judgment that may have taken place or been passed by RBS regarding a complaint.

This is inclusive of but not restricted to academic achievement and delivery.

Guiding Principles

REGENT Business School will ensure that reasonable attempts will be taken to deal with both student complaints and appeals professionally and in a transparent manner. Complaints/Appeals shall be treated in confidence and no disadvantage or discrimination of any kind will apply to the student.

Anonymous complaints and appeals against a person or persons will not be considered.

9.3.1 Procedure for Complaints

Formal complaints must be made in writing on the *Complaints Form* and addressed to the Dean.

The Dean will:

- ✓ Log the complaint.
- ✓ Investigate the complaints and provide a response to the student/staff within 5 working days.
- ✓ Include any proposed remedy or redress in the response.

Where the complainant is not satisfied with either the investigation or the outcome, further written complaint may be made directly to the Executive Director.

The Executive Director will respond in 15 days following an investigation.

9.3.2 Procedure for Appeals

All appeals applications are escalated to the Dean, who may constitute a committee to address the complaint and advise him/her. This committee may consist of external member/s and has the right to seek legal representation. The student may also seek legal representation.

Where the appellant is not satisfied with either the investigation or the outcome, he/she may write directly to the Executive Director.

The Executive Director will respond in 15 days following an investigation.

Membership

1. **Complaints Committee**

   - Programme Coordinator (as per programme)

   - Dean

   - Head: Teaching and Learning

   - Head: Student Support

   - Senior Academic

2. **Appeals Committee**

   - Dean

   - Principal

   - Head: Quality Assurance

   - Registrar

   - Independent Member (male or female depending on the matter)

Introduction

An appeal is considered to be an expression of a legitimate concern regarding some aspect of REGENT Business School's service delivery which needs appropriate action and prompt resolution.

The different types of academic appeal available to students are:

1. Appeal regarding student recruitment, selection and admission;
2. Appeal related to teaching, learning and research;
3. Appeal concerning assessment, including certification;
4. Sexual harassment; and
5. Appeal relating to student's rights, responsibilities, and conduct.

Guiding Principles:

REGENT Business School will ensure that reasonable attempts are made to deal with student appeals professionally and in a transparent manner. Appeals will be treated in confidence and the constitutional rights of students will not be prejudiced in any way.

Procedure

Formal complaints must be made in writing on the *Complaints Form* [Appendix K] and addressed to the Dean.

The Dean will:

- ✓ Log the complaint.

- ✓ Convene a Complaints Committee meeting to investigate the complaint,

- ✓ Provide to the Managing Director a written report of its findings and recommendations to address the complaint within 2 days of its sitting.

- ✓ The Managing Director will cause the Registrar to communicate the institution's decision to the student. The communication from the Registrar to the student will be in writing, and sent within 3 days of receipt of the Managing Director's directive.

Where the student is not satisfied with either the investigation or the outcome, a written appeal may be made to the Managing Director using the *Appeals Form* [Appendix O]. The Managing Director may cause the Appeals Committee to convene and consider the appeal.

The recommendation of the Appeals Committee will be communicated in writing to the Managing Director within 2 days of its sitting. The Managing Director will direct the Registrar, in writing, to communicate to the student the final decision reached on the appeal. The Registrar will communicate to the student the decision of the institution within 2 days of receiving the directive to do so from the Managing Director.

Should the student decide to pursue the matter outside REGENT Business School all communication between the student and REGENT Business School will, from then on, be handled by the Registrar, representing the institution, until the matter is concluded.

Membership

3. **Complaints Committee**

    - Dean (Chair)

    - Head: Quality Assurance

    - Head: Teaching and Learning

    - Academic

4. **Appeals Committee**

    - Principal (Chair)

    - 2 Senior Academics (one female and one male)

    - Independent Member (male or female depending on the matter and/or gender of student)

SECTION C: SUPPORT STRUCTURES

10.1 STUDENT SUPPORT

10.1.1 STUDENT INFORMATION DESK

Student centric education is one of the major policy objectives of RBS. In pursuance of this policy, the institution established a dedicated office to deal with student enquiries called the **Student Information Desk** (**SID**). RBS is committed to the principle of excellence in service delivery.

SID gives intrinsic meaning and credence to the institution's motto – "*Taking the Distance out of Distance Learning"*. The team at SID ensures that the challenges experienced by students at a distance are dealt with promptly and efficiently.

Furthermore, in an effort to coordinate all student queries and ensure timeous and appropriate feedback; a specially designed system has been developed with the following focus:

- Formalise all queries and generate reference numbers for future communication.
- Coordinate communication between students and different divisions of the RBS.
- Follow-up on each query and bring it to a closure
- Identify student challenges and strategise support with a view to mitigating challenges.

RBS confirms its commitment to students by assuring students of a rewarding study experience. You are encouraged to contact the staff at SID for any assistance and support.

studentsupport@regent.ac.za

10.1.2 TEACHING AND LEARNING METHODOLOGY

RBS is a distance education provider. Teaching and learning is provided in the form of a mix of intensive contact workshops, study groups and self-directed learning, which is supported by specially developed learning materials prepared by RBS.

Workshops take place in selected centres, subject to sufficient demand and student registrations per centre. These are held during the weekend and are full-day events. The main purpose of workshops is to increase understanding of the subject matter within the modules as well as provide a forum for academics and fellow students to engage in group activity and case study presentation and analysis. Attendance at the workshops is not compulsory for students but it is highly recommended. The workshops have proved to be an essential part of the study programme.

In the final stage of the postgraduate programme, students attend a research workshop to assist them with the dissertation/project component of the programme. This workshop is conducted for students who have successfully completed the course work modules.

Whilst workshops provide an effective form for interaction and group work, students are encouraged to form study groups and RBS facilitates this process. In addition students are given contact details and email addresses of their academics to ensure easy access and ongoing pastoral care.

At the time of registration students are provided with the following:

- A General Handbook and an Academic and Assessment Calendar, which includes details of:
  - ➢ Workshop details (where applicable)
  - ➢ Assignment questions for modules on offer
  - ➢ Submission dates for assignments
  - ➢ Examination dates and venues
  - ➢ Contact details of support structures
- A study guide for each module
- Student Card

An orientation programme is held at the first workshop (where feasible).

Hard copies of selected resources are made available upon registration. Further academic and non-academic support resources are released progressively through the academic period/semester of the module to registered students. These resources are uploaded onto the myregent student portal and may be emailed to the myregent email account.

10.1.3 ENRICHMENT CLASSES

Enrichment classes are offered to students who wish to further their understanding of a module and may experience difficulties during the academic semester. These classes are held subject to requests from students and also on analysis of student achievement data. A nominal fee may be levied for attendance at enrichment classes.

10.1.4 FORMING STUDY GROUPS

Study groups and syndicated learning is one of the key teaching and learning strategies that enhances the students' learning experiences and lends itself to holistic development of the student. The following write up is intended to advise and encourage students to establish and sustain effective study groups.

One of the key challenges for students in the distance and supported learning programme is to set up your own study schedule and adhere to it, even though many new social opportunities and responsibilities may have also been added to your life.

"Two heads are better than one."

That's the simple idea behind study groups. By participating in a study group, you take advantage of one of your best academic resources at REGENT Business School, other students. You will benefit from shared wisdom. Study groups help develop abilities like teamwork, leadership, entrepreneurial outlook, decision making etc, which are also referred to as critical cross-field outcomes. Working effectively in teams is one of the major expectations in today's managerial environment. A study group is a structured opportunity to achieve this.

How to form a successful study group?

- Keep it small. Four to five participants are about right.
- Try to group with people of equivalent ability. It doesn't help you to have the class genius in your group if he/she is way ahead of the rest of you. You need the chance to make your own discoveries, to learn how to understand the material. Understanding someone else's explanation is not as good as being able to explain it yourself.
- Clarify your goals. Are you coming together to prepare for a particular assignment or examination or are you going to discuss reading and literature surveys etc?
- Agree in advance for how many weeks you want to meet, and for how many times per week. You might want a group that lasts the whole semester, or you might want to meet a few times before an examination.
- Schedule your first two meetings in advance. Try to find a regular time and place to meet. Get a verbal commitment from group members, so that they will not schedule other activities to conflict with the study group.
- Allow for socializing in the group, this is one of the pleasures of group study, but make sure it takes up only a small portion of your group study time.

How to assign roles within a group?

Some groups like to assign members certain roles to keep the group functioning smoothly.

You may consider the following:

> **Organiser**
> This person gets group members to agree to a common purpose and a convenient time and place.

> **Expediter**
> This person watches the time, making sure the group doesn't spend too much time on one thing. The expediter will also try to keep the group focused on the task at hand, for example by directing a social conversation back to study questions.

> **Source-seeker**
> This person reminds group members to identify their sources. When a group member says, "I read somewhere that..." the source-seeker remembers to ask for specifics. He/she reminds the group that it's important to know who said what, and where it was said.

> **Gatekeeper**
>
> This person tries to make sure that all group members are participating. The gatekeeper might ask a direct question to help a shy person participate, or find a tactful way to get a dominating member to listen.

> **Harmonizer**
>
> This person resolves conflicts between group members.

How does a Study Group work?

- Review the workshop. Agree on what points were most important and fill in missing information. Correlate module guide with assigned reading. Practice explaining difficult concepts to one another.

- Study for examinations by looking at important topics and make up different kinds of questions (objective, application, evaluation) for each topic. Practice outlining essay answers to your questions.

- In quantitative modules, do your assignment individually before the study group meets. Then have group members teach each other how they solved the problems.

- Concentrate on the reasoning process, how you thought your way through the problem.

- In qualitative modules, come together to critique each other's rough drafts.

How to Manage Study Group Meeting Procedures?

A well-regulated study group process helps the study group achieve its goals effectively. Setting up study group meeting procedures like the following can do this:

- Determine the purpose of each meeting in advance, e.g. reporting on progress, analysis and synthesis of information collected, practice for presentation, and if possible, set a regular time and place for meetings.

- Circulate an agenda before each meeting, indicating the topics to be discussed and an estimated duration of the meeting. The responsibility for preparing and distributing the agenda could be assigned permanently to one individual or to a different individual at each meeting.

- Inform the coordinator of your absence before any meeting that you cannot attend and explain your reason. Note that one individual may serve as coordinator, or team members may take turns at being coordinator.

- Arrive on time for all meetings, showing respect for other members' time.

- Be fully prepared for each meeting, having completed previously assigned tasks.

- Focus discussion on the 'tasks on hand' at each meeting, and respect the preset time limit.

- Keep minutes of each meeting, including the following information: time, place, and duration of meeting; names of members present, absent without notice, and regrets; summary of issues discussed and conclusions reached; actions to be taken, with names of members responsible for each action; time and place of the next meeting, etc.

How to Evaluate Performance and Stay on Track?

To ensure contribution from all members, and to prevent some of the team members from becoming passive participants, self-evaluation is useful. To achieve this, establishing some of the formats could be useful e.g.:

> ➢ Project Log
> ➢ Meeting Record
> ➢ Peer Assessment of Team Skills

Ensure that the peer evaluation criteria are simple, fair, and objective by being behaviour based.

What Resources are available for Study Groups?

Students wanting to network with students may communicate such a request to the SID, who will then facilitate by identifying and communicating to prospective group members. The staff at the SID can provide support through telephone, fax, e-mail and even personal contact where possible. Students may write to studentsupport@regent.ac.za for any such requests.

10.2 IT and WEBSITE SUPPORT

ACCESS TO REGENT BUSINESS SCHOOL'S WEBSITE.

To visit REGENT Business School's website kindly logon to www.regent.ac.za. The RBS website provides a gateway to who we are, the courses on offer and includes information on day to day campus activities, research, academic excellence, student support services, alumni and a whole lot more. Students are urged to regularly visit the website to keep up to date on campus news.

10.2.1. ACCESSING YOUR "MYREGENT" EMAIL
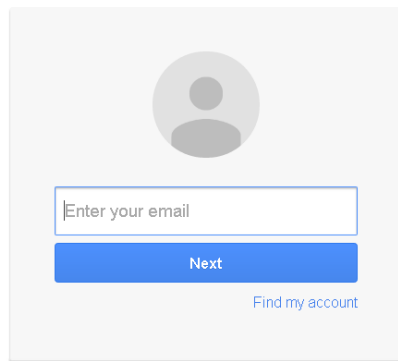
To access your "myregent" email, the following steps apply :

- Go to www.gmail.com

  - Enter in your username as follows : studentnumber@myregent.ac.za
    eg **mba1234@myregent.ac.za**
  - Then click next.
  - Enter in your password. The password format is as follows RbsDDMMYYYY where DDMMYYYY represents your date of birth. **Eg Rbs05061983**
  - Then Click on the Sign In button.
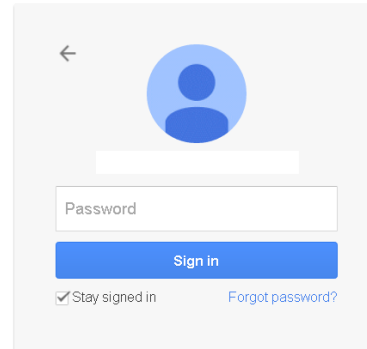
NB: It is **compulsory** that you access your "myregent" mailbox as this will be the preferred means of contact between RBS and students.

10.2.2 ACCESS TO MYREGENT STUDENT PORTAL

The "myregent" student portal is a web-based system for both academic and administrative related interaction with RBS. This system has been developed to supplement and enhance academic interaction and improve communication between RBS and its students as well as provide opportunity for engagement among students. The "myregent" student portal provides access to various features inclusive of:

- Profile Information
- Library Resources (EBSCO host, Emerald, Sabinet etc)
- Academic content
- Past Year Examination Papers
- Programme Handbook

10.2.2.1 To access the "myregent" student portal the following steps apply:

- Go to www.regent.ac.za and click on the STUDENT LOGIN link appearing at the top of the screen.
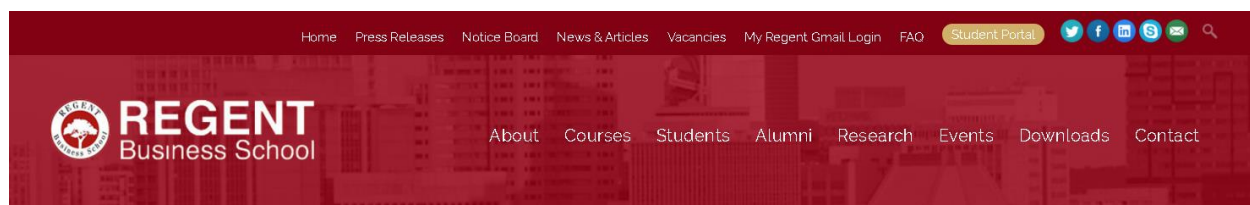
- You will then be presented with the login screen as appearing below.

- Enter in your username as follows : studentnumber eg mba1234

- Enter in your password. The password format is as follows RbsDDMMYYYY where DDMMYYYY represents your date of birth. **Eg Rbs05061983**

- Students are advised to immediately change their passwords upon initial login.

- Ensure the category is selected as "Student"

- Click on login

- You will now have access to the range resources

Once you logged in successfully, you will view the following screen:
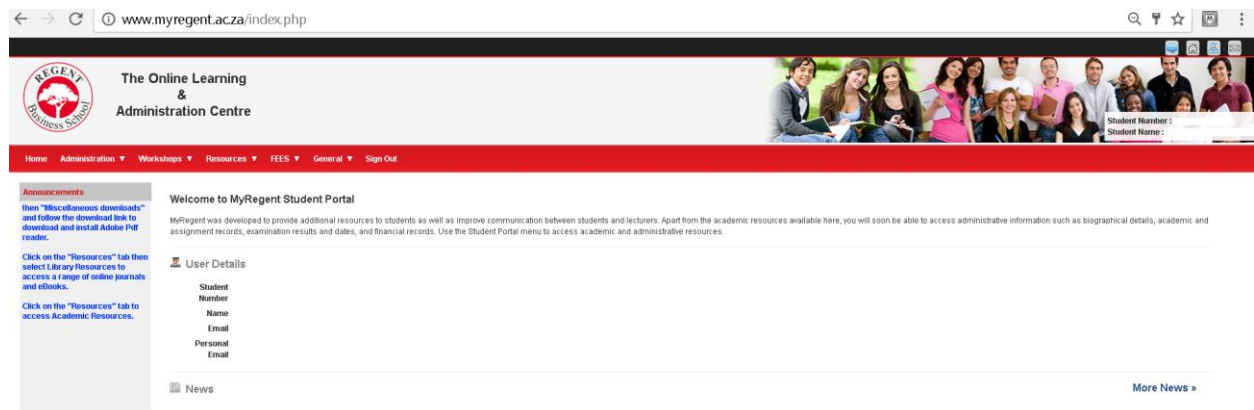
Select resources and the drop down menu of the available resources will appear:
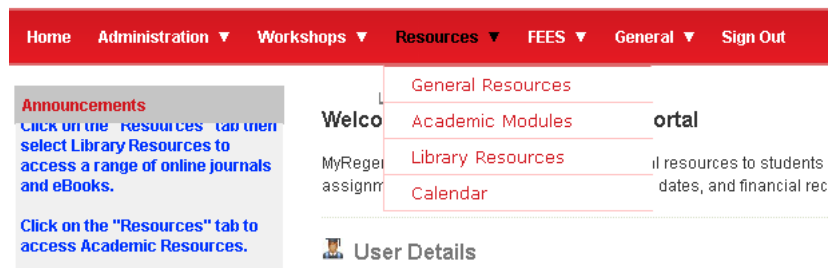
- Click on Academic Modules and the modules for the programme will appear on the left.
- Click on the module you are registered for to access the range of academic resources.
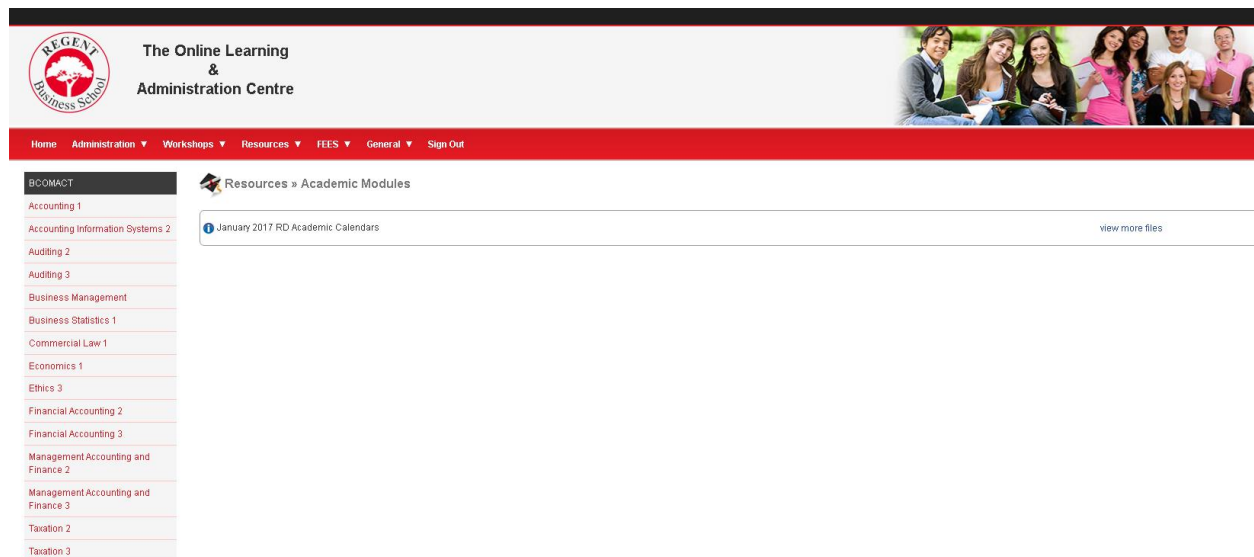
Upon selecting a module, you will view a screen as below:

10.2.2.2 ACCESS TO JOURNAL DATABASE

REGENT Business School has facilitated access to a host of journal databases; follow the steps below for accessing the library resources of the student portal.

Accessing Library Resources

Select resources and the drop down menu of the available resources will appear:

- Click on Library resources.

- The Library Resources screen will then appear as per the depiction below.
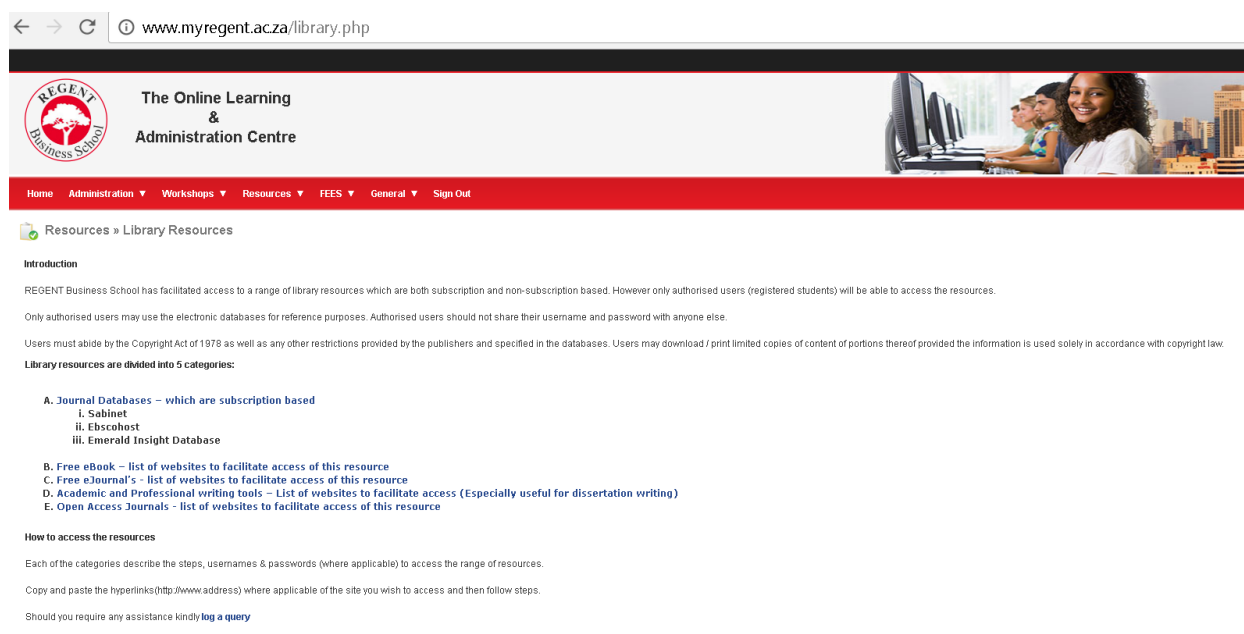
Click on the resource link which you would require. The instructions for logging on or registering onto the site/database will appear below the link, e.g.:

Should you have difficulties accessing the links, contact **library@regent.ac.za**

10.3 ACADEMIC SUPPORT

10.3.1 FACILITATORS

Appropriately qualified academic staff have been appointed as facilitators on the programme. Their duties include conducting workshop sessions (where applicable) and providing telephonic and e-mail support to students. The details for these facilitators may be obtained from the student information desk.

Furthermore, the academic programme coordinator can be contacted in this regard on:

Tel: +27 31 3044626

E-Mail: studentsupport@regent.ac.za

10.3.2 LIBRARY SERVICES

RBS has library facilities in Durban, Johannesburg, East London, Ongwediva and Swaziland. The library serves to support the academic and research related needs of our student body and seeks to further enhance learning by providing information to students across a diverse range of management and commerce related fields. For further information about library services in your region, kindly contact the library staff on the following telephone number 031-3044626 or e-mail library@regent.ac.za

(The library will be closed on Public Holidays)

Services and Facilities offered by the library

- Studying area.
- Photocopying machines.
- Computer room may be utilised by our students to type their assignments.
- Orientation will be provided to our student.

Information resources available at the library

- Reference materials i.e. dictionaries, encyclopaedia, biographies.
- Journals / periodicals / E journals.
- Newspapers and magazines
- SABINET and EMERALD databases can be accessed via myregent website link.
- General Books
- Dissertations
- Prescribed text books. All prescribed textbooks that are in the library will be issued to students by the librarian on a restricted time frame, to be used only in the library.
- Past examination question papers are loaded onto the student portal.

For further information on library services and assistance, please contact the library staff on 031-3044626 or studentsupport@regent.ac.za or library@regent.ac.za

10.3.3 GUIDELINES TO WRITING ASSIGNMENTS
The guidelines serve three purposes:

- ➢ Firstly, it will provide you with an understanding of the processes and techniques involved in writing assignments.
- ➢ Secondly, it will provide guidelines to help you design an appropriate structure for your assignments.
- ➢ Thirdly, it provides a methodological and technical framework for your assignments.

The following points are important:

- Understanding of the assignment topic,
- Sources of information and information gathering (i.e. data collection),
- Information handling and analysis, and
- Structure of the assignment and writing of the assignment.

Learning Outcomes

You should be able to:

Produce an appropriate, well-researched, well-structured assignment that is technically correct and is in keeping with your studies at the appropriate level.

An accurate definition of the assignment topic or problem is probably the most important element of the entire process. There are many examples in which the problem has not been properly defined resulting in the right answer to the wrong problem. It is up to the student to ensure that he/she knows exactly what needs to be done. The student may be interested to know that the most common cause of failure and low grades stems from poor problem definition.

General

Note the following before beginning to write:

Students are to organise and analyse the data and information. The language, expression and grammar must be of good standard.

Subject Matter (Contents): The subject matter or contents should have relevance to the topic. Always keep the topic in mind and anything written must have some relevance to the topic. Do not wander off the topic. Acknowledge sources of material (including page numbers) at all times. Keep the topic in mind, at least the important (key) words. Whatever is written should also be in line with the aims and objectives. A good way to achieve this is through mind-mapping, which allows you to keep within the confinement of the topic.

Quotations and Referencing: All direct quotations must be marked within quotation marks and correctly referenced including page numbers. Avoid the over use of direct quotations or taking extracts from existing works as this is regarded as "padding". Instead students should write in their own words what these extracts mean but still indicate the source of the information as it is not their own thought or idea. Always endeavour to give the page numbers in the references, e.g. Smith (1998: 24) instead of just Smith (1998).

Finding Relevant Literature

Students must show that they can consult, understand, interpret and use recent sources of information relevant to the topic. These may be books, journals, reports, surveys, other periodicals and publications. Here the electronic media is very useful. However, you should ensure that all your information is obtained from accredited sources. Please do not use Wikipedia as a reference source of information. Please

reference all sources correctly. The Harvard method of referencing is the preferred method of referencing. Please indicate page references in the text of the assignment.

The literature consists of two parts: firstly, information and data on the topic and secondly, theory on the topic. Keep them separate and logically derive at a substantial theoretical framework.

This is where students can save a great deal of time and effort in the assignment – find out what has been done before. What is required is that students show that they can find recent, relevant academic work related to a specific topic. This will involve the use of Indexes and Bibliographic sources. This will then need to be organised in a systematic way so that they can report what they have discovered.

Analysing the results
Students are required to demonstrate the ability to analyse information. Students should demonstrate that they could apply techniques to the data to derive at with meaningful results.
Here the focus is on providing an analysis of the data to generate relevant 'information' with respect to the assignment question.

Structure
Always use a logical structure. Divide into sections where possible.

- **Introduction:** The introductory provides a brief outline of the general structure. This section is generally the first to be written, but can also be the last. An Introduction is an "overview of what is to come". It states the why and how of the assignment.
- **Body:** Structure the body logically and keep the topic and assignment problem in mind at all times.
- **Conclusion:** First provide a summary of what has been done. Critically discuss whether the aims and objectives identified earlier have been achieved. Follow up with appropriate recommendations where required.

Length: Observe the length stipulated in the assignment question.

Bibliography: The bibliography should be substantial. All references used in the text of the assignment must be listed. The bibliography should contain all the texts and sources that have been drawn from. There are several formats that are commonly used, but students must be consistent. It must be possible for someone else to find the book, article etc. using only the information given. Indicate all references in an alphabetical order of the authors. The usual format is:

For a book:
Armstrong, J. S. (1985). **Long Range Forecasting: From Crystal Ball to Computer**. John Wiley and Sons, New York.

Chapter in a book:

Ngcobo, B.C. (2001). Economics for Management. In Ntuli M N and Smith B J (Ed) (2001): **Management as a Science.** Longmans, Cape Town.

For a journal article or periodicals:

Bleimel, F. (1973). Theil's Forecast Accuracy Coefficient: A Clarification, In **Journal of Marketing Research.** Vol. X (4), pp. 444-446.

If students use a quote or use an example from either a textbook or a journal article, it should be referred with a page number. For example:

Smith (1995: 32) indicates that …

If they have used an Internet reference, this should be included in the text similarly to a normal reference, e.g. (Smith 1995), and the bibliography entry should be in the full format as follows:

Smith, D. (1995). Forecasting Marble Games, Journal of Incident Studies, Vol 9, Issue 3, pp. 32 – 45, **http://www.jis.co.uk/papers/smith/marbles_series**. Accessed on 23/01/2001.

The reason for putting the date when the site was accessed on the Internet is that this medium is very transitory, and web sites can be changed or even shut down very quickly. A bibliographic reference is given so that a reader of the assignment can obtain a copy of the paper to which the student has referred. If they were to view this at a later stage it may have changed, been updated or deleted.

Appendices:

Appendices are used when the information is too bulky to be included in the text. References are made to appendices in the text for discussion and analytical purposes. The reader can find the full information in the appendix. Do not include any material that does not improve the quality of the assignment as appendices. It must be used in the context of the assignment problem.

The assessment of the assignment is designed to reflect the learning opportunities.

The submission will be assessed in following general areas:

- How well the problem was tackled - This includes the interpretation of the problem, the thoroughness of the research, planning and execution, and how well the information has been analysed.
- How well the information is reported - This includes both the report itself and any supporting material. It refers to ease of understanding and good communication.

- Use of theory - this includes the extent to which the assignment reflects good practice and draws from the literature provided.
- How well do the sections of the literature review focus on linking theory to practice and vice versa? Has the student read up- to- date material to help the student and have appropriate models been used?

Assignment/Report Checklist

Has the student:

- Provided a bibliography and appendices?
- Given an appropriate synthesis of the material, rather than just summaries?
- Used a recognised referencing format?
- Linked theory to practice and vice versa?

The assignments you complete as part of your studies at RBS are designed to expand your understanding of the topics you are studying. Each assignment is intended to test your abilities, to demonstrate your skills in thinking and researching around the relevant topic and to then apply what you have learnt to the question.

In doing so, you aim to demonstrate a number of skills, namely to:

- Analyse the requirements of an assignment;
- Produce a response to this that addresses the different aspects of the question;
- Read and research around the relevant topics;
- Bring what you have learnt to bear on the specifics of the question;
- Demonstrate your understanding and abilities by providing evidence of analysis of
  The relevant issues.

In summary, an effective assignment should demonstrate not only that are you able to understand what the question requires and the issues implicit within it, but also that you are able to apply your understanding to the issues under discussion and demonstrate this in your written submission.

The style of the question posed may dictate the approach you take in drafting your answers. However, the essentials of the approach remain the same, as outlined above.

Effective answering of an assignment requires:

- Analyzing the question: determine the scope (what is the question about? Does it cover more than one topic?);
- Identifying key words (what do these mean? What are you being asked to write about?);
- The focus of the assignment (what should you be concentrating on? What are the main and secondary issues?);
- The method or process key words (what actions should you take? How should you present your answer?)

10.3.4 ANSWERING CASE STUDY QUESTIONS IN ASSIGNMENTS AND THE EXAMINATIONS

There are many subjects where analysing a case study is very important. It is not that difficult to read a case study and answer the questions.

When your assessment includes a case study, there will be a series of questions relating directly to the text. You should read both the case study and question. A great tip is to then *re-read* the case study.

Your mind will sub-consciously seek for the answers the second time you read the case study. Each question will generally be related to each main point of the text. So as a 'general rule of thumb' if there are 6 questions, there are more than likely to be six main points within the case study. So in your second reading, highlight the information directly related to each question.

Some useful pointers to aid you in drafting a response to a case study style question are set out below:

- The key to producing an effective response to a case-study style question is to ensure that the answer you provide is clearly linked back to the case study scenario.
- Many students have a tendency to provide broad, generalist answers to such questions, rather than taking time to tailor the answer to the specifics of the scenario.
- This is equally true of assignments – the answer provided must be tailored to the question rather than being broad and unfocused.

In dealing with case study style questions, you need to break the question down to ensure you fully explore what the case study is about and what is required of you in your answer. Perhaps you might find it useful to sketch out a diagram showing the key issues arising within the case study – perhaps events, individuals involved, particular actions to be taken, etc. This can help make it clearer in your own mind and help you to pull together an answer framework that you can then base your answer upon, to ensure you cover everything you need to cover in a logical and clear manner.

As mentioned earlier if you want to score top marks for case study questions, one thing must be understood. The point of a case study is not to just list facts, it is to marry these facts with your knowledge of the subject and voice an opinion.

And REMEMBER - Read the question carefully, students seem to do poorly in case study analysis because they don't answer exactly what is being asked.

10.3.5 A GUIDE TO HARVARD REFERENCING

10.3.5.1 INTRODUCTION

Referencing is the practice of letting the reader know the source of idea/s, opinion/s or information included in the text. It is an acknowledgement of a piece of writing by another author which has been referred to or quoted directly. In academic writing, direct quotations, ideas, theories and facts/figures

must all be referenced. Referencing is thus necessary to avoid plagiarism, to verify quotations and to enable readers to follow-up on cited author's arguments.

It follows then, that there are three specific reasons for using a referencing method:

- **To let the reader know whose ideas are being used**

  In the academic system, ideas are a kind of property of those who develop them. When sources of information are not acknowledged, there may be accusations of **plagiarism**.

- **To enable the reader to check the information**

  The reader might want to go back to that author's original work for him/herself and check the accuracy of the information.

- **To provide information for the reader**

  Current research into a topic might make reference to an interesting book or journal article which may be new to the reader. If referenced accurately, the reader will be able to find that book or article to get a more comprehensive grasp of the original material.

Consequently, the aim of this section is to offer an introduction to the practice of referencing published material to anyone writing essays/reports/research projects for academic purposes at RBS.

As such, this guide will assist students to:

- Understand the need for, and how to use, reference systems (specifically the HARVARD SYSTEM).
- Indicate other writers' ideas in one's own work using a specific citation style.
- Format appropriate references correctly from citations/quotations.
- Reference a range of common and less common bibliographic and electronically accessed material.

10.3.5.2 REFERENCING FORMAT

How to Reference?

Various institutions and publications have different ways of citing references. RBS suggests that all students use the HARVARD SYSTEM of referencing as described in this section. Some advantages of this style are:

- It ensures one alphabetical list of all references in the text, facilitating easy identification of sources.
- Last minute additions and deletions can be made without having to re-number all references.
- Only one entry is necessary in the list even though the work may have been referred to more than once in the text.

There are two parts to the Harvard System, one relates to in-text references and the other to the reference list that appears at the end of the text.

In-Text Referencing / Reference List

The following section will discuss in-text referencing and the reference list.

Note: Generally in-text referencing follows two major patterns:

(Surname, year: page number) In this format, the surname is written, followed by year of publication and thereafter the page number. All information is carefully punctuated and enclosed in a bracket after a statement of idea gleaned from a particular text e.g:

Branding is an important marketing tool (Kotler, 2006: 90).

Surname [Year: Page number] In this format, the writer generally prefixes the author's name. This is followed by the year and page number enclosed in a bracket eg:

According to Kotler (2006: 90) branding is an important marketing tool.

Irrespective of the source of information, all in-text referencing follow, in the main, the above format.

General in-text referencing rules:

- Use the surnames of authors only.
- Avoid initials, titles and first names [Use these only in the bibliography/reference list]
- Always provide full pagination details.
- For multiple authors use et al. only after first citation of all authors.
- Note the punctuation of et al. inside brackets and outside brackets e.g.

1. First citation: King, Harrison and Becker (2009: 78) believe that…..
2. Second citation: King et al. (2009: 78) believe that…….

Note full stop after al. outside bracket and compare with (King et al., 2009 :78), al. is followed by a full stop and a comma inside brackets.

In-text referencing from the WWW and Online Sources:

Some articles are published in print only, some in print and online, some online and the www only. In all cases the reader needs to know:

- The author's surname
- Year of publication
- Page number

In cases where there is missing information, follow the procedure tabled below:

Information	In-text procedure
No author	Use Anonymous
No page numbers	Download, number pages and cite as per page details
No year	Use year accessed

In-text Referencing		Reference List
A book with a single author	Smith (1990:58) claimed that …	Smith, D. (1990). *Elements of Management*. London: McMillan.
A book with multiple authors	Mitchell and Smith (2000:100) indicated that …	Mitchell, J. and Smith, D. (2000). *Decision theory: conduct, critique and utilization.* 3rd Edition. New York: Bantam Books.
A book with no author	In the concise South African Dictionary (1999:44) it stated that …	Anonymous. (1999). *The Concise South African dictionary*. Cape Town: MacMillan.
An edited book	Swanepoel, Slabbert, Erasmus and Nel (1999:78) believe that ……	Swanepoel, B.J., Slabbert, J.A., Erasmus, B.J. and Nel, P.S. (eds.) (1999). *The management of employment relations: organisational level perceptions.* Special student edition. Durban: Butterworths.
A chapter in a book	Weir (1995:1) stated that …	Weir, P. (1995). Clinical practice development role: a personal reflection. In: Smith, A. (ed.) (1995). *Innovations in nursing*. London: Edward Arnold, p. 5-22.
Thesis	According to Otineo (2008:55) …	Otieno, P.O. (2008). *An investigation on the circulation of the construction review magazine, Botswana*. MBA Thesis. RBS.
An article in a periodical/Journal	As mentioned by Boyell (1995:122)…	Boyell, D. (1995). Pupil behaviour in junior classrooms. *British Journal of Educational Psychology*, 45(1), p. 122-129.
Non-English Journal Article	Ising (2000:78) states…….	Give the original title, as well as an English translation in brackets. Ising, M. (2000). Foreign title.(English title)
A periodical without volume or part number	Boulder (1997:67) argues that……	Boulder, J. (1997). The city and the Olympic games: what next? *Architect and Builder*, Spring: p. 33-40.
Government Publications	Malaria is now under control (Department of Health, 1996:43).	Department of Health. (1996). *Choice and opportunity: primary care: the future.* CM 3390. London: Stationery Office.
A newspaper article with no obvious author	The recruitment process is becoming very difficult (Anonymous, 1999:32).	Anonymous. (1999). Recruitment: lessons in leadership. *Sunday Times,* Johannesburg, 11 March, p. 32.

In-text Referencing		*Reference List*
An article in a newspaper	As discussed by White (1998:8)…	White, M. (1998). £68m to cut NHS waiting lists. *Guardian*, Manchester, Monday, 18 May, p.8. **or** Chopra, R. (1998). Frustration and despair [letter to the editor]. <u>The Daily News</u>, Durban, Monday, 21 June, p. 21.
Booklet, pamphlet or leaflet	Plagiarism is avoided by correct referencing techniques (South African College of Advanced Education, 1999:10).	South African College of Advanced Education (1999). Referencing: the footnote and Harvard system (Brochure). Johannesburg: Wits Technikon.
Review or interview when titled	Cormond (1982:208) believes that social factors must be taken into consideration when……….	Cormond, T.P. (1982). A new look at medicine from the social perspective: Review of Social contexts of health care management. *Contemporary society*, 27(1), p. 208.
Conference Papers	According to Webb (1993:45) the teaching of maths requires an all round improvement so that….	Conference papers are often published in book form or as a special issue of a journal. It is necessary to include the name, place and date of the conference. **or** Author, Initial. (Year). Title of conference paper. *In: conference proceedings title, including date.* Place of publication: Publisher. **Example** Webb, N. L. (1993). Mathematics education reform in California. *In: Science and mathematics education in the United States: eight innovations: proceedings of a conference, Paris, 1991.* Paris: OECD.
Reviews	Specialist nurses treating diabetic patients are very hard to secure (Loveman, Royle and Waugh, 2003:76).	Author, Initials. Title of review. *Cochrane Database of Systematic Reviews.* Year, Issue number, Article number. DOI: number. **Example** Loveman, E., Royle, P. and Waugh, N. Specialist nurses in diabetes mellitus. *Cochrane Database of Systematic Reviews.* 2003, Issue 2, Art. No. CD003286. DOI: 10.1002/14651858.

In-text Referencing		Reference List
Maps	Maps provide one of the most essential functions for tourists viz. locating places (Jones, 1953:23).	Surname of creator, initials (may be mapmaker, cartographer, compiler etc.) (Year). *Title*. Scale (normally given as ratio). Place of publication: publisher. **Example** Jones, H. (1953). *East Anglia: North* 1:10,000. Peterborough: Grove. If the name of the creator/originator is not known use the **title** of the map in its place. For **Ordnance Survey** maps use this format: Ordnance Survey (Year). *Title of map*. Sheet Number, Scale. Series. Place of publication: publisher. **Example** Ordnance Survey (1997). *Land's End and Isles of Sicily.* Sheet No. 203, 1:50,000. Landranger Series. Southampton: Ordnance Survey.
Works of Art	Oil painting is far more expensive than water colours (Renoir, 1875:9).	Artist (Year of production). *Title*. Material type, measurements. Place: Gallery. **Example** Renoir, Pierre-August (1875). *The Skiff (La Yole).* oil on canvas, 71 x 92 cm. London: The National Gallery.
Document on WWW – no author	According to the American Civil Liberties Union (1997) the study on cyberspace revealed that……	American Civil Liberties Union (1997) *Fahrenheit 451.2: Is cyberspace burning?* [online]. ACLU. Available from: http://www.aclu.org/issues/cyber/burning.html [Accessed 17 September 2008]

In-text Referencing		Reference List
Electronic Journal	It was proposed by McArthur and Griffin (1997:123) that…	Some journals are published solely on the internet therefore it is impossible to reference them in the same way as you would a print journal. The format for this is: Author, initials. (Year). Title. *Journal title* [online], **volume** (issue), location within host. Available from: URL [Accessed Date]. **Example** McArthur, D. N. and Griffin, T. (1997). A marketing management view of integrated marketing communications. *Journal of Advertising Research* [online], vol. 37 (5), p19. Available from: http://web3.searchbank.com/infotrac/session/66/850/10267118w3/15!xrn_12andbkm [Accessed 1st March 1998].
CD Rom and DVD	Acland's (2003) DVD atlas of human anatomy reveals that……..	Author/editor, initials (Year). *Title*. [type of medium e.g. CD-ROM]. Place of publication: publisher (if ascertainable). Supplier. Identifying number (optional). **Example** Acland, R. D. (2003). *Acland's DVD atlas of human anatomy: DVD 2: the lower extremity.* [DVD]. London: Lippincott, Williams and Wilkins.
Personal Electronic Communication - Email	It was confirmed than an outbreak of HIV occurred in South Africa (Haley, 2004: personal comm.; 10 August).	Sender's Surname, Initials. (Sender's e-mail address), Day Month Year. *Subject of Message*. e-mail to Recipient's Initials, Surname (Recipient's e-mail address) **Example** Haley, K. (k.haley@pilton.co.uk) 10th August 2004 *Changes to your report format.* e-Mail to C. Bond (chris.bond@ntlworld.co.uk)

In-text Referencing		Reference List
Film	This film was a reproduction of the devil incarnate (The Apartment, 1960).	*Title*. (Year). Person or body responsible for production. Running time. Production company. Place of production or publication (if known). Format. **Example** *The Apartment* (1960). Directed by Billy Wilder. 124 mins. United Artists. Videotape. In the text of your essay refer to (The Apartment, 1960).
Broadcast Media – TV/Radio Programmes	The current series are very informative (Doctor Who, 2005).	*Series title* (year) Title and number of episode. Transmitting organisation and channel, full date and time of transmission. **Example** *Doctor Who* (2005). The empty child. Episode 9. BBC1. 21st May, 1830 hrs. *Women's Hour* (2004). BBC Radio 4. July 29th, 1030 hrs.
Seminars/ Lectures	According to (Williams, 2004)…	Lecturer's surname, Initials. (Year). *Title of Lecture*, Course. Course code. Place, Day, Month. **Example** Williams, B. (2004). *Introduction to pollination*. Plant Biology. BIO1234. University of Bramchester, Fri 12th August.
Unpublished Material	Lawler (1987:105) states that …	Some printed materials are not produced by recognisable publishers, and may not be widely available. In this case it is necessary to indicate this, and if the document is archival in nature, e.g. a manuscript or personal letter, its location should also be included. **Example** Lawler, C. (1987). *Childhood vaccinations.* Health promotion leaflet, Chester Group Practice, unpublished.
Abstract	Phillips (1995:25) …	Phillips, E. (1995). The Australian scene (Abstract). *Australian journal of ecology, 3(2):25-29*

Note:

Et al. Rule

If the work has more than two authors, the abbreviation 'et al' should be used after the first author's name within the intext reference (e.g. Smith, et. Al, 2016). The rule only applies once all the others have been cited in full at least once before in the document (e.g. Smith, Basford, Cannetti, 2016). Thereafter, there is no need for repetition and the et al. following just the authors name will suffice.

Example of a Typical Reference List

Allen, A. (1993). Changing theory in nursing practice. *Senior Nurse*, 13(1), p. 43-5.

Basford, L. and Slevin, O. (eds) (1995). *Theory and practice of nursing: an integrated approach to patient care.* Edinburgh: Campion.

Burns, N. and Grove, S.K. (1997). *The practice of nursing research: conduct, critique and utilization.* 3rd edition. London: Saunders.

Canetti, E. (2000). *Crowds and power*. Translated from German by C. Stewart. London: Phoenix.

Department of Health (1996). *Choice and opportunity: primary care: the futur*e. London: Stationery Office.

Department of National Health (1990). *National Health Service and Community Care Act 1990* p. 20-37. London: HMSO.

Fiedler, F. and Chemers, M. (1974). Leadership and effective management. Glenview, Illinois, Scott Foresman and Co. Cited in: Douglass, L.M. (1996). *The effective nurse: leader and manager.* 5th Edition. Missouri: Mosby.

Marieb, E. (2000). *Essentials of Human anatomy and Physiology: AWL Companion Web Site* [online]. 6th Edition. San Francisco: Benjamin Cummings. Available from:

http://occ.awlonline.com/bookbind/pubbooks/marieb-essentials/ [Accessed 4th July 2001].

McConnell, D. (D.McConnell@sheffield.ac.uk) (28th November 1997) *Follow up to your interview.* Personal email to L.Parker (l.a.parker@sheffield.ac.uk).

Osman, S. (1998). R68m to cut NHS waiting lists. *Guardian*, Monday May 18 1998, p. 8.

Proctor, P. (1998). The tutorial: combining asynchronous and synchronous learning. In: Banks, S. *Networked Lifelong Learning: innovative approaches to education and training through the Internet:* Proceedings of the 1998 International Conference held at the University of Sheffield. Sheffield, University of Sheffield. p 3.1 - 3.7.

Redman, G. M. (1997). LPN-BSN: education for a reformed healthcare system. *Journal of Nursing Education* 36 (3), 121-7. Abstract [online]. Available from: http://www.regent.ac.za. [Accessed 28th May 1998].

Sandall, J. (2001). Free web-based virtual midwifery library. *Midwifery-research* [online]. Available from: http://www.jiscmail.ac.uk/lists/midwifery-research.html [Accessed 5th July 2001].

Seedhouse, D. (1997). *Health promotion: philosophy, prejudice and practice.* Chichester: John Wiley.

Stones, M. (1995). *Women, nurses, education: an oral history taking technique.* Unpublished M.Ed. dissertation, University of Sheffield.

Weir, P. (1995). Clinical practice development role: a personal reflection. In*:* K. Kendrick et al. (eds) *Innovations in nursing practice* p. 5- 22.

Note:

- References in the reference list should NOT be numbered or bulleted.
- References should be in alphabetical order.
- Pay attention to punctuation.
- A reference list contains ONLY ALL THOSE SOURCES CITED IN THE TEXT.
- A bibliography includes all those sources cited in the text as well as those referred to when researching for information.
- A reference list/ bibliography should start on a new page.

SECTION D: POLICIES AND PROCEDURES

11.   ADMISSION POLICY

Principles of admission

The admission of an individual applicant is at the discretion of RBS. The following factors will be considered:

- The applicant is in possession of the minimum admission requirements of the particular programme of study

- Meets the pre requirements of the qualifications registered with the South African Qualification Authority (SAQA)

- Benchmark qualifications and criteria for admission that are specified for entry to a programme of study

- There is a reasonable expectation that the applicant will benefit from the opportunity provided to complete the programme

- There is a reasonable likelihood that the applicant will fulfil the outcomes of that programme at the required standard

- The admission to a programme of study, RBS will seek evidence of personal, professional, and educational experiences that indicate the ability to meet the demands of the programme

A candidate may gain entry into a programme via the following routes:

Normal entry

- **Higher Certificates:** National Senior Certificate with Higher Certificate endorsement or equivalent

- **Diplomas:** National Senior Certificate with Diploma endorsement or equivalent

- **Bachelor's Degrees:** National Senior Certificate with Degree endorsement or equivalent

- **Honours Degree:** an appropriate Bachelor of Commerce Degree. **or equivalent**

- **Postgraduate Diplomas:** an appropriate Bachelor's Degree **or equivalent**

- **Master's Degree:**

  The minimum admission requirement is a relevant Bachelor Honours Degree or Postgraduate Diploma or professional Bachelor's Degree at NQF 8 or Equivalent.

OR Alternative access

Recognition of prior learning (RPL)

In order to obtain RPL or alternative access to a learning programme, the candidate is expected to meet the following:

Mature Age Exemption (NQF 5, 6 and 7)

- This applies to NQF Level 5, 6 and 7 only.

- If the student possesses a Matric certificate without degree endorsement and is over the age of 23, he/she qualifies for a Mature Age Exemption that grants entry to the qualifications ranging from NQF level 5 to 7.
- Otherwise the access routes below may be taken into account.

Level 5 and 6

- The RPL student should have a minimum age of 25 and have 2 years of appropriate work experience. A Portfolio of Evidence (POE) containing reference and letters of motivation as well as CV detailing the work experience is required.

Level 7, 8 and 9

- The student should be a mature person who, while not possessing a recognised formal qualification from a tertiary institution, has acquired management skills from both experiential learning and the work environment.
- To gain entry into a postgraduate programme, RPL entry students should have a minimum age of 30 and have 10 years of appropriate work experience. A full POE containing references and letters of motivation as well as CV detailing the work experience is required.

Students seeking admission based on RPL must make a formal application to RBS, providing the relevant documents as specified. The Student Recruitment Selection and Admissions (SRSA) committee considers each application on its own merits.

12. TEACHING AND LEARNING POLICY

REGENT Business School's approach to teaching and learning is an integrated approach centered around the following key drivers, namely; the student, the faculty, the curriculum, the learning spaces and technology. RBS takes cognisance of the need to support students through their study life cycle, and to ensure that the teaching and learning experience is student centered, innovative and informed by research.

The teaching and learning experience is driven by faculties who are experienced and deliver research informed teaching. The curriculum is relevant and current and considerate of the dynamic business environment as well as the views of students, faculty and alumni. The learning environment encourages communication and interaction amongst students, faculty, alumni, businesses and the community. Information and Communication Technology is effectively used to enhance the quality of the teaching and learning experience and to facilitate access for all students. These drivers come together to ensure that the teaching and learning experience is an enabling experience for the student.

In delivering teaching and learning to its students, RBS takes cognisance of:

- The mode of delivery (distance)
- The individual learning styles of students
- Instructional technologies available to deliver teaching

- The access to computer and end user computing skills of students
- The learning outcomes of the module and the programme
- The desired graduate attributes

The delivery of teaching and learning is supported by:
- The provision of comprehensive module guides
- The provision of workbooks to facilitate self-assessment and reflection by students
- The identification and recommendation of appropriate prescribed and recommended textbooks
- The identification and recommendation of additional sources of reading, such as periodicals, journals and current events and happenings.
- The provision of an Annual Academic and Assessment Calendars and General Handbook.
- The provision of regularly scheduled contact sessions for students in the form of workshops and enrichment sessions (subject to sufficient student numbers per region)
- The delivery of Academic Support Services through the *myregent* student portal. This includes correspondence from faculty members, self-assessment exercises, tutorial letters, videos, PowerPoint's and other relevant technology-mediated materials, where applicable.
- The use of technology to facilitate ongoing communication between academic and students.
- The release of both academic and non-academic content made available through the *myregent* student portal.
- Online support and services through a supportive website, which includes access to a range of electronic journals.

Student Support Services support the holistic development of students and is augmented by available academic support. A range of support interventions, ranging from managing the challenges of distance studies, to professional individual and group counselling services are made available to students.

Thus to support the teaching and learning process in the distance mode of study, RBS makes extensive use of the *myregent* student portal for communications between the student and RBS. This feature supports individual as well as group communication.

The critical cross-field outcomes (and level descriptors) are appropriately incorporated into the teaching and learning process and module development as follows:

- Every student has to be able to solve problems related to the content of each of the coursework modules.
- Students have to utilise skills of rational argument, planning and decision making in order to analyse and solve managerial problems.
- Students must demonstrate proficiency in utilising technology, for example, use of MS Office components, or processing and submitting assignments online in the prescribed formats.
- Students must be able to display the ability to make statistical inferences.

- Students are required to be aware of professional, ethical and moral issues in a managerial context.
- Students are expected to collect organise, analyse and critically evaluate data and information.

Collectively, engagement with academic staff, materials development processes, teaching and learning methods and assessment structures are aligned towards realising the graduate attributes which are to:

- Prepare students for general management in different organisations and sectors within an expanding global economy
- Develop and improve the student's ability to analyse and evaluate general managerial problems in a range of organisational contexts and to implement appropriate solutions
- Enable students to recognise and respond effectively to social, economic, technological and political change within an organisation in the national and international environments
- Enable students to acquire an intensive intellectually-demanding, academically-stimulating management education, involving a wide range of current theoretical and practical models related to general management
- Enable students to develop knowledge, understanding and skills in the context of the major environmental, functional and corporate fields of general management
- Enable students to use a range of decision-making techniques in dealing with problems which involve risk and uncertainty in the field of general management.

In the RBS model, teaching and learning is student-centred with emphasis on discovery, critical thinking, reflective practice and problem solving. Subsequently, RBS is geared towards creating an enabling learning environment, whereby students are equipped with the necessary skills to enhance their capacity for self-directed learning.

13.   ASSESSMENT POLICY

At RBS, assessment of student learning attains several meanings and significance, such as that assessment is:

- The practice of designing formal tasks for students to complete and then of making inferences from and estimating the worth of their performance on these tasks;
- A form of research that aims to find out what students know, understand and can do in terms of outcomes-based approaches;
- A process during which evidence of performance is gathered and evaluated against agreed criteria;
- Any processes that evaluate the outcomes of student learning in terms of knowledge, understanding, skills, attitudes and abilities and it is the heart of an integrated approach to student learning; and
- Process that enables students to demonstrate that they have achieved the learning outcomes of the modules and the programme at the standard required.

Consequently, assessment:

- Should be authentic, in that it promotes the practice of directly assessing students on credible intellectual tasks, as opposed to making inference about students' abilities through indirect assessment; and
- Should therefore be recognised as an essential part of teaching and learning.

14. CERTIFICATION POLICY

RBS assumes full responsibility for issuing certificates to qualifying students. The policy on certification is guided primarily by the student's progress in a particular programme, the verifiable results of all assessments undertaken by the student as well as the overall quality assurance of the academic administration of students and the student management information systems.

RBS will, therefore, confer degrees and award higher certificates and diplomas on students who have attained the requirements of a programme. These requirements being:

- The candidate was a registered student of REGENT Business School;
- Personal details such as the student's full name, date of birth, student number, identity number/passport number, race, gender, programme registered for are correct and verified;
- The student has completed the academic programme of study and met the requirements for the programme;
- The Examination Board has approved the eligibility status of each student as well as distinctions and award rating.
- The Academic Dean (has the power to delegate) informs the candidate in writing of the fulfilment of the conditions for the award.

14.1 Graduation Ceremony

- Original certificates for a qualification are issued at a formal graduation ceremony.
- If a student is unable to attend the graduation ceremony, he/she may inform RBS in writing of the Intention to graduate in absentia.
- The cost of attending the graduation is **R440, 00**.
- The cost of graduating in absentia is **R440, 00.** (see above)
- The cost of a guest attending graduation is **R50, 00** per person.
- Further, the student must formally request for the certificate to be posted/couriered to him/her, if conferred or awarded in absentia
- RBS will ensure that the certificate is posted/couriered to the student personally via secure registered mail or courier.
- The certificate will only be posted out to students who have no outstanding balances. Certificates will not be posted or handed to any third party other than the student.

14.2 Posthumous Award

- An award may be conferred posthumously and accepted on the deceased behalf by a parent, spouse, or other appropriate individual if the deceased candidate has satisfied the conditions of the award.

14.3 Rescinding of an award

- In exceptional circumstances and for valid reasons RBS may rescind an award that has been awarded/conferred on a student.
- The Examination Board on behalf of MANCO will oversee this process.

15.   AWARD OF A QUALIFICATION

A student will be awarded with a higher certificate, diploma or conferred with a degree when he/she passed all the required modules including the dissertation, if applicable, and met the requirements of the programme. The student receives the certificate at REGENT Business School's official graduation ceremony. Students who attend or elect to receive their certificates in absentia will be liable for the prescribed fee for graduation as determined by RBS (refer to 14.1).

Coursework modules and distinction for dissertation:
Students obtaining 75% or more for a module / dissertation or project will be awarded a pass with distinction.

Cum Laude:
A qualification obtained by a student / candidate registered with REGENT Business School for studies at the undergraduate and postgraduate levels will be afforded Cum Laude, if he /she fulfils the following conditions / criteria:
The candidate must:

1. Obtain an average of at least 75% for the coursework modules, and passed the dissertation or the project component, if applicable, with distinction i.e. at least 75%.
2. Pass all the coursework modules of the programme including the dissertation or project at the first attempt.

Note: Rule 1 will include the course work modules that full credits have been granted for by REGENT Business School, if applicable. The mark achieved at the previously awarding institution would then be taken into consideration. Student must have completed a minimum of 50% of the qualification credits at RBS.

16.   STUDENT FINANCIAL AID POLICY

16.1 Bursary and Discount Policy

- The said policy is an integral component of RBS Community and Social Outreach commitment.
- The objectives of the Bursary and Discount policy is in keeping with REGENT Business School's mission of creating access for previously disadvantaged persons to higher education. Inherent in the policy is the objective to redress past inequalities.
- RBS Management reserves the right to issue bursaries or discounts.
- Students wishing to apply for a bursary must contact the student support division.

17.   RESPONSIBILITIES OF STUDENTS

- It is the responsibility of students to attend workshops (where applicable), submit assignments and write examinations at the specified time and place. While RBS will make reasonable efforts to inform students of the venues and times of examinations as well as the release of results, the ultimate responsibility lies with the students to ensure that they are fully informed of all details.
- All assignments must be submitted in typed format. Examiners will reject work that does not meet acceptable standards of presentation, and this may hamper student progress. All assignments must be submitted in English.
- Students are responsible for ensuring that RBS is informed in writing of any change in home or postal address as well as changes in other relevant details.
- Students have the responsibility to ensure that they are up to date with fee payments before they submit their assignment(s) or write their examination(s). Students who are not up to date with the fee payments may be permitted to submit their assignment(s) and write their examination(s). Their work will be marked but they will not be notified of the results. In such cases RBS has no obligation to inform students of their status or progress. Such students will not be entitled to be notified of the results, receive any award or to progress to the next level of study until all outstanding fees have been fully paid.
- If a student is found to have cheated or attempted to gain an unfair advantage, the Exam Board committee has the authority to deem the student to have failed part or all of the assessments. The Exam Board has the power to impose appropriate action.
- Students must formally and in writing inform RBS of non-receipt of examination results.

18.   WORKSHOPS

REGENT Business School (RBS) facilitates workshop sessions for students where teaching and learning can take place, qualified academics have been appointed to conduct these workshop sessions. Workshops provide the ideal forum for students to clarify areas of difficulty identified in their study programme.

Workshops are scheduled for certain modules in each semester, however the workshops are held in regions where there are adequate student numbers per module. The workshops are held on weekends.

Whilst it is not compulsory to attend these workshops, all students are encouraged to attend the workshops at the nearest available workshop venue. In addition to obtaining additional insight regarding the modules, students have the opportunity of meeting and interacting with other students and academics.

Workshop guiding principles:

- The onus rests upon the student to ascertain his/her module registration for the semester and attend the workshop where applicable.
- Workshops are conducted dependant on adequate student numbers at the respective venues. At venues where the student numbers are at least 15, students will be informed at least a week prior to the workshop date
- Students are required to carry all modules guides as per your registered modules defined in the Academic and Assessment calendar when attending workshops
- Please read all relevant modules prior to attending workshops in order to participate in the discussions.
- Workshops for the elective modules may be conducted and is subject to sufficient student numbers.

19.   ASSIGNMENTS

19.0 ASSIGNMENT RULES

- All assignments must be emailed to the assignment submission address stipulated in the Academic and Assessment Calendar
- Hand written assignments will not be accepted
- The onus lies upon a student to ensure that prior to submitting of assignments he/she :
    - Is registered accordingly for the current intake
    - Correctly labels the assignment, i.e. Programme name, module name, assignment number (if applicable)
    - Checks that the assignment is complete: all questions are answered and attached.
      Should an incorrect/ incomplete assignment be submitted, a student has 24 hours to rectify and submit the correct assignment. Thereafter, the standard marking process will apply.

- The full assignment must be in a single attachment and must include the following:
    - Cover page
    - Contents page
    - Body of assignment
    - Bibliography (reference page)

- Students will receive acknowledgement of receipt within 4 working days.
- It is the responsibility of the student to retain the acknowledgement of receipt for future

reference.

- Should you not receive an acknowledgement of receipt within 4 working days of submitting your assignment, kindly contact the assessments department.
- All correspondence and error messages must be retained and a screenshot sent to studentsupport@regent.ac.za.

19.1 GENERAL GUIDELINES FOR SUBMISSION OF ASSIGNMENTS

- The assignment should be a maximum of 4000 words in length (excluding Title page, Contents Page, Executive Summary (if applicable) and list of references). Please print the word count after the conclusion.
- The assignment must be typed in 1½ line spacing and in 12 pt font Arial or Times New Roman
- Pages must be numbered.
- Assignments must be written in the third person.
- Each question should start on a new page.
- The assignment must include a table of contents.
- Assignments must include theories, charts, tables or exhibits necessary to support analysis and recommendations.
- Assignments should contain at least four sources of references, such as Textbooks, Journals, Press Reports, and Internet etc. These sources must be included in the bibliography.
- Readings should not merely be reproduced in the assignment without original critical comments and views.
- All sources of reference must be acknowledged
- The Harvard Method of referencing should be used.
- Hand written assignments will not be accepted.

19.2 SUBMISSION OF ASSIGNMENTS

All students must refer to their programme specific Academic and Assessments Calendar, for information on assignment submission guidelines and general rules.

- Submission of assignment/s is compulsory.
- Students must **strictly adhere to the assignment submission dates** for the modules registered, as stipulated in the Academic and Assessment Calendar.
- However, where a student is not able to submit an assignment due to illness or exceptional circumstances beyond his/her control, the student needs to submit a medical certificate or equivalent in the event of being ill, or a written motivation with supporting documents for all other circumstances in order to apply for an extension. Note: Only two extensions per semester will be granted.

19.2.1 MODES OF SUBMISSION OF ASSIGNMENTS

- All assignments must be emailed to the email addressed stipulated in the Academic and Assessment Calendars.

19.2.2 Assignment extension

- A student who is unable to submit the assignment as per the stipulated due date in the Academic and Assessment calendar due to exceptional circumstances beyond his/her control, may apply for an assignment extension.
- An assignment extension request must be made prior or to the due date of the assignment.
- Only two assignment extensions per semester will be granted.
- The assignment extension is granted up to a maximum of 5 days after the assignment due date.
- Students who wish to apply for an assignment extension must complete and submit an assignment extension form to assessments@regent.ac.za
- The 30 day turnaround time for graded assignments does not apply to assignment extensions.

19.3   RETURN OF GRADED ASSIGNMENTS

- Graded assignments will be scanned and emailed to your myRegent (institutional) email address
- Students should expect their graded assignment between 4-6 weeks after date of submission.
- Should you have any queries regarding your marked assignment/s, kindly contact studentsupport@regent.ac.za

19.4   Late submission of assignments

- A late submission is an assignment received by RBS after the due date as stipulated in the assignment schedule within the academic and assessment calendar, or the extension date granted by RBS.
- A penalty (i.e. fee) will be administered for late submission of assignments.

19.5   Re-submission of assignments

- A student who obtains a mark of less than 60% on an assignment may apply for a resubmission of the respective assignment.
- A re-submission of assignment form must be completed. This form will be made available on receipt of your graded assignment.
- A student who obtains a mark greater than 60% will not be afforded the opportunity to resubmit.
- A student is required to obtain a sub-minimum of 30% for the assignment in order to write the examination. For annual modules which require two assignments, a student is required to obtain an average of 30%. This applies to all programmes **except** for the Master of Business Administration.
- The sub-minimum mark for the Master of Business Administration assignments is 40%.

- Students who obtain an assignment mark less than the sub-minimum will not be allowed to write the final examination for that respective module. Hence, it is mandatory for students who obtain less than the sub-minimum mark to apply for an assignment resubmission.
- The fee for a resubmission:
  Postgraduate modules - **R350.00**
  Undergraduate modules - **R250.00**
- The resubmitted assignment must reach the RBS offices not later than 5 days from the date that the request has been granted. No re-submissions will be allowed once the final examinations for that semester commences.
- The resubmitted assignment must be submitted to the email address stipulated in the Academic and Assessment Calendar.
- The 30 day turnaround time for graded assignments does not apply to assignment resubmissions.
- Note that all resubmissions will be capped at 60%.

19.6   Re-marking of assignments

- Assignments will be re-marked at the request of the student.
- The fee for a re-mark of an assignment is **R350.00** (postgraduate) and R280 (undergraduate)
- Only if there is an increased adjustment of more than 10% will the fee be refunded.
- A re-mark of assignment request form must be completed.
- **Refer Appendix I: Assignment Re-mark Request Form**

19.7   Plagiarism

- Plagiarism is any attempt to use material that has not been produced by the student without proper acknowledgement of the source.
- The use of any external sources without adequate referencing would be considered as plagiarism.
- Students registered at the RBS shall be subject to disciplinary measures if found guilty of plagiarism.

19.8   Non-submission

- Submission of assignments are compulsory
- Students who fail to submit an assignment will not qualify to write the examination, and will be required to re-register for the module.

20. REGISTRATION AND FEES

- Students must complete and sign an original RBS registration form and supply certified copies of the relevant documentation as indicated in the registration form/admission and selection criteria of the programme, as well as any special requirements needed by the Student Selection, Recruitment and Admissions (SSRA) Committee.
- Payments are requested once a student has been formally accepted by the RBS SSRA Committee.
- Sponsored students must provide written proof of such sponsorship at enrolment. However the student is ultimately responsible for unpaid fees.

20.1 Payments and Banking Details

20.1.1   **Debit Order** payments can be submitted to the Durban office for processing

Refer Appendix E: Student Debit Order Form

20.1.2   **Cheques** must be made in favour of REGENT Business School.

Cheques may be handed in to the Durban Office:

Finance Department, 35 Samora Machel Street, Durban

Cheques may be posted to P.O.Box 10686, Marine Parade, 4056.

Cheques received from out of South Africa are no longer accepted.

20.1.3   **Direct Deposits** can be made into the following account:

Bank: Standard Bank

Account Name: REGENT Business School

Branch: Musgrave Road

Branch Code: 04 26 26 00

Account Number: 05-124-54-85

Swift Code: SBZAZAJJ

Reference: Surname, Initials or Student Number

SWAZILAND BANKING DETAILS :

Bank : Standard Bank Swaziland   Account Name : REGENT Business School

Branch : Mbabane   Branch Code : 663164

Account Number : 9110001640308   Swift Code : SBICSZMX

Reference : Student Number or name and Surname

20.2 Cancellation of Studies

- A student intending to cancel his/her registration during a semester must complete the "Application for cancellation of Registration" form Appendix H, and email it to cancellations@regent.ac.za .

- All cancellations are subject to approval of RBS.

- The cancellation of registration is effective only after a written approval has been forwarded to the student after the student has completed all the necessary documentation regarding cancellation of studies.

- **Refer Appendix H: Cancellation of registration form**

20.2.1 Rules regarding cancellation for students

Should a student cancel his/her registration,

- On or before 30 calendar days, commencing from date of registration, he/she will be liable for 50% of the programme fee according to the selected payment plan.

- After 30 calendar days, commencing from date of registration he/she will be liable for 100 % of the fee according to the selected payment plan

Please note that a student is not excluded from any liability on the basis of not having attended any workshop or not having submitted any coursework.

20.3 Deferral of Studies

- A student will only be allowed to defer his/her registration **once** during an academic year. e.g. Should a student register for the first semester he/she can only defer to the second semester of the same academic year

- A deferral fee of R1650 is payable

- A student is still liable for payment of fees as per selected payment plan

- Request for deferrals must be formally submitted in writing to the studentsupport@regent.ac.za . The final date for a request for deferral is before the submission date of the first assignment

- Deferrals are effective only after written approval has been forwarded to the students

- A student cancelling after deferral is still liable for the fees according to the selected payment plan

- **Refer Appendix G: Application for Deferral of studies form**

20.4 Non Payment of Fees

In the event of unpaid fees RBS may:

- Withhold examination results
- Not allow students to proceed to the next stage without a settlement arrangement
- Withhold the release of certificates
- Defer the release of results until the arrear fees are cleared
- Implement any other reasonable penalty.

20.5   Payment Plans

The payment of fees by instalment is available as long as the terms of such an arrangement are strictly adhered to.

Students who fail to adhere to their chosen payment plan will automatically be moved to the highest payment plan and have their accounts adjusted accordingly, thereby increasing their debt to REGENT.

20.6   Change of programme

Change of Programme: Any student wishing to change programme will be charged an administration fee of R500. The change of programme will have to be communicated to the registration department before the academic semester commences. Students would need to meet the admission criteria for the new programme chosen.

20.7   Schedule of Administration Fees

CATEGORY	AMOUNT
Non-refundable registration fee	Subject to programme selection
Replacement student card	R150
Replacement Undergraduate Module Guide	Available online and will be emailed as per programme registered for
Replacement Postgraduate Module Guide	
Replacement Academic Calendar Undergraduate programmes	
Replacement Academic Calendar Postgraduate programmes	
Deferral of Studies for Postgraduate	R1650,00
Deferral of Studies for Undergraduate	R1650,00
Graduation fee (absentia/attendance)	R440,00
Graduation Guest Fee	R150,00 per guest
Replacement certificate	R500,00
Re-submission of assignment for undergraduate	R250,00
Re-submission of assignment for postgraduate	R350,00
Supplementary/Aegrotat Examination	R390,00
Re-mark of test/assignment (postgraduate)	R390,00
Re-mark of test/assignment (undergraduate)	R280,00
Re-mark of examination script for undergraduate	R350,00
Re-mark of examination script for postgraduate	R350,00
Viewing of Examination Script	R350,00
Academic Transcript	R280.00
Credit exemption Fee for Undergraduate (per module)	R750,00
Credit exemption Fee for Postgraduate (per module)	R1000,00
Extension of Dissertation (Postgraduate)	R4400.00
Application for Recognition of Prior Learning	No Charge
Confirmation of Registration	No Charge
Examination Fee : Special Regions	Subject to approval by Examination Board: Student incurs the full cost
Promotional Materials	Price/s on request
The above schedule of fees serve as a guide, REGENT reserves the right to include and adjust additional charges should it deem necessary.	

21.   EXAMINATIONS

21.1   Eligibility to sit for an Examination

To be eligible to write an examination for a module, a student must have fulfilled the following requirements:

- Completed the compulsory assignment for that module. Obtain a sub-minimum of 30% for the assignment in order to write the examination for all programmes excluding the Master of Business Administration. For annual modules which require two assignments, a student is required to obtain an average of 30%. For the Master of Business Administration, a student is required to obtain a sub-minimum of 40% in order to write the examination.

21.2   Marking of examination scripts

- Examination scripts are assessed by academic staff.
- The scripts are moderated and audited.
- The moderator's report with respect to the students' script is presented to the Examination Board and the decision taken by the Examination Board regarding the examination results is final and binding.

21.3   Criteria to pass a module

- Assessment for each module consists of written assignment/s and a formal written examination.
- The final mark is computed as a weighted average of 40% of the assignment mark/s and 60% of the formal written examination.
- A **sub minimum of forty percent (40%)** is required for the formal written examination.
- A student must obtain a weighted average of at least fifty percent (50%) to pass a module after taking the assignment/s and written examination marks into consideration.

21.4   Failure to write an Examination: Aegrotat Examination

- Students are required to present themselves for examinations on the scheduled dates.
- Where a student is not able to attempt an examination due to illness or exceptional circumstances beyond his/her control, the student needs to submit a medical certificate or equivalent in the event of being ill, or a written motivation with supporting documents for all other circumstances.
- A student applying for an aegrotat examination must request this formally by completing the prescribed form, accompanied by a fee determined by REGENT Business School.
- The fee for an aegrotat examination is **R390.00.**
- The said documents must be submitted to RBS, Durban, **within three working days** after the examination date.
- The Examination Board will consider these requests and will inform the student of the outcome. The Examination Board may not consider requests that are submitted after this specified date.
- A request for mitigating circumstances for an examination will only be considered if the student has submitted the assignment/s for the module.

- The **criteria to pass a module apply**. There can be no postponement or claims of mitigating circumstances for aegrotat examinations.
- **Refer Appendix D: Application for Aegrotat Examination Form**

21.5   Supplementary Examination

- Students who obtain a final weighted average mark between 40% and 49% will qualify to write a supplementary examination, immediately following the main examination, provided that the assignment was submitted on due date and the student wrote the final examination.
- A student who is granted a supplementary examination is required to write it at the scheduled date , time and venue
- The fee for a supplementary examination is **R390.00**.
- Students will be notified via email regarding supplementary examinations.
- There can be **no postponement or claims of mitigating circumstances for supplementary examinations.**
- A student who does not obtain a weighted average mark of at least 50% after having written the supplementary examination will be deemed to have failed the module. Such a student may be permitted to repeat the module. The student must re-register and pay the full module fee.
- The onus rests upon a student to check if he/she qualifies for a supplementary

21.6   Viewing of examination scripts

- Students who are not in arrears with their fees can apply for viewing of their examination script.
- A student who wishes to **view his/her examination script** must request this formally by completing the prescribed form for viewing of an examination script.
- The cost of viewing the examination script is **R350.00.**
- Request for viewing of examination script must be submitted within **5 days** after the initial release of results.
- **The script can be viewed at the REGENT Business School's Head Office** (35 Samora Machel Street, Durban) in the presence of a member of the RBS Examination Board.
- The student will not be allowed to bring in any reference material regarding the module being viewed. Also no other person is allowed to accompany the student during the viewing process.
- **Under no circumstance will an examination script be scanned, emailed, faxed or posted to a student.**
- **Refer Appendix J: Viewing of Examination script form**

21.7 Re-mark of examination script

- **Request for re-marks must be submitted within two weeks after the initial release of results**
- Students who are not in arrears with their fees **can apply for a re-mark** of their examination script.
- A student who wishes to re-mark his/her examination script must request this formally by completing the prescribed form for a re-mark of an examination script.
  The fee for a re-mark:
  Postgraduate module - **R350.00**
  Undergraduate module - **R350.00**
- The examination script is **re-marked by the moderator.**
- Students can apply for a re-mark within two weeks after the examination results have been released.

21.8 Academic Transcript

- Students who request their **full** academic transcript, will be levied a charge of R280.00.

21.9 Non-attempt of module

- A student who has not submitted his/her assignment or has not written the examination will be recorded as "absent" in his/her academic transcript.
- Such a student will be deemed to have failed the module and must re-register for that module.

21.10 Examination Rules

- All candidates must present their student cards AND an official identity document (ID document, Passport or Driver's Licence) to the invigilator upon request. Failure to do so will necessitate an affidavit to be completed. Repeat offenders will not be allowed into examination venues.
- All candidates must be seated 30 minutes prior to the commencement of the examination session.
- No candidates will be permitted after the first hour to enter the venue.
- No candidate is permitted to leave the examination room within the first hour and in the last fifteen minutes of the examination. In addition, candidates are only allowed to leave the examination venue in the event of an emergency, and only at the discretion of the invigilator.
- At the end of the examination all candidates are to remain seated until all scripts are collected and confirmation is given by the invigilator to leave the examination room.
- No electronic devices or materials shall be used or referred to during an examination. Unofficial electronic devices include, but are not limited to: mobile telephones, laptop computers, tablets, programmable calculators, MP3/audio players, electronic dictionaries, or any other electronic recording device. Only non-programmable calculators shall be permitted. Unofficial materials include but are not limited to: books, notes, or aid sheets.
- All caps/hats must be removed prior to the start of the examination.

- All queries must be directed to the Chief Invigilator. Candidates may not under any circumstances communicate with other candidates. If assistance is required candidates must raise their hand so that an invigilator may attend to them.
- All work must be handed in. If candidates do not wish any part of their work to be marked, a line must be drawn across it. The use of scrap paper is not permitted. Any rough work/calculations must be done in the answer book.
- Under no circumstances may a candidate retain the answer book or remove it from the examination venue.
- All cellphones must be switched off. No cellphones or electronic devices are allowed to be on the desks or be accessible to candidates during the examination session. No candidate may answer or make a phone call during the examination session.
- Smoking is not permitted in the examination room or during the examination session.
- The onus is on the candidate to make sure that they have the correct question paper. Candidates who write the incorrect paper will be required to re-register for the module.
- The institution will not be held accountable for personal property left in the examination room.
- If a candidate is alleged to have contravened the rules, the candidate's script will be taken away and an irregularity form will be filled out. Candidates deemed to have gained an unfair benefit through examination misconduct by the Examination Board will be liable to penalties which could include the loss of academic credit and expulsion.

21.11   Re-registration for course work module/s

- Students failing a module in the first attempt or after writing the supplementary/aegrotat examinations are required to re-register for the module.
- Only two further registrations for a module are permitted and those who do not pass a module on the third attempt may be excluded from the programme.
- These students must submit a written motivation to the Head: Academic Manager requesting to continue with the programme.
- The Examination Board will make the final decision.

21.12   Criteria to pass a dissertation

- The dissertation can be submitted for assessment only if it has been duly signed by the supervisor/s indicating that it can be assessed by the external examiner/s.
- A student must obtain a mark of 50% and address all external corrections, if required to pass.

21.13 Examination Venues
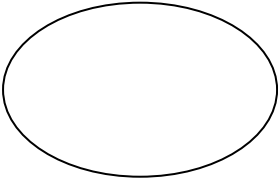
REGION	EXAMINATION VENUE
KWAZULU NATAL	**REGENT Business School** 35 Samora Machel Street (Aliwal Street) Durban
GAUTENG	**REGENT Business School,** 13 Frost Avenue 1st Floor Sunnyside Centre, Sunnyside, Auckland Park Johannesburg
WESTERN CAPE	**REGENT Business School** 9 Hemlock Street, 1st Floor, Newlands, 7700 Cape Town
EASTERN CAPE	**REGENT Business School** 90 Vincent Road Vincent East London 5201
LIMPOPO	**Edupark** Edupark Avenue off Dorp Street A Block 1st Floor Edupark Administration office Polokwane Opposite New Peter Mokaba Stadium
MPUMALANGA	**SAVF social work offices** No 35 Murray Street Nelspruit
SWAZILAND	**Lot 132 City Centre** Mbhabha Street Commercial Area Manzini- Near Swaziland Milling

REGION	EXAMINATION VENUE
NAMIBIA (Windhoek)	**Dr Augustino Netto Drive** Unit 3 Ausspann Plaza Office Park Ground Floor
NAMIBIA (Ongwediva)	REGENT Business School Coolmaster Complex Ongwediva Main Road Namibia
ZAMBIA	**Zamcom** Zambia Institute of Mass Communication Education Trust Plot 3529 Government Road Lusaka
ZIMBABWE	Counter Track College Causeway Building 10th Floor South wing Cnr 4th and Central Avenue Harare
MAFIKENG	**Molopo Executive Country Lodge** Corner off Nelson Mandela and North Street Mafikeng.

Disclaimer: Kindly note RBS, reserves the right to change examination venues accordingly.

Students will be notified should there be any amendments to the examination venues via the myRegent

email. Students are encouraged to contact RBS offices to confirm their examination venue/s.

Appendix A: ASSIGNMENT COVER SHEET

REGENT BUSINESS SCHOOL

Programme	
Module Name	
Assignment Number	
Surname	
First Name/S	
Student Number	
Date Submitted	
Postal Address	
E-MAIL *myregent email address*	……………………....................................**@myregent.ac.za**
E-Mail *(alternate email address)*	
Contact Numbers	**Cell :**
	Home :
	Work :
Alternate contact :	
Name:	
Relationship:	
Contact number:	

I _____ ID/Passport No._____hereby confirm that

the assignment submitted herein is my own original work.

Date: _____

				FOR OFFICE USE ONLY					
Marks per question (Q)									
Q1	**Q2**	**Q3**	**Q4**	**Q5**	**Q6**	**Q7**	**Q8**	**Q9**	**Q10**

Appendix B

ASSIGNMENT EXTENSION REQUEST FORM

FULL NAME:		STUDENT NUMBER:
PROGRAMME:		MODULE/S:
ASSIGNMENT NUMBER		DUE DATE:
TEL:	EMAIL:	CELL:
REASON FOR REQUEST:		
LIST OF SUPPORTING DOCUMENTS PROVIDED:		
SIGNATURE OF STUDENT:	DATED AS AT:	

Notes

- There can be no further postponement or claims of mitigating circumstances for an extension.

FOR OFFICE USE ONLY:

To be completed by assessments division:

Extension to New Date: Accepted/Rejected

Signed: ………………………………… on behalf of Assessments Division

Appendix C

APPLICATION FOR RE-SUBMISSION OF ASSIGNMENT

NAME & SURNAME:	**STUDENT NO.:**
PROGRAMME:	**MODULE/S:**
ASSIGNMENT NO.:	**DUE DATE:**
TELEPHONE NO: **CELL:**	**EMAIL:**
REASON FOR REQUEST:	
SIGNATURE OF STUDENT:	**DATED AS AT:**

FOR OFFICIAL USE ONLY:

Initial assignment mark (%)	Assignment Mark after Re-Submission (%)	Assignment Capped
		60% If re-submission % is >60%

Full Name of Moderator:..

Moderator's comments:

....
....
....

Signature: .... **Date**:..

NB: The Fee for an assignment re-submission for <u>Undergraduate</u> is <u>R250</u>

The Fee for an assignment re-submission for <u>Postgraduate</u> is <u>R350</u>

Appendix D

APPLICATION FOR AN AEGROTAT EXAMINATION

FULL NAME:		IDENTITY NUMBER:
STUDENT NUMBER:		ADDRESS:
PROGRAMME:		MODULE/S:
		DUE DATE:
TEL:	CELL:	EMAIL:
REASON FOR APPLICATION:		
LIST OF SUPPORTING DOCUMENTS PROVIDED:		
SIGNATURE OF STUDENT:	DATED AS AT:	
SPONSORED STUDENTS: SIGNATURE OF HR MANAGER		

Notes

- Aegrotat examination will be conducted at certain examination venues. Please contact RBS to determine the venues.
- A request for an aegrotat examination for a particular module will only be considered by the Examination Board if the student has submitted the assignment(s).
- Students who qualify for an aegrotat examination will be liable for the prescribed fee of **R390,00 per module**.
- There can be no postponement or claims of mitigating circumstances for an aegrotat examination

FOR OFFICIAL USE ONLY:

To be completed by Examinations Department:

Aegrotat Examination application: Accepted/Rejected

Signed: .... on behalf of Examinations Department

Appendix E

STUDENT DEBIT FORM

I hereby authorise REGENT Business School to draw against my bank account for the instalments necessary to pay the fees.

- The monthly instalments can be drawn on the date, specified below, each month.
- The first instalment to be the calendar month following receipt of this notice.
- This instruction will remain inforce until my account with REGENT Business School has been settled in full. I agree to pay any bank charges relating to this debit order instruction. Receipt of this instruction shall be regarded as receipt thereof by my / our bank.

Date:	
Name of Student:	
Student Number:	
Telephone Number:	
Date of Payment:	
Amount to be deducted according to payment plan below:	
Payment Plan chosen:	
Banking Details: **Name of Account Holder:**	
Name of Bank	
Branch Code (COMPULSORY)	
Account Number:	
Signature:	

Dates	15th		31st	

FOR OFFICE USE ONLY	
Account Status	
Amount Approved	
Date of Debit	
Signed	
Date	

Appendix F

APPLICATION FOR RE-REGISTRATION OF MODULE/S

SECTION A: PERSONAL DETAILS

Programme: ....

Surname: …………………………………………………………………………………..

First name(s) :…………………………………………………………………………....

Student number: ……………………………

 Identity Number: ………………………………….........................

Postal Address:

…………………………………………………………………………………….................

……………………………………………………………………………

Postal code: ……………….............................

Telephone (Home) …………………………….......... (Work) ………………………….............

(Cell) …………………………………

E-mail …………………………………………………….............................

SECTION B: REQUEST FOR RE-REGISTRATION OF MODULES (Intake :…………..)

MODULES	COST	SIGN FOR ACKNOWLEDGEMENT

Conditions of acceptance of re-registration

1. Please note that this document is intended for the sole purpose of registration of module/s and does not serve as a re-registration document for Year 2/3 on a respective programme.
2. Only upon receipt of this document will the student be billed accordingly.

3.   A student's re-registration will only be processed on settlement of all outstanding balances.

4.   The re-registration of module/s includes an amount payable as stipulated above.

5.   Assessments from incomplete modules will not be carried forward into the new registration/intake.

6.   The decision of the Student Admission Committee is final and binding and no correspondence will be   entered into.

I, the undersigned, accept the outcome of my application for re-registration as outlined above.

Signature of Student: .... Dated as

at..

Sponsored Students: Signature of HR

Manager...

SECTION C: (FOR OFFICE USE ONLY)

DATE APPLICATION SENT TO STUDENT	
DATE APPLICATION RECEIVED	
APPROVED (YES/NO)	
APPLICABLE INTAKE	
FEE CLEARANCE (YES/NO)	
PROCESSED BY	
SIGNATURE	
DATE	

REG. DEPARTMENT	Has Student been processed	Approved By:	Signature	Date
REGISTRY	Has Student Info been Updated	Info Updated By:	Signature	Date
DESPATCH	Has Study Materials been Sent	Info Updated By:	Signature	Date
FINANCE	Has Student been Invoiced	Approved By:	Signature:	Date:

Appendix G

REQUEST FOR DEFERRAL OF STUDIES

Please complete and submit this form to the Student Enrolment Department

SECTION A: STUDENT DETAILS *(Please complete the required details)*

Programme	
Student Number	
Name and Surname	
Courier Address	
Mobile Number	
Email	

Important:

- ❖ A deferral fee of R 1 650 is applicable in all circumstances.
- ❖ Please complete and submit together with a motivation letter to the Student Enrolment Department.
- ❖ If a student defers their studies of a particular module/semester more than once, the Exam Board of REGENT Business School may request the student to re-register for the module/semester with full fees payable.
- ❖ Students deferring their studies continue to be liable for the fees as per chosen payment plan.
- ❖ RBS reserves the right to accept/ reject application for deferral.

- ❖ Your application for a deferral must be made on the official application form within 7 days of this form being sent to you or else your request for a deferral may not be considered.
- ❖ The maximum duration of a deferral is a year, thereafter re-registration fee will be charged.
- ❖ Your deferral request will not be considered should there be academic activities.

NB. Please attach a brief motivation for the deferral of your studies

I _____ (Full Name) do hereby declare that all details mentioned above is true and that I am fully aware of the rules and regulations regarding deferral of studies as indicated on the Regent Business School " General Handbook and Academic Calendar" and do hereby further agree to adhere to the abovementioned rules and regulations as well as those mentioned herein.

Signature	
Dated as at	

SECTION B: AUTHORISATION *(For office use only)*

Programme	
Deferral Intake	
Intake to resume studies (JAN / JULY)	

BANKING DETAILS:

BANKING DETAILS: SA

REGENT BUSINESS SCHOOL

Standard Bank- Musgrave Road

Accounts no: 05 124 5485

Branch code: 042626

Reference: Student Number

REGENT BUSINESS SCHOOL – SWAZILAND ONLY:

Standard Bank Swaziland

Accounts no: 911 000 164 0308

Branch code: 663164

Branch: Mbabane

Reference: Student Number

Swift Code: SBICSZMX

Appendix H

APPLICATION FOR CANCELLATION OF REGISTRATION
CF001

Cancellation of Registration

A student intending to cancel his/her registration during a semester must inform REGENT Business School, [the appropriate regional programme coordinator] in writing. All cancellations are subject to approval of REGENT Business School. The cancellation of registration is effective only after a written approval has been forwarded to the student after the student has completed all the necessary documentation regarding cancellation of studies.

Section A: Particulars of Programme

Programme registered for	
Region	
Student Number	
Date Registered	

Section B: Particulars of student

Surname:	
First Name(s)	
Identity Number	
Postal Address	
Postal Code	
Telephone (Home)	
Telephone (Cell)	
Telephone (Fax)	
E-mail:	

Financial Obligation:

Rules regarding cancellation for students
Should a student cancel his/her registration,

- On or before 30 calendar days, commencing from date of initial deposit payment, he/she will be liable for 50% of the programme fee according to the selected payment plan.

- After 30 calendar days, commencing from date of initial deposit payment he/she will be liable for 100 % of the fee according to the selected payment plan

Please note that a student is not excluded from any liability on the basis of not having attended any workshop or not having submitted any coursework.

NB. 1. Please attach a brief motivation for the cancellation of your registration.

I _____ (Full Name) do hereby declare that all details mentioned above is true and that I am fully aware of the rules and regulations regarding cancellation of registration as indicated on the REGENT Business School "Registration Form" and the " General Handbook and Academic Calendar" and do hereby further agree to adhere to the above-mentioned rules and regulations.

_____   _____
  Student Signature   Date of Cancellation

Section C: For Office Use Only

Student Support Intervention	Name	Signature	Date
Programme Co-ordinator			
Head: Student Support			
Student Registration			
Captured by			
Verified by Registrar			
Accounts			
Processed by			
Verified by H.O.D.			

Financial obligation criteria	Date letter of motivation received)	Student liable for, Programme Administrator to confirm
On or before 30 calendar days (Liable for 50% of fees)		
After 30 calendar days (liable for 100% of fees)		

PLEASE NOTE THAT THE ORIGINAL CANCELLATION FORM MUST BE emailed to cancellations@regent.ac.za, (NO FAXES WILL BE ACCEPTED).

Appendix I

APPLICATION FOR RE-MARK OF ASSIGNMENT

NAME & SURNAME:	**STUDENT NO.:**
PROGRAMME:	**MODULE/S:**
ASSIGNMENT NO.:	**DUE DATE:**
TELEPHONE NO:	**CELL:**	**EMAIL:**
REASON FOR REQUEST:	
SIGNATURE OF STUDENT:	**DATED AS AT:**

FOR OFFICIAL USE ONLY:

Initial assignment mark (%)	Assignment Mark after Re-Mark (%)	

Full Name of Moderator:...

Moderator's comments:

....

....

Signature: .... **Date**: ....

NB: The Fee for an assignment re-mark is <u>R390 (postgrad) / R280 (undergrad)</u>

Appendix J

APPLICATION FOR VIEWING OF EXAMINATION SCRIPTS

Student's Details

Surname:

…………………………………………………………………………………….. .

First name(s):

……………………………………………………………………………. …………

Student number: …………………………… Identity Number: ……………………………..

Address:

…………………………………………………………………………………………….

……………………………………………………………………..Postal code: …………..

Telephone number (home) ……………………………… (work) ……………………………..

(cell) ………………………………… E-mail ………………………………………………….

Request for viewing of examination script :

Programme : ………………………………………

Modules	Date of examination(s)

Conditions governing the viewing of examination scripts

➢ A candidate who wishes to view his/her examination script must request this formally by completing the Prescribed Form. The fee for viewing of an examination script will be determined by REGENT Business School.

➢ This request must be made within FIVE (5) working days after the date that the result has been released.

➢ The script can be view at the RBS Head Office (35 Samora Machel Street, Durban) in the presence of a member of the RBS Examination Board. The student will be informed in writing of the date of viewing. The maximum duration of viewing will be THIRTY (30) minutes. The student will not be allowed to bring in any reference material regarding the module being viewed. Also no other person is allowed to accompany the student during the viewing process.

➢ The candidate needs to note that despite he/she being afforded the opportunity to view the examination script, the marks obtained will not be changed on the basis of viewing only. The candidate may separately apply for a re-mark of the examination script, in keeping with the relevant policy of RBS.

Signature of student: …………………………………………… Date:

……………………......... Full name of REGENT Business School's representative

....

Signature …………………………………………….................. Date: …………………….................

Appendix K

<div style="border: 1px solid black; display: inline-block; padding: 5px;">

RBS EX 8.3.1

</div>

Complaint Form

Dear Student

Please complete and hand to the **Dean:**

Student's Details

Surname: …………………………………………………………………………………………..........

First name(s): ……………………………………………………………………………....................

Student number: …………………………….. Identity Number: ……………………………..................

Address: ………………………………………………………………………………….....................

………………………………………………………………..Postal code: ……………….....................

Telephone number (home) ……………………………..... (Work) …………………………….............

(Cell) ……………………………....... E-mail …………………………………………….................

Fully outline the nature of the complaint: (Use additional space if required).

....

....

Signature: .... Date: ....

Nature of Complaint	Tick
1. Complaint regarding student recruitment, selection and admission;	
2. Complaint related to teaching, learning and research;	
3. Complaint concerning assessment, including certification;	
4. Sexual harassment;	
5. Complaint relating to student's rights, responsibilities, and conduct.	
6. Any other complaint: (Elaborate)	

Appendix L

| RBS EX 8.3.2 |

Academic Appeal Form

Dear Student

Please complete and hand to the **Managing Director:**

Student's Details

Surname: …………………………………………………………………………….................

First name(s): …………………………………………………………………….................

Student number: …………………………….. Identity Number: …………………………….................

Address: …………………………………………………………………………….................

………………………………………………………….Postal code: …………….....................

Telephone number (home) ……………………………..... (Work) ………………………….................

(Cell) ……………………………........ E-mail ………………………………………….............

Fully outline the nature of the appeal: (Use additional space if required).

....

....

Signature: .... Date: ....

Nature of Appeal	Tick
1. Appeal regarding student recruitment, selection and admission;	
2. Appeal related to teaching, learning and research;	
3. Appeal concerning assessment, including certification;	
4. Sexual harassment; and	
5. Appeal relating to student's rights, responsibilities, and conduct.	
6. Any other appeal: (Elaborate)	

Appendix M

REQUEST FOR EXTENSION OF DISSERTATION ……… (Year)

Please complete and submit this form to the Student Enrolment Department

SECTION A: STUDENT DETAILS *(Please complete the required details)*

Programme	
Student Number	
Name and Surname	
Postal Address	
Mobile Number	
Email	

Important:

- ❖ An Extension fee of **R4400** is applicable in all circumstances.
- ❖ Students extending their studies continue to be liable for the fees as per chosen payment plan.
- ❖ RBS reserves the right to accept/ reject application for an extension.
- ❖ Your application for an extension must be made on the official application form within 7 days of this form being sent to you or else your request for an extension may not be considered.
- ❖ NOTE: Fee payment must be honoured through the period of extension.

NB. Please attach a brief motivation for the deferral of your studies

I _____ (Full Name) do hereby declare that all details mentioned above is true and that I am fully aware of the rules and regulations regarding deferral of studies as indicated on the Regent Business School " General Handbook and Academic Calendar" and do hereby further agree to adhere to the abovementioned rules and regulations as well as those mentioned herein.

Signature	
Dated as at	

SECTION B: AUTHORISATION *(For office use only)*

Signature	
Dated as at	

BANKING DETAILS: SA

REGENT BUSINESS SCHOOL

Standard Bank- Musgrave Road Accounts no: 05 124 5485

Branch code: 042626

Reference: **Student Number**

REGENT BUSINESS SCHOOL – SWAZILAND ONLY:

Standard Bank Swaziland

Accounts no: 911 000 164 0308

Branch code: 663164

Branch: Mbabane

Reference: **Student Number**

Swift Code: SBICSZMX