University of Limpopo
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28 April 2015

Dear Professor Naidoo

Re: Category B feedback on the Bachelor of Development in Planning and Management Degree

The University of Limpopo appreciates the feedback received from CHE regarding the HEQSF alignment. The concerns and advice from the CHE were carefully considered. The CESM values have been aligned with the DHETs new CESM category for Development Studies and all financial modules have been correctly categorised. Careful consideration was given to the NQF level of the modules, especially those in the first year. Using the NQF level descriptors modules in first year that were offered at NQF level 5 have been identified and the Table has been amended appropriately. Time for each learning activity was reconsidered and readjusted as appropriate for the undergraduate programme. Please note that in order to submit our most updated information we have included the new coding system that is currently used by the University of Limpopo. The modules themselves have not changed.

We trust that we have met all the concerns and used the advice of the CHE. However, if additional information is required we would be happy to furnish it to you.

Kind regards

Dr Abbey Ngoepe
Director: Quality Assurance

Finding solutions for Africa

HEQSF Category B Alignment Questions

NB5
Bachelor of Development in Planning and Management
From Bachelor of Development Studies

COMPULSORY QUESTIONS

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

Programme Details						
Title of all modules	Compulsory (C)/ Elective (E)	NQF level	Credits	No. of contact hours	Mode of delivery	Module status: Removed / Added / Modified / Unchanged
Concepts of Development	C	5	12		Contact	Unchanged
Urban Development	C	6	12		Contact	Unchanged
Poverty & Inequality	C	6	12		Contact	Unchanged
Nature & Scope of Public Administration	C	5	12		Contact	Unchanged
Principles of Planning & Management	C	5	12		Contact	Unchanged
Development & the Environment	C	6	12		Contact	Unchanged
Local Economic Development	C	5	12		Contact	Unchanged
Development Economics	C	6	12		Contact	Unchanged
Structuring and Functioning of Public Administration	C	5	12		Contact	Unchanged
Principles of Spatial Development Planning	C	5	12		Contact	Unchanged
Environmental Management	C	6	16		Contact	Unchanged
Rural Development	C	6	16		Contact	Unchanged

Project Management	C	6	16		Contact	Unchanged
Community Development Planning	C	6	16		Contact	Unchanged
Poverty & Social Development	C	6	16		Contact	Unchanged
Research Methodology	C	6	16		Contact	Unchanged
Development Planning & Management	C	6	16		Contact	Unchanged
Project Design & Planning	C	6	16		Contact	Unchanged
Advanced Research Methodology & Proposal	C	7	20		Contact	Unchanged
Advanced Project Planning & Management	C	7	20		Contact	Unchanged
Development Planning & Policy	C	7	20		Contact	Unchanged
Advanced Project Analysis	c	7	20		Contact	Unchanged
Environmental Impact Analysis	C	7	20		Contact	Unchanged
Strategic Planning & Management	C	7	20		Contact	Unchanged
			Total:			

2. Briefly describe the purpose of this programme in relation to its alignment with the relevant HEQSF qualification type (Criterion 1 i, ii, iii, iv, v).

The programme is aligned with the University of Limpopo's vision and mission which are as follows: A leading African University focussed on the developmental needs of its communities and epitomising academic excellence and innovativeness. Its mission statement defines the University as: A University which responds actively: (a) to the developmental needs of its students, its staff members and it's communities (b) through relevant and high quality higher education and training, research and engagement, and (c) in partnership and collaboration with its different stakeholders. The programme aligns with two of the identified UL thrusts, these being: "Human development, citizenship, and leadership, and governance" as well as "Economic diversification and entrepreneurship". This programme was approved by the University Senate on 14 June 2013.

RATIONALE:

The multidimensional challenges of poverty & inequality bedevil South Africa and all other developing countries, wherein development project implementation has permeated the multiple interventions by state, private and civil society agencies. The multiplicity of actors and actions for addressing poverty and inequality has entailed the involvement of communities in a holistic, integrated and coherent process of development. Therefore, an increasing need for knowledge, understanding, skills and expertise for the applications of multidisciplinary research-based interventions through development project design, analysis, planning, implementation and management within the broader contexts of the modern process of planning which integrates environmental considerations with development for sustainable poverty and

inequality eradication.

PURPOSE:

To provide candidates with knowledge, skills and expertise that would enable them to become social development researchers, planners and managers in the spheres of project development, community development, environmental sustainability as well as rural and urban development, driven by the ideals of poverty and inequality eradication.

The qualification is a Bachelor's Degree and carries a total of 368 SAQA credits. The admission requirements are a National Senior Certificate with Bachelor Endorsement and an APS score of 21-22.

Specific requirements: English 4, Mathematics or Mathematical Literacy 2 or 3, Four Additional Subjects (Three at Level 4; One at Level 3): Business Studies; Geography; Economics; Accounting; Consumer Studies; Information Technology; Agricultural Sciences; Another Language .

After successfully completion of this bachelors' degree, candidate who obtained an average third year level mark of 60% or above will qualify for honors degree in BDevHons(Planning & Management) at the University of Limpopo, or into similar honours or postgraduate diplomas at other Universities in South Africa.

3. Describe how the curriculum of this programme has been redesigned so that it aligns with the HEQSF, specifically in relation to the intended purpose, exit level outcomes and assessment criteria for this programme (Criterion 1 iii, iv, 6 i, 13 i).

The programme has been submitted as a Category B programme so that the BDev degree, currently hosted by the University of Limpopo, can become a more specific degree with the added qualifier (Planning and Management). Generally, Bachelor of Development Study degrees are multidisciplinary degrees and do not necessarily have a focus on any one developmental studies topics. The intended inclusion of the qualifier to the name of the qualification is aimed to show the focus of the degree which is towards planning and management aspects within the field. The qualification meets all HEQSF specifications with regards to admission requirements, credit totals and in addition, more than 50% of the total credits, and all the final credits are directly related to Planning and Management.

4. Discuss the overall assessment strategy and shows the constructive alignment of the programme design, teaching and learning strategy, and assessment procedures to the learning outcomes (Criteria 6 i, 13 i).

Programme assessment approach (e.g. case-based assessment approach)
The assessment approach is an integrated approach horizontally and vertically to ensure that exit level outcomes have been met. Continuous and formative assessments, include tests, assignments, quizzes and practical project exercises, presentations, field visits and group work, and together they contribute 60% towards the final mark. These assessments will assess across and within learning outcomes. Summative assessment, which consists of a three hour examination paper, is conducted at the end of each semester, and it contributes 40% towards the final mark. Assessment is in alignment with the University Rules and The assessment policy of student learning.
Exit level outcomes
EXIT LEVEL OUTCOMES AND ASSOCIATED ASSESSMENT CRITERIA Candidates who have a Bachelor of Development in Planning and Management can: 1.hold in-depth insight, knowledge and understanding of the complex challenges associated with the manifestations of poverty & inequality, especially within rural contexts of developing countries. 2. understand and analyse development policy as well as the planning and management approaches.

3. to plan, implement and manage sustainable interventions (by state, private & civil society agencies) for addressing poverty and inequality in a participatory, coherent and integrated manner

4. design, analyse, plan, implement and manage research/evidence-based community development projects that are environmentally sustainable.

5. conceptualise and propose feasible multidisciplinary research in social development planning & management.

6. interpret, explain and/or develop an argument around and an understanding of newly-encountered material and demonstrate an ability to marshal an approach used in one or more disciplines included at the exit-level (level 7).

ASSOCIATED ASSESSMENT CRITERIA
Assessors will know that the learner meets the requirements for the specific exit-level outcome based on the following critical evidence:

1. Familiarity, knowledge and understanding are:
• Reflected in the correct use of the terminology, concepts, principles and theories in written and/or oral communication;
• Effectively propose solutions to well-structured and practical problems based on theory-driven arguments; and
• Communicated clearly using scholarly discourse and discipline-specific conventions efficiently.

2. Competence with the basic and elementary modes of inquiry:
• Is reflected in well-defined and coherent representation of identified problems;
• Is represented in the selection and application of appropriate methods, techniques, tools and procedures relevant to the discipline;
• Proposes possible solutions based on theory-driven arguments and using the relevant modes of inquiry consistently; and
• Demonstrates scholarly and critical reasoning skills.

3. Analysis of contemporary contexts and ability to locate work in those contexts:
• Is reflected in explicit recognition of the diversity, complexity and multi-dimensionality of a context and how that affects the particular work being undertaken;
• Is demonstrated through the provision of relevant information pertaining to the strengths, weaknesses and opportunities of the context for addressing specific problems;
• Clearly identifies relevant role players and resources that will contribute to resolution of specific problems;
• Describes all relevant factors pertaining to the context and people's performance(s) in these contexts and how they affect the particular work being undertaken; and
• Identifies critical factors impacting on practical problems to be investigated from the perspective of the discipline.

5. Interpretation of topical issues from different perspectives:
• Is based on results from analyses of relevant national contexts and research findings;
• Is clearly described and explained making effective use of comparing diverse theories;
• Evaluates and defines the boundaries and limitations of theory and recognises the provisional nature of research findings;
• Involves ethical and responsible solutions for practical problems; and
• Is clearly communicated using scholarly discourse and different modes of communication effectively.

6. The qualifying learner should be able to use different procedures to generate scholarly information. These should include:
• Applying standard procedures within the specific discipline, such as experimental or computational techniques, or deductive or inductive reasoning;
• Collecting and recording appropriate data truthfully and in the appropriate format;

- Analysing and interpreting materials;
- Arguing persuasively about such analyses and interpretations;
- Drawing valid conclusions; and
- Presenting these conclusions appropriately;
- The qualifying learner should know the ethical implications of various kinds of research and be able to act accordingly.

7. Reasoning skills should include the ability to express own opinions clearly and coherently, justify a position and present it logically, systematically using properly substantiated arguments.
- Communication should show an awareness of audience, and capability in using different modes of communication (oral and written) and discipline-specific conventions, and utilisation of different techniques and strategies for communicating results.
- Access to various kinds of information resources, such as the library, Internet, and primary and secondary sources related to the core disciplines is needed.
- The qualifying learner should be able to demonstrate key scholarly skills through:
- Logical thinking (including identification of flawed reasoning in a text);
- Inductive and deductive thinking skills;
- Thinking and reasoning (self-reflexivity is demonstrated at the appropriate level).

Year level	Assessment purpose	Assessment methods
1	To ensure module Learning outcomes have been met and that NQF levels have been attained. Assessment at this level ensures that students have gained conceptual knowledge of various areas in Development and that a strong foundation has been laid for future studies.	tests, assignments, quizzes and practical project exercises, presentations, field visits and group work, three hour examination paper. All summative assessments are internally moderated, and all final marks undergo scrutinisation in an exam commission as per university policy.
2	To ensure module Learning outcomes have been met and that NQF levels have been attained. Assessment at this level ensures that students have integrated knowledge across various aspects of Development in Planning and Management.	tests, assignments, quizzes and practical project exercises, presentations, field visits and group work, three hour examination paper. All summative assessments are internally moderated, and all final marks undergo scrutinisation in an exam commission as per university policy.
3	To ensure module Learning outcomes have been met and that NQF levels have been attained. Assessment at this level ensures that students have integrated knowledge both vertically and horizontally, that all exit level outcomes have been fulfilled and that critical cross-field outcomes have been met.	tests, assignments, quizzes and practical project exercises, presentations, field visits and group work, three hour examination paper. All summative assessments are internally and externally moderated, and all final marks undergo scrutinisation in an exam commission as per university policy.

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

| Types of learning activities
We provide distinctive learning experiences of quality for our students, and produce graduates whose knowledge, skills and attributes enable them to have significant impact within their communities	Hours	% Learning time

Direct contact time (Lectures, face to face, limited interaction or technology-assisted, tutorials, Syndicate groups)		2 208	60%
WIL (Practical experiential learning, simulated learning, laboratory work , practicals ,and so on, excluding workplace-based learning)		184	5%
WIL (Workplace-based learning only) *		-	-
Independent self-study of standard texts and references and specially prepared materials (study guides, books, journal articles, case studies, multi-media)		552	15%
Assessment		552	15%
Other (specify) Fieldwork		184	5%
Total		3680	100
	If you selected "Other" as a type of learning activity please give a detailed explanation below: Students at each year level are exposed to real life situations of poverty, inequality, rurality, food insecurity, marginalization, informal settlements and so on through an organized field visit. Year level lecturers provide a single template that consist of aspects of all modules in the semester and students write, present and submit a report which is graded.		

ONLY ANSWER IF APPLICABLE:

6. Indicate the name of the statutory and non-statutory Professional Body that has a role in this programme and indicate whether the amendments to the programme design comply with the requirements of this statutory and non-statutory Professional Body (Criterion 1 viii).

None

7. Provide details of how Recognition of Prior Learning (RPL) will be applied to this programme (Criteria 6 i, 13 v).

Recognition of prior learning will be implemented in accordance with the University of Limpopo's RPL policy.

8. *Where a workplace-based learning component is included, provide details as to how students will be placed into WIL programmes, how the WIL programme is appropriately structured, and how the WIL programme will be supervised and assessed. (Criteria 1 ix, 15 i-iv)

None

UNIVERSITY OF LIMPOPO

APPLICATION FOR CHANGES TO EXISTING ACADEMIC PROGRAMMES

	SECTION A: HEQF INFORMATION REQUIRED	
A1	Full title of existing qualification.	Bachelor in Development
A2	Abbreviation of title.	BDev
A3	Proposed new title of existing qualification	Bachelor of Development in Planning & Management
A4	Abbreviation of proposed new title	BDev (Planning & Management)
A5	HEMIS qualification type of existing qualification.	General Academic First Bachelor's Degree
A6	HEQF qualification type of amended qualification	Bachelor's Degree (3 years)
A7	NQF exit level of amended qualification.	NQF Level 7
A8	Total credits for amended qualification as well as number of credits at each NQF level.	Total Credits: 368
		NQF 5: 72
		NQF 6: 176
		NQF 7: 120
		NQF 8: -
		NQF 9: -
		NQF 10: -
A9	Designator for amended qualification (for degrees only).	Development
A10	If designator is not Arts, Commerce, Science or Social Science, indicate with which first or second order CESM categories the proposed designator is consistent.	04; 14; 19;
A11	Qualifier 1 for amended qualification (state the field of specialisation).	Planning and Management
A12	Qualifier 2 for amended qualification (If an optional 2nd qualifier is used state the field of specialisation).	N/A
A13	Indicate in which second or third order CESM categories (a) Qualifier 1's field of specialisation falls, and (b) Qualifier 2's field of specialisation fall.	Qualifier 1: 1903; 1904; 0202; 0401 ; 1405; 200901
		Qualifier 2: N/A
A14	Indicate what % of the curriculum for the amended qualification falls into (a) Qualifier 1's field of specialisation, and (b) Qualifier 2's field of specialisation. Use the HEMIS credit values of courses for this calculation.	Qualifier 1: 100
		Qualifier 2: N/A
A15	Indicate what % of the curriculum for the FINAL YEAR of the amended qualification falls into (a) Qualifier 1's field of specialisation, and (b) Qualifier 2's field of specialisation. Use the HEMIS credit values of courses for this calculation.	Qualifier 1: 100
		Qualifier 2: N/A
A16	Indicate what the institute's minimum admission requirements for the existing qualification are.	**National Senior Certificate with Bachelor Endorsement and an APS score of 21-22.** **Subjects:** English 4 Mathematics or Mathematical Literacy 2 or 3 **Four Additional Subjects (Three at Level 4; One at Level 3):** Business Studies; Geography; Economics; Accounting; Consumer Studies; Information Technology; Agricultural Sciences; Another Language 15

A17	Indicate what the institute's minimum admission requirements for the amended qualification will be.	National Senior Certificate with Bachelor Endorsement and an APS score of 21-22. Subjects: English 4 Mathematics or Mathematical Literacy 2 or 3 Four Additional Subjects (Three at Level 4; One at Level 3): Business Studies; Geography; Economics; Accounting; Consumer Studies; Information Technology; Agricultural Sciences; Another Language 15

	SECTION B: HEMIS INFORMATION REQUIRED	
B1	HEMIS qualification type of existing qualification.	Bachelor's Degree (3 years)
B2	HEMIS qualification type of amended qualification	Bachelor's Degree (3 years)
B3	Major fields of study by second or third order CESM category of existing qualification.	0499; 2009
B4	Major fields of study by second or third order CESM category of amended qualification.	0401; 1405; 0202; 0499; 1904; 2009
B5	HEMIS course level of majors in final year of study of existing qualification.	3
B6	HEMIS course level of majors in final year of study of amended qualification	3
B7	HEMIS minimum total time for existing qualification.	3
B8	HEMIS minimum total time for amended qualification	3
B9	HEMIS minimum experiential time for existing qualification.	0.0
B10	HEMIS minimum experiential time for amended qualification.	0.0
B11	Total subsidy units for existing qualification.	3
B12	Total subsidy units for amended qualification	3
B13	Funding level of existing qualification.	1
B14	Funding level of amended qualification	1

	SECTION C: PQM INFORMATION REQUIRED	
C1	Explain how the amended qualification relates to the university's approved PQM. Is it: a) a existing qualification in a new cell of grid; b) a existing qualification in an approved cell but in a new second order CESM category; or c) a name change of an existing qualification.	c
C2	Indicate if the amended qualification will be replacing any existing qualifications on the approved PQM and if so list these qualifications with expected end dates.	No
C3	Indicate what the delivery mode of the existing qualification is.	Contact, Full-Time
C4	Indicate what the delivery mode of the amended qualification will be.	Contact, Full-Time
C5	Indicate on what campuses or sites of delivery the existing qualification is offered.	Turfloop Campus
C6	Indicate on what campuses or sites of delivery the amended qualification will be offered.	Turfloop Campus

SECTION D: ADDITIONAL INFORMATION REQUIRED						
D1	The qualification code of the existing programme (Max 6 characters, e.g. BSCAGR)	BDev				
D2	The qualification code of the proposed new programme (Max 6 characters, e.g. BSCAGR)	BDV02				
D3	The minimum time of the existing programme	Preparation	Total	Experiential	Formal	Research
		0	3	0	3	0
D4	The minimum time of the proposed new programme	Preparation	Total	Experiential	Formal	Research
		0	3	0	3	0
D5	The National Field and Subfield of Learning Codes of the existing programme	Field (Code)		Subfield (Code)		
		03; 07; 10; 20		0309; 0704; 0705; 0707; 0709; 1006; 2009		
D6	The National Field and Subfield of Learning Codes of the proposed new programme	Field (Code)		Subfield (Code)		
		03; 07; 10; 20		0309; 0704; 0705; 0707;0709; 1006; 2009		
D7	Minimum SAQA credits per year level in the existing programme	Level 1	Level 2	Level 3	Level 4	
		120	120	120	N/A	
		Level 5	Level 6	Level 7	Level 8	
		N/A	N/A	N/A	N/A	
D8	Minimum SAQA credits per year level in the proposed new programme	Level 1	Level 2	Level 3	Level 4	
		120	128	120	N/A	
		Level 5	Level 6	Level 7	Level 8	
		N/A	N/A	N/A	N/A	

[1]   A Programme can only be offered part time if all the modules in the curriculum are also offered part time.
[2]   Use the Institutional Planning Codes and Definitions document when completing this document

SECTION E: CURRICULUM INFORMATION REQUIRED

School: Economics & Management		Faculty: Management & Law	
Qualification Name: Bachelor of Development in Planning & Management		Qualification Code: BDV02	
Campus: Turfloop		Last Revision date:	
Total SAQA Credits for Qualification:	368	Is this a fixed Curriculum: Yes / No	
Once-off Implementation Year: Yes / **No** (All year levels changes are implemented in the same year)			

Migration Implementation Years:	Year level 1:	**2013**	Year level 2:	**2014**	Year level 3:	**2015**	Year level 4:	N/A
	Year level 5:	N/A	Year level 6:	N/A	Year level 7:	N/A		

EXISTING PROGRAMME				
PERIOD OF STUDY / YEAR LEVEL 1				
Year / 1st Semester / 1st & 2nd Quarter				
X[1]	Module Code	Offering Period[2]	Possible major[3]	SAQA Credit	Hemis Credit[4]

X[1]	Module Code	Offering Period[2]	Possible major[3]	SAQA Credit	Hemis Credit[4]
	The following ____4____ module/s are COMPULSORY				
	DEPM101	S1	Y	12	0.1
	DEPM121	S1	Y	12	0.1
	DEPM131	S1	Y	12	0.1
	PUBA101	S1	N	12	0.1
	DEPM141	S1	N	12	0.1
Total credits for Semester 1				60	0.5
2nd Semester / 3rd & 4th Quarter					
	The following _____4_____ module/s are COMPULSORY				
	DEPM102	S2	Y	12	0.1
	DEPM122	S2	Y	12	0.1
	DEPM132	S2	Y	12	0.1
	PUBA102	S2	N	12	0.1
	DEPM142	S2	Y	12	0.1
Total credits for Semester 2				60	0.5
TOTAL CREDITS FOR YEAR LEVEL 1				120	1.0

PROPOSED NEW PROGRAMME				
PERIOD OF STUDY / YEAR LEVEL 1				
Year / 1st Semester / 1st & 2nd Quarter				

X[1]	Module Code	Offering Period[2]	Possible major[3]	SAQA Credit	Hemis Credit[4]
	The following ____5____ module/s are COMPULSORY				
	CDEV011	S1	Y	12	0.1
	CDEP011	S1	Y	12	0.1
	CDPM011	S1	Y	12	0.1
	CPUB011	S1	N	12	0.1
	CDVL011	S1	N	12	0.1
Total credits for Semester 1				60	0.5
2nd Semester / 3rd & 4th Quarter					
	The following _____4_____ module/s are COMPULSORY				
	CDEV012	S2	Y	12	0.1
	CDEP012	S2	Y	12	0.1
	CDPM012	S2	Y	12	0.1
	CPUB012	S2	N	12	0.1
	CDVL012	S2	Y	12	0.1
Total credits for Semester 2				60	0.5
TOTAL CREDITS FOR YEAR LEVEL 1				120	1.0

PERIOD OF STUDY / YEAR LEVEL 2				
Year / 1st Semester / 1st & 2nd Quarter				

X[1]	Module Code	Offering Period[2]	Possible major[3]	SAQA Credit	Hemis Credit[4]
	The following _____4_____ module/s are COMPULSORY				
	DEPM221	S1	Y	16	0.125
	DEPM231	S1	Y	16	0.125

PERIOD OF STUDY / YEAR LEVEL 2				
Year / 1st Semester / 1st & 2nd Quarter				

X[1]	Module Code	Offering Period[2]	Possible major[3]	SAQA Credit	Hemis Credit[4]
	The following _____4_____ module/s are COMPULSORY				
	CDEA021	S1	Y	16	0.125
	CDEB021	S1	Y	16	0.125

DEPM241	S1	Y	16	0.125
DEPM251	S1	Y	16	0.125
Total credits for Semester 1			60	0.5
2nd Semester / 3rd & 4th Quarter				
The following _____4_____ module/s are COMPULSORY				
DEPM222	S2	Y	16	0.125
DEPM232	S2	Y	16	0.125
DEPM242	S2	Y	16	0.125
DEPM252	S2	Y	16	0.125
Total credits for Semester 2 Year			60	0.5
TOTAL CREDITS FOR YEAR LEVEL 2			120	1.0

CDEC021	S1	Y	16	0.125
CDED021	S1	Y	16	0.125
Total credits for Semester 1			64	0.5
2nd Semester / 3rd & 4th Quarter				
The following _____4_____ module/s are COMPULSORY				
CDEA022	S2	Y	16	0.125
CDEB022	S2	Y	16	0.125
CDEC022	S2	Y	16	0.125
CDED022	S2	Y	16	0.125
Total credits for Semester 2			64	0.5
TOTAL CREDITS FOR YEAR LEVEL 2			128	1.0

PERIOD OF STUDY / YEAR LEVEL 3				
Year / 1st Semester / 1st & 2nd Quarter				
X[1]	Module Code	Offering Period[2]	Possible major[3]	SAQA Credit	Hemis Credit[4]

X[1]	Module Code	Offering Period[2]	Possible major[3]	SAQA Credit	Hemis Credit[4]
	The following _____3_____ module/s are COMPULSORY				
	DEPM321	S1	Y	20	0.167
	DEPM331	S1	Y	20	0.167
	DEPM341	S1	Y	20	0.167
	Choose ____N/A_____ of the following ELECTIVE/S				
Total credits for Semester 1 Year level 3				60	0.5
2nd Semester / 3rd & 4th Quarter					
	The following _____3_____ module/s are COMPULSORY				
	DEPM322	S2	Y	20	0.167
	DEPM332	S2	Y	20	0.167
	DEPM342	S2	Y	20	0.167
	Choose ____N/A_____ of the following ELECTIVE/S				
Total credits for Semester 2				60	0.5
TOTAL CREDITS FOR YEAR LEVEL 3				120	1.0
TOTAL CREDITS FOR QUALIFICATION				360	3

PERIOD OF STUDY / YEAR LEVEL 3				
Year / 1st Semester / 1st & 2nd Quarter				
X[1]	Module Code	Offering Period[2]	Possible major[3]	SAQA Credit	Hemis Credit[4]

X[1]	Module Code	Offering Period[2]	Possible major[3]	SAQA Credit	Hemis Credit[4]
	The following _____3_____ module/s are COMPULSORY				
	CDEA031	S1	Y	20	0.167
	CDEB031	S1	Y	20	0.167
	CDEC031	S1	Y	20	0.167
	Choose ___N/A_____ of the following ELECTIVE/S				
Total credits for Semester 1 Year level 3				60	0.501
2nd Semester / 3rd & 4th Quarter					
	The following _____3_____ module/s are COMPULSORY				
	CDEA032	S2	Y	20	0.167
	CDEB032	S2	Y	20	0.167
	CDEC032	S2	Y	20	0.167
	Choose ___N/A_____ of the following ELECTIVE/S				
Total credits for Semester 2				60	0.501
TOTAL CREDITS FOR YEAR LEVEL 3				120	1.002
TOTAL CREDITS FOR QUALIFICATION				368	3.002

Notes:
Delete all the rows that are unnecessary;
Use the Institutional Planning Codes and Definitions document when completing this document

[1]   Mark the changes.
[2]   Offering periods: Y=Year; S1=1st Semester; S2=2nd Semester; Q1=1st Quarter; Q2=2nd Quarter; Q3=3rd Quarter; Q4=4th Quarter
[3]   Only provide Y (Yes) or N (No).
[4]   1 Hemis credit is allocated per year. Module Hemis credit = Module SAQA credits / Total SAQA credits for the module year level. (Example: PLGY301 Hemis credits = 30 / 120 = 0.25 Hemis credits: PLGY301 has 30 SAQA credits; BSC 3rd year level has 120 SAQA credits.) ONLY APPLICABLE TO UNDERGRADUATE AND HONOURS MODULES

SECTION F: MODULAR INFORMATION REQUIRED			
Department: Development Planning & Management		**School:**	Economics & Management
Last Revision date: 2012		**First Year Offered (New):** 2013	
Replace this Module existing module(s)? Yes / **No**		**If YES, give the module codes:**	
Module linked to Qualification/s: BDV02	BAD01	BAL01	BIS01		
Migration Strategy: Yes / **No**		(If YES, IP05 must also be completed)	

NOTE: Please start each module's section F on a new page
To complete the following section, please use the Institutional Planning Codes and Definitions document

Module Code: (4 alphabetic & 3 numeric)	CDEV011
Module Name:	Concepts of Development
Module Content:	Development versus economic growth; development theories; historical development; development economics; development planning and management; regional & local economic development planning; rural development; urban development; environmental planning and development; poverty and inequality; glocalization; globalization; globalism; regionalism; modernization; growth mania; community development
Learning Outcomes:	• **A student should be able to:** Define the basic concepts of development; • **A student should be able to:** Explain the concepts of development; and, • **A student should be able to:** Apply the concepts of development in explaining development problems

Module Information:	SAQA Credits	ITS Course Level Code	CESM Code (3rd Order)
	12	3	200901

Delivery Information:	Campus	Full/Part Time	Period (1st/2nd Sem)
	Turfloop	Full-time	1st Sem

Periods per Week:	Classes	Practicals	Tutorial	Seminars	Independent Learning
	4	0	2	0	0

Pre-requisite modules for this module:	N/A
Co-requisites modules for module:	N/A
ASSESSMENT:	
Assessment Criteria:	• The student's ability to define the basic concepts of development • The student's capability to explain the concepts of development • The student's ability to apply the concepts of development in explaining development problems
Assessment Methods:	Quizzes, Tests, Assignments, Presentations, Practical Work and Examination

Assessment Weighting:	Min Formative Assessment mark for exam admission (%)		40%
	Final mark =	% Formative Assess Mark	60%
		% Summative Assess Mark	40%
	Min Final Assessment mark to pass (%)		50%

Summative Assessment Paper:		Paper 1	Paper 2	Paper 3	Paper 4
	Theory / Practical	Theory			
	Duration	3 hrs			
	Sub minimum	40%			

SECTION F: MODULAR INFORMATION REQUIRED			
Department: Development Planning & Management		**School:**	Economics & Management
Last Revision date: 2012		**First Year Offered (New):** 2013	
Replace this Module existing module(s)? Yes / **No**		**If YES, give the module codes:**	
Module linked to Qualification/s:	BDV02		
Migration Strategy: Yes / **No**		(If YES, IP05 must also be completed)	

NOTE: Please start each module's section F on a new page
To complete the following section, please use the Institutional Planning Codes and Definitions document

Module Code: (4 alphabetic & 3 numeric)	CDEP011
Module Name:	Urban Development
Module Content:	Urban growth in the Third World: International perspective, Historical perspective: the changing of urbanization with special reference to Post-apartheid South Africa; Urbanization and Rural-Urban Migration Policy: Theory and Policy; Housing, Infrastructure and service delivery; Social Problems in the City; Local Economic Development and Job Creation in Urban Centres; and Patterns of Urbanization & Urban Crisis of Underdevelopment; World Cities & Development; Wealth, Inequality & Deprivation in Urban Space Economies; Urbanization & Environmentalism; and, Service Delivery & Housing the Urban Poor; Definition of Urban Settlement; Urban Planning & Planned Urban Settlement; Distribution & Hierarchies of Urban Settlements; Theories of Urban Structure; Application of Structure Theories; Internal Structure of Towns & Cities; Peripheral Pressures; Industries, Suburbs & Shopping Centers)
Learning Outcomes:	• **A student should be able to:** Know concepts, theories and models of urban development; • **A student should be able to:** Identify urban development challenges and problems with specific reference to African and South African contexts; and, • **A student should be able to:** Explain concepts, theories and models of urban development and give examples related to South Africa's urban development

Module Information:	SAQA Credits	ITS Course Level Code	CESM Code (3rd Order)
	12	3	020201

Delivery Information:	Campus	Full/Part Time	Period (1st/2nd Sem)
	Turfloop	Full-time	1st Sem

Periods per Week:	Classes	Practicals	Tutorial	Seminars	Independent Learning
	4	0	2	0	0

Pre-requisite modules for this module:	N/A
Co-requisites modules for module:	N/A
ASSESSMENT:	
Assessment Criteria:	• The student's ability to recall the concepts, theories and models of urban development • The student's capability to be able to identify urban development challenges and problems with specific reference to African and South African contexts • The student's ability to explain concepts, theories and models of urban development and give examples related to South Africa's urban development
Assessment Methods:	Quizzes, Tests, Assignments, Presentations, Practical Work and Examination

Assessment Weighting:		Min Formative Assessment mark for exam admission (%)		40%
	Final mark =	% Formative Assess Mark		60%
		% Summative Assess Mark		40%
	Min Final Assessment mark to pass (%)			50%

Summative Assessment Paper:		Paper 1	Paper 2	Paper 3	Paper 4
	Theory / Practical	Theory			
	Duration	3 hrs			
	Sub minimum	40%			

<table>
<tr><td colspan="4" align="center">**SECTION F: MODULAR INFORMATION REQUIRED**</td></tr>
<tr><td colspan="3">**Department:**   Development Planning & Management</td><td>**School:**   Economics & Management</td></tr>
<tr><td colspan="2">**Last Revision date:**   2012</td><td colspan="2">**First Year Offered (New):**   2013</td></tr>
<tr><td colspan="2">**Replace this Module existing module(s)?**</td><td>Yes / **No**</td><td>**If YES, give the module codes:**</td></tr>
<tr><td>**Module linked to Qualification/s:**</td><td>BDV02</td><td></td><td></td></tr>
<tr><td colspan="2">**Migration Strategy:**   Yes / **No**</td><td colspan="2">(If YES, IP05 must also be completed)</td></tr>
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NOTE: Please start each module's section F on a new page
To complete the following section, please use the Institutional Planning Codes and Definitions document

<table>
<tr><td colspan="6"></td></tr>
<tr><td colspan="2">**Module Code:** (4 alphabetic & 3 numeric)</td><td colspan="4">CDPM011</td></tr>
<tr><td colspan="2">**Module Name:**</td><td colspan="4">Poverty & Inequality</td></tr>
<tr><td colspan="2">**Module Content:**</td><td colspan="4">Defining Poverty, Well-being, Livelihood & Inequality; Understanding Poverty & Inequality; Bird's & Worm's Eye Views; Observation and Measurement of Poverty & Inequality - Indices of Poverty and Inequality: Income, Expenditure & Consumption; Poverty Head-count; Poverty Ratio; Poverty Line & Gap; Poverty Profile; Lorenzo Curve & Gini-coefficient; Critique of the Poverty Measures; Dimensions of Poverty - Spatial, Temporal, Gender, and Racial, etc.</td></tr>
<tr><td colspan="2">**Learning Outcomes:**</td><td colspan="4">**A student should be able to:** Describe the nature, dimensions, content and measurements of poverty and inequality;
A student should be able to: Identify appropriate indicators of poverty and inequality;
A student should be able to: Explain the impact of South African socio-economic policies on poverty and inequality;
A student should be able to: Identify and describe poverty and inequality circumstances of communities;
A student should be able to: Explain poverty and inequality in relation to social exclusion and gender; and,
A student should be able to: Outline poverty reduction strategies.</td></tr>
<tr><td colspan="2" rowspan="2">**Module Information:**</td><td colspan="2" align="center">SAQA Credits</td><td align="center">ITS Course Level Code</td><td align="center">CESM Code (3rd Order)</td></tr>
<tr><td colspan="2" align="center">12</td><td align="center">3</td><td align="center">200901</td></tr>
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<tr><td colspan="2" align="center">Turfloop</td><td align="center">Full-time</td><td align="center">1st Sem</td></tr>
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<tr><td colspan="2">**Pre-requisite modules for this module:**</td><td colspan="4">N/A</td></tr>
<tr><td colspan="2">**Co-requisites modules for module:**</td><td colspan="4">N/A</td></tr>
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<tr><td colspan="2">**Assessment Criteria:**</td><td colspan="4">The student's ability to describe the nature, dimensions, content and measurements of poverty and inequality
The student's ability to identify appropriate indicators of poverty and inequality
The student's ability to explain the impact of South African socio-economic policies on poverty and inequality
The student's capability to identify and describe poverty and inequality circumstances of communities
The student's ability to explain poverty and inequality in relation to social exclusion and gender
The student's ability to outline poverty reduction strategies.</td></tr>
</table>

Assessment Methods:		Quizzes, Tests, Assignments, Presentations, Debates, Practical Work and Examination			
Assessment Weighting:		Min Formative Assessment mark for exam admission (%)			40%
		Final mark =	% Formative Assess Mark		60%
			% Summative Assess Mark		40%
		Min Final Assessment mark to pass (%)			50%
Summative Assessment Paper:		Paper 1	Paper 2	Paper 3	Paper 4
	Theory / Practical	Theory			
	Duration	3 hrs			
	Sub minimum	40%			

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<tr><td colspan="5" align="center">SECTION F: MODULAR INFORMATION REQUIRED</td></tr>
<tr><td colspan="3">Department: Public Administration</td><td>School:</td><td>Economics & Management</td></tr>
<tr><td colspan="3">Last Revision date: 2012</td><td>First Year Offered (New):</td><td>2013</td></tr>
<tr><td colspan="2">Replace this Module existing module(s)?</td><td>Yes / No</td><td colspan="2">If YES, give the module codes:</td></tr>
<tr><td>Module linked to Qualification/s:</td><td>BAdmin (Public Administration)</td><td>BAdmin (Local Government)</td><td colspan="2">BDV02</td></tr>
<tr><td>Migration Strategy:</td><td colspan="2">Yes / No</td><td colspan="2">(If YES, IP05 must also be completed)</td></tr>
</table>

NOTE: Please start each module's section F on a new page
To complete the following section, please use the Institutional Planning Codes and Definitions document

Module Code: (4 alphabetic & 3 numeric)	CPUB011
Module Name:	Nature & Scope of Public Administration
Module Content:	The origins & development of Public Administration as a scientific discipline; Nature and meaning of Public Administration; Stages/phases of the development of Public Administration and the scientific nature of the discipline; Concepts of the discipline of Public administration; Theoretical basis of public administration; Schools, approaches, principles and the environment of Public Administration
Learning Outcomes:	**A student should be able to:** Integrate both theory and practice of Public Administration; **A student should be able to:** Define & distinguish the discipline of Public Administration within social sciences; **A student should be able to:** Comprehend the role of public administration within the society's landscape; **A student should be able to:** Distinguish & explain the functions of government; **A student should be able to:** Identify & explain the various arms of government; and, **A student should be able to:** Apply basic principles of public administration in practice

<table>
<tr><td rowspan="2">Module Information:</td><td>SAQA Credits</td><td>ITS Course Level Code</td><td>CESM Code (3rd Order)</td></tr>
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<tr><td rowspan="2">Delivery Information:</td><td>Campus</td><td>Full/Part Time</td><td>Period (1st/2ndSem)</td></tr>
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<tr><td rowspan="2">Periods per Week:</td><td>Classes</td><td>Practicals</td><td>Tutorial</td><td>Seminars</td><td>Independent Learning</td></tr>
<tr><td>4 * 45 min</td><td>0</td><td>0</td><td>0</td><td>0</td></tr>
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Pre-requisite modules for this module:	N/A
Co-requisites modules for module:	N/A
ASSESSMENT:	
Assessment Criteria:	• The student's ability to integrate both theory and practice of Public Administration • The student's ability to define & distinguish Public Administration as a scientific discipline within social sciences • The student's ability to comprehend the role of public administration within the society's landscape • The student's capability to distinguish and explain the functions of government • The student's capability to identify & explain the various arms of government • The student's ability to apply basic principles of public administration
Assessment Methods:	Combination of Tests, Presentations, Assignments & Examination

<table>
<tr><td>Assessment Weighting:</td><td>Min Formative Assessment mark for exam admission (%)</td><td>40%</td></tr>
</table>

		Paper 1	Paper 2	Paper 3	Paper 4
		Final mark =	% Formative Assess Mark		60%
			% Summative Assess Mark		40%
		Min Final Assessment mark to pass (%)			50%
Summative Assessment Paper:	Theory / Practical	Theory			
	Duration	3hrs			
	Sub minimum	40%			

SECTION F: MODULAR INFORMATION REQUIRED			
Department: Development Planning & Management		**School:**	Economics & Management
Last Revision date: 2012		**First Year Offered (New):** 2013	
Replace this Module existing module(s)? Yes / **No**		**If YES, give the module codes:**	
Module linked to Qualification/s:	BDV02		
Migration Strategy: Yes / **No**		(If YES, IP05 must also be completed)	

NOTE: Please start each module's section F on a new page
To complete the following section, please use the Institutional Planning Codes and Definitions document

Module Code: (4 alphabetic & 3 numeric)	CDVL011
Module Name:	Principles of Planning & Management
Module Content:	Principles of management and models of planning; Types of managers, management and planning; Managing and planning for development institutions in the public, private and civic sectors; The management and planning environment and context (micro-scale, institutional, regional and global); Leadership and management; Change agents and management of change; Functional, operational and logistical management and planning; Planning stages and process; Resources mobilization and allocation; Planning goals, activities and levels; Stakeholders management and participatory planning; Vertical and horizontal participatory planning; Vertical and horizontal planning partnerships; Modern planning and market failure; Psychological impact for nation building and foreign development aid; Planning and decision making; Uncertainty, risks, rationality and anticipation of the future; Process model versus perspective Blueprint Physical Sciences Planning; and Development planning change agent
Learning Outcomes:	• **A student should be able to:** Know and describe the principles of general management and models of planning; • **A student should be able to:** Describe the types of management and planning and the environments (at micro-level, meso-scale, macro-scale and global level); • **A student should be able to:** Explain stakeholder management, leadership, mobilization and allocation; • **A student should be able to:** Distinguish between vertical and horizontal planning partnerships and participatory planning; and, • **A student should be able to:** Relate planning goals, activities and operational levels

Module Information:	SAQA Credits	ITS Course Level Code	CESM Code (3rd Order)
	12	3	020201

Delivery Information:	Campus	Full/Part Time	Period (1st/2ndSem)
	Turfloop	Full-time	1st Sem

Periods per Week:	Classes	Practicals	Tutorial	Seminars	Independent Learning
	4	1	2	0	0

Pre-requisite modules for this module:	N/A
Co-requisites modules for module:	N/A
ASSESSMENT:	
Assessment Criteria:	• The student's ability to describe and discuss the principles of general management and models of planning • The student's capability to describe the types of management and planning and the environments (at micro-level, meso-scale, macro-scale and global level) • The student's ability to explain stakeholder management, leadership,

		• mobilization and allocation • The student's capability to distinguish between vertical and horizontal planning partnerships and participatory planning • The student's ability to relate planning goals, activities and operational levels

Assessment Methods:	Quizzes, Tests, Assignments, Presentations, Debates, Practical Work and Examination	

Assessment Weighting:	Min Formative Assessment mark for exam admission (%)		40%
	Final mark =	% Formative Assess Mark	60%
		% Summative Assess Mark	40%
	Min Final Assessment mark to pass (%)		50%

		Paper 1	Paper 2	Paper 3	Paper 4
Summative Assessment Paper:	Theory / Practical	Theory			
	Duration	3 hrs			
	Sub minimum	40%			

SECTION F: MODULAR INFORMATION REQUIRED		
Department: Development Planning & Management	**School:**	Economics & Management
Last Revision date: 2012	**First Year Offered (New):** 2013	
Replace this Module existing module(s)? Yes / **No**	**If YES, give the module codes:**	
Module linked to Qualification/s:	BDV02	BAL01	BAD01	BIS01		
Migration Strategy: Yes / **No**	(If YES, IP05 must also be completed)	

NOTE: Please start each module's section F on a new page
To complete the following section, please use the Institutional Planning Codes and Definitions document

Module Code: (4 alphabetic & 3 numeric)	CDEV012
Module Name:	Development & the Environment
Module Content:	Development-Environment Relationship; Developmentalism versus Environmentalism; Sustainable Development - Worldviews on Sustainability, International Debate on Sustainability; Aspects of Development Sustainability - Capacity-Performance Relationship, people in Sustainability Development, Sustainable People Development, dimensions of empowerment; Development-Environment Relationship in Africa; and Effective Environmental and Development Management; Green Development; Industrial Ecology; Environmental Economics; Nexus of Climate, Environment & Development; Brown Agenda & the Wilderness
Learning Outcomes:	• **A student should be able to:** Know and describe the concepts, ideologies and practices of developmentalism and environmentalism; • **A student should be able to:** Analyze the relationship between development and the environment; • **A student should be able to:** Explain the uses and abuses of the concept of sustainable development within an African context; and, • **A student should be able to:** Appraise development action for sustainability or lack thereof

Module Information:	SAQA Credits	ITS Course Level Code	CESM Code (3rd Order)
	12	3	140504

Delivery Information:	Campus	Full/Part Time	Period (1st/2nd Sem)
	Turfloop	Full-time	2nd Sem

Periods per Week:	Classes	Practicals	Tutorial	Seminars	Independent Learning
	4	1	2	0	0

Pre-requisite modules for this module:	CDEV011
Co-requisites modules for module:	N/A
ASSESSMENT:	
Assessment Criteria:	• The student's ability to describe and discuss the concepts, ideologies and practices of developmentalism and environmentalism • The student's capability to analyze the relationship between development and the environment • The student's capability to explain the uses and abuses of the concept of sustainable development within an African context • The student's ability to appraise development action for sustainability or lack thereof
Assessment Methods:	Quizzes, Tests, Assignments, Presentations, Practical Work and Examination
Assessment Weighting:	Min Formative Assessment mark for exam admission (%)	40%

		Final mark =	% Formative Assess Mark		60%
			% Summative Assess Mark		40%
		Min Final Assessment mark to pass (%)			50%
Summative Assessment Paper:		Paper 1	Paper 2	Paper 3	Paper 4
	Theory / Practical	Theory			
	Duration	3 hrs			
	Sub minimum	40%			

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<tr><td colspan="4" align="center">SECTION F: MODULAR INFORMATION REQUIRED</td></tr>
<tr><td colspan="2">Department: Development Planning & Management</td><td>School:</td><td>Economics & Management</td></tr>
<tr><td colspan="2">Last Revision date: 2012</td><td colspan="2">First Year Offered (New): 2013</td></tr>
<tr><td colspan="2">Replace this Module existing module(s)? Yes / No</td><td colspan="2">If YES, give the module codes:</td></tr>
<tr><td>Module linked to Qualification/s:</td><td>BDV02</td><td></td><td></td></tr>
<tr><td colspan="2">Migration Strategy: Yes / No</td><td colspan="2">(If YES, IP05 must also be completed)</td></tr>
</table>

NOTE: Please start each module's section F on a new page
To complete the following section, please use the Institutional Planning Codes and Definitions document

Module Code: (4 alphabetic & 3 numeric)	CDEP012
Module Name:	Local Economic Development
Module Content:	Concept of LED; partnerships, local economies & job creation; impact of colonialism and apartheid on a mixed developing economies; regional economic development theories; Issues related to empowerment and investing in people in development; rural/urban unemployment; growth pole theories, Local economic development models & strategies; and Case studies of Local Economic Development in rural and urban areas
Learning Outcomes:	• **A student should be able to:** Outline the concepts and theories of LED; • **A student should be able to:** Outline the LED planning process and approaches; • **A student should be able to:** Identify LED approach best suited for their local context and the LED environments in South Africa; • **A student should be able to:** Explain the relationship between LED and globalization (Global markets); • **A student should be able to:** Analyze LED regulations and legislative frameworks in a South African context; • **A student should be able to:** Describe the roles and responsibilities of spheres of government in LED (cooperative governance) and the provision of public services and infrastructure; • **A student should be able to:** Explain the IDP cycle and its relationship with LED; • **A student should be able to:** Outline Project Business Plan and the project cycle; and, • **A student should be able to:** Discuss monitoring of LED

Module Information:	SAQA Credits	ITS Course Level Code	CESM Code (3rd Order)
	12	3	040401

Delivery Information:	Campus	Full/Part Time	Period (1st/2nd Sem)
	Turfloop	Full-time	2nd Sem

Periods per Week:	Classes	Practicals	Tutorial	Seminars	Independent Learning
	4	1	2	0	0

Pre-requisite modules for this module:	CDEP011
Co-requisites modules for module:	N/A
ASSESSMENT:	
Assessment Criteria:	• The student's ability to outline the concepts and theories of LED • The student's ability to outline the LED planning process and approaches • The student's capability to identify LED approach best suited for their local context and the LED environments in South Africa • The student's ability to explain the relationship between LED and

		globalization (Global markets) • The student's ability to analyze LED regulations and legislative frameworks in a South African context • The student's capability to describe the roles and responsibilities of spheres of government in LED (cooperative governance) and the provision of public services and infrastructure • The student's capability to explain the IDP cycle and its relationship with LED • The student's ability to outline Project Business Plan and the project cycle • The student's capability to discuss the monitoring of LED			
Assessment Methods:		Quizzes, Tests, Assignments, Presentations, Practical Work and Examination			
Assessment Weighting:		Min Formative Assessment mark for exam admission (%)			40%
		Final mark =	% Formative Assess Mark		60%
			% Summative Assess Mark		40%
		Min Final Assessment mark to pass (%)			50%

Summative Assessment Paper:		Paper 1	Paper 2	Paper 3	Paper 4
	Theory / Practical	Theory			
	Duration	3 hrs			
	Sub minimum	40%			

<table>
<tr><td colspan="4" align="center">SECTION F: MODULAR INFORMATION REQUIRED</td></tr>
<tr><td colspan="2">Department: Development Planning & Management</td><td>School:</td><td>Economics & Management</td></tr>
<tr><td colspan="2">Last Revision date: 2012</td><td colspan="2">First Year Offered (New): 2013</td></tr>
<tr><td colspan="2">Replace this Module existing module(s)? Yes / No</td><td colspan="2">If YES, give the module codes:</td></tr>
<tr><td>Module linked to Qualification/s:</td><td>BDV02</td><td></td><td></td></tr>
<tr><td colspan="2">Migration Strategy: Yes / No</td><td colspan="2">(If YES, IP05 must also be completed)</td></tr>
</table>

NOTE: Please start each module's section F on a new page
To complete the following section, please use the Institutional Planning Codes and Definitions document

Module Code: (4 alphabetic & 3 numeric)	CDPM012
Module Name:	Development Economics
Module Content:	Principles and Concepts of Development Economics (Economics & development: Nature & study of development economics and the important role of values in development economics); The Meaning of Development and Approaches to Economic Development; Domestic Development Problems and Policies (Growth, poverty & income distribution: the growth controversy, inequality & absolute poverty in Third world countries, economic characteristics of poverty groups, policy options & basic considerations); population growth and economic development (Population growth & the quality of life; population debates); Economics of Population & Development (Theory Demographic Transition, Multhusian Population Trap and Policy Propositions). Unemployment and Employment: Economic models of employment determination: free market model, output & employment growth, appropriate technology & employment generation); Rural-Urban Migration: Theory and policy; International Development Problems and Policies
Learning Outcomes:	• **A student should be able to:** Describe the principles and concepts of development economics; • **A student should be able to:** Know the conceptual features of competing paradigms and economic theories of development; • **A student should be able to:** Recall the policy recommendations of each paradigm; and, • **A student should be able to:** Explain development problems associated with population growth, unemployment and rural-urban migration (Comprehension)

Module Information:	SAQA Credits	ITS Course Level Code	CESM Code (3rd Order)
	12	3	040405

Delivery Information:	Campus	Full/Part Time	Period (1st/2ndSem)
	Turfloop	Full-time	2

Periods per Week:	Classes	Practicals	Tutorial	Seminars	Independent Learning
	4	0	2	0	0

Pre-requisite modules for this module:	CDPM011
Co-requisites modules for module:	N/A
ASSESSMENT:	
Assessment Criteria:	• The student's ability to describe the principles and concepts of development economics • The student's ability to recall the conceptual features of competing paradigms and economic theories of development • The student's capability to recall the policy recommendations of each paradigm

		The student's ability to explain development problems associated with population growth, unemployment and rural-urban migration			
Assessment Methods:		Quizzes, Tests, Assignments, Presentations, Practical Work and Examination			
Assessment Weighting:		Min Formative Assessment mark for exam admission (%)			40%
		Final mark =	% Formative Assess Mark		60%
			% Summative Assess Mark		40%
		Min Final Assessment mark to pass (%)			50%
Summative Assessment Paper:		Paper 1	Paper 2	Paper 3	Paper 4
	Theory / Practical	Theory			
	Duration	3 hrs			
	Sub minimum	40%			

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<tr><td colspan="4" align="center">**SECTION F: MODULAR INFORMATION REQUIRED**</td></tr>
<tr><td colspan="2">Department: Public Administration</td><td>School:</td><td>Economics & Management</td></tr>
<tr><td colspan="2">Last Revision date: 2012</td><td>First Year Offered (New):</td><td>2013</td></tr>
<tr><td colspan="2">Replace this Module existing module(s)?   Yes / No</td><td>If YES, give the module codes:</td><td></td></tr>
<tr><td>Module linked to Qualification/s:</td><td>BAdmin (Public Administration)   BAdmin (Local Government)</td><td colspan="2">BDV02</td></tr>
<tr><td>Migration Strategy:</td><td>Yes / **No**</td><td colspan="2">(If YES, IP05 must also be completed)</td></tr>
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NOTE: Please start each module's section F on a new page
To complete the following section, please use the Institutional Planning Codes and Definitions document

Module Code: (4 alphabetic & 3 numeric)	CPUBO12
Module Name:	Structuring and Functioning of Public Administration
Module Content:	The structure and functioning of public administration in practice; The processes of public administration and their manifestations in practice; Functions of public administration; and, Process involved in public institutions
Learning Outcomes:	**A student should be able to:** Define & describe the structures and functioning of Public Administration as both a discipline and practice; **A student should be able to:** Comprehend the basics of the process involved in the practice of public administration; **A student should be able to:** Explain & demonstrate the role of public administration institutions within the society's policy landscape; **A student should be able to:** Explain the practical manifestations of the processes of public administration; **A student should be able to:** Describe the functions of public administration; **A student should be able to:** Explain the processes associated with public institutions

<table>
<tr><td rowspan="2">Module Information:</td><td align="center">SAQA Credits</td><td align="center">ITS Course Level Code</td><td align="center">CESM Code (3rd Order</td></tr>
<tr><td align="center">12</td><td align="center">3</td><td align="center">190301</td></tr>
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<tr><td rowspan="2">Periods per Week:</td><td align="center">Classes</td><td align="center">Practicals</td><td align="center">Tutorial</td><td align="center">Seminars</td><td align="center">Independent Learning</td></tr>
<tr><td align="center">4</td><td align="center">0</td><td align="center">0</td><td align="center">0</td><td align="center">0</td></tr>
</table>

Pre-requisite modules for this module:	CPUB011
Co-requisites modules for module:	N/A
ASSESSMENT:	
Assessment Criteria:	- The student's ability to define & describe the structures and functioning of public administration as both a discipline and practice - The student's ability to comprehend the basics of the process involved in the practice of public administration - The student's ability to explain & demonstrate the role of public administration institutions within the society's policy landscape - The student's ability to explain the practical manifestations of the processes of public administration - The student's capability to describe the functions of public administration - The student's ability to explain the processes associated with public institutions
Assessment Methods:	Combination of Tests, Presentations, Assignments & Examination

Assessment Weighting:		Min Formative Assessment mark for exam admission (%)		40%
	Final mark =	% Formative Assess Mark		60%
		% Summative Assess Mark		40%
	Min Final Assessment mark to pass (%)			50%

Summative Assessment Paper:		Paper 1	Paper 2	Paper 3	Paper 4
	Theory / Practical	Theory			
	Duration	3hrs			
	Sub minimum	40%			

<table>
<tr><td colspan="5" align="center">SECTION F: MODULAR INFORMATION REQUIRED</td></tr>
<tr><td colspan="3">Department: Development Planning & Management</td><td>School:</td><td>Economics & Management</td></tr>
<tr><td colspan="3">Last Revision date: 2012</td><td colspan="2">First Year Offered (New):   2013</td></tr>
<tr><td colspan="2">Replace this Module existing module(s)?</td><td>Yes / No</td><td colspan="2">If YES, give the module codes:</td></tr>
<tr><td>Module linked to Qualification/s:</td><td>BDV02</td><td></td><td></td><td></td></tr>
<tr><td colspan="2">Migration Strategy: Yes / No</td><td colspan="3">(If YES, IP05 must also be completed)</td></tr>
</table>

NOTE: Please start each module's section F on a new page
To complete the following section, please use the Institutional Planning Codes and Definitions document

<table>
<tr><td colspan="2"></td></tr>
<tr><td>Module Code: (4 alphabetic & 3 numeric)</td><td>CDVL012</td></tr>
<tr><td>Module Name:</td><td>Principles of Spatial Development Planning</td></tr>
<tr><td>Module Content:</td><td>Basic Models of Planning, the Planning Process & Planning in Stages; Planning as Integrated & Holistic Development Approach; the Nature of Spatial Development Planning; Rationale for Spatial Development Planning and Resources Mobilization & Allocation in Mixed Developing Economies; Markets & States in Spatial Development Planning; Problems & Crises of Implementation in Planning; Theory versus Practice in Spatial Development Planning; Spatial Development Frameworks & Initiatives; SDI in South Africa</td></tr>
<tr><td>Learning Outcomes:</td><td>A Student should be able to: Explain the principal elements of spatial development planning;
A student should be able to: Explain the policy and legislative frameworks for sustainable integrated spatial development planning;
A student should be able to: Describe and analyse topographical and aerial photo maps; and, Apply topographical maps and aerial photographs as tools for spatial development planning;
A student should be able to: Explain the challenges, problems and crisis of implementation in the planning of SDP and/or SDF; and,
A student should be able to: Know the SDF processes within the South African context</td></tr>
</table>

<table>
<tr><td rowspan="2">Module Information:</td><td>SAQA Credits</td><td>ITS Course Level Code</td><td>CESM Code (3rd Order)</td></tr>
<tr><td>12</td><td>3</td><td>020201</td></tr>
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<table>
<tr><td rowspan="2">Delivery Information:</td><td>Campus</td><td>Full/Part Time</td><td>Period (1st/2nd Sem)</td></tr>
<tr><td>Turfloop</td><td>Full-time</td><td>2nd Sem</td></tr>
</table>

<table>
<tr><td rowspan="2">Periods per Week:</td><td>Classes</td><td>Practicals</td><td>Tutorial</td><td>Seminars</td><td>Independent Learning</td></tr>
<tr><td>4</td><td>1</td><td>2</td><td>0</td><td>0</td></tr>
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<table>
<tr><td>Pre-requisite modules for this module:</td><td>CDVL011</td></tr>
<tr><td>Co-requisites modules for module:</td><td>N/A</td></tr>
<tr><td>ASSESSMENT:</td><td></td></tr>
<tr><td>Assessment Criteria:</td><td>The student's ability to explain the principal elements of spatial development planning
The student's ability to explain the policy and legislative frameworks for sustainable integrated spatial development planning
The student's capability to describe and analyse topographical maps and aerial photographs
The student's ability to apply topographical maps and aerial photographs as tools for spatial development planning
The student's ability to explain the challenges, problems and crisis of implementation in the planning of SDP and/or SDF
The student's capability to discuss the SDF processes within the South African context</td></tr>
</table>

Assessment Methods:		Quizzes, Tests, Assignments, Presentations, Practical Work, Landscape Traverse and Examination			
Assessment Weighting:		Min Formative Assessment mark for exam admission (%)			40%
		Final mark =	% Formative Assess Mark		60%
			% Summative Assess Mark		40%
		Min Final Assessment mark to pass (%)			50%
Summative Assessment Paper:		Paper 1	Paper 2	Paper 3	Paper 4
	Theory / Practical	Theory			
	Duration	3 hrs			
	Sub minimum	40%			

SECTION F: MODULAR INFORMATION REQUIRED		
Department: Development Planning & Management		**School:** Economics & Management
Last Revision date: 2012	**First Year Offered (New):** 2013	
Replace this Module existing module(s)? Yes / **No**	**If YES, give the module codes:**	
Module linked to Qualification/s: BDV02		
Migration Strategy: Yes / **No**	(If YES, IP05 must also be completed)	

NOTE: Please start each module's section F on a new page
To complete the following section, please use the Institutional Planning Codes and Definitions document

Module Code: (4 alphabetic & 3 numeric)	CDEA021
Module Name:	Environmental Management
Module Content:	Definition & Scope of Environmental Management; Typical Scheme of Practice of Environmental Management; Environmental Philosophy & Ethics; Reasoning About Nature and Environment; Environmental Management Fundamentals & Principles; Implications of Population Growth; Sustainable Development & Environmental Ethics; Business, Economics & Law in Environmental Management; Decision-making in a Typical Environmental Management Process; and Environmental Management for Tourism Development
Learning Outcomes:	• **A Student should be able to:** Know and describe the fundamentals, principles and concepts of environmental planning and management; • **A student should be able to:** Know the roles of business and law in environmental planning and management; • **A student should be able to:** Know the environmental vision and concepts of transfrontier conservation areas planning; • **A student should be able to:** Demonstrate knowledge necessary for planning, overseeing and supervising the process of environmental impact assessment; • **A student should be able to:** Analyze environmental management policy and practice; and, • **A student should be able to:** Plan and organize environmental conservation and protection with human welfare interest

Module Information:	SAQA Credits	ITS Course Level Code	CESM Code (3rd Order)
	12	3	140504

Delivery Information:	Campus	Full/Part Time	Period (1st/2nd Sem)
	Turfloop	Full-time	1st Sem

Periods per Week:	Classes	Practicals	Tutorial	Seminars	Independent Learning
	4	0	0	0	0

Pre-requisite modules for this module:	CDEV012
Co-requisites modules for module:	N/A
ASSESSMENT:	
Assessment Criteria:	• The student's ability to describe and discuss the fundamentals, principles and concepts of environmental planning and management • The student's capability to discuss the roles of business and law in environmental planning and management • The student's ability to discuss the environmental vision and concepts of transfrontier conservation areas planning • The student's capability to demonstrate knowledge necessary for planning, overseeing and supervising the process of environmental impact assessment

		• The student's ability to analyze environmental management policy and practice • The student's ability to plan and organize environmental conservation and protection with human welfare interest.			
Assessment Methods:		Quizzes, Tests, Assignments, Presentations, Practical Work and Examination			
Assessment Weighting:		Min Formative Assessment mark for exam admission (%)			40%
		Final mark =	% Formative Assess Mark		60%
			% Summative Assess Mark		40%
		Min Final Assessment mark to pass (%)			50%
Summative Assessment Paper:		Paper 1	Paper 2	Paper 3	Paper 4
	Theory / Practical	Theory			
	Duration	3 hrs			
	Sub minimum	40%			

<table>
<tr><td colspan="3" align="center">SECTION F: MODULAR INFORMATION REQUIRED</td></tr>
<tr><td colspan="2">Department: Development Planning & Management</td><td>School: Economics & Management</td></tr>
<tr><td colspan="2">Last Revision date: 2012</td><td>First Year Offered (New):   2013</td></tr>
<tr><td colspan="2">Replace this Module existing module(s)?   Yes / No</td><td>If YES, give the module codes:</td></tr>
</table>

Module linked to Qualification/s:	BDV02	BA (Social Sciences)				

Migration Strategy:	Yes / **No**	(If YES, IP05 must also be completed)

NOTE: Please start each module's section F on a new page
To complete the following section, please use the Institutional Planning Codes and Definitions document

Module Code: (4 alphabetic & 3 numeric)	CDEB021
Module Name:	Rural Development
Module Content:	The rural sector: characteristics and challenges; Rural poverty: explanations and development strategies; Land, agriculture and transformation: implication for rural development; Rural infrastructure and access to service delivery; Integrated rural development strategies; Institutional arrangements and development in rural areas;Traditional Rural Structures; Collapse and the Impact of Colonization; Post-colonial Rurality); The Nature of Rural Development Planning, Strategies & Methodologies; Land Reform & Livelihoods; The Green Revolution & Food Security; Rural Co-operatives & Regeneration of Agriculture; Challenges & opportunities of rural livelihoods; Rural-to-urban migration; Brain-drain, Remittances & their Development Impact; Theories, strategies & ideologies of rural development; Rural development, policy & projects in the post-1990, with special reference to South Africa
Learning Outcomes:	**A student should be able to:** Define rural poverty and describe its dimensions; **A student should be able to:** Define the concept of rural development; **A student should be able to:** Explain the problems confronted in implementing rural development strategies from economic, environmental, geographical, socio-cultural and political contexts; **A student should be able to:** Explain the challenges and opportunities of rural livelihoods; **A student should be able to:** Explain different approaches to rural development planning and management, policies and projects in the post-1994 South Africa

Module Information:	SAQA Credits	ITS Course Level Code	CESM Code (3rd Order)
	16	3	140501

Delivery Information:	Campus	Full/Part Time	Period (1st/2ndSem)
	Turfloop	Full-time	1st Sem

Periods per Week:	Classes	Practicals	Tutorial	Seminars	Independent Learning
	4	0	1	0	0

Pre-requisite modules for this module:	N/A
Co-requisites modules for module:	N/A
ASSESSMENT:	
Assessment Criteria:	- The student's ability to define rural poverty and describe its dimensions - The student's ability to define the concept of rural development and explain the problems confronted in implementing rural development strategies from economic, environmental, geographical, socio-cultural and political contexts

		• The student's capability to explain the challenges and opportunities of rural livelihoods • The student's capability to explain different approaches to rural development planning and management, policies and projects in the post-1994 South Africa		

Assessment Methods:	Quizzes, Tests, Assignments, Presentations, Practical Work and Examination	

Assessment Weighting:	Min Formative Assessment mark for exam admission (%)		40%
	Final mark =	% Formative Assess Mark	60%
		% Summative Assess Mark	40%
	Min Final Assessment mark to pass (%)		50%

Summative Assessment Paper:		Paper 1	Paper 2	Paper 3	Paper 4
	Theory / Practical	Theory			
	Duration	3 hrs			
	Sub minimum	40%			

SECTION F: MODULAR INFORMATION REQUIRED						
Department: Development Planning & Management				**School:**	Economics & Management	
Last Revision date: 2012			**First Year Offered (New):**	2013		
Replace this Module existing module(s)?		Yes / **No**	**If YES, give the module codes:**			
Module linked to Qualification/s:	BDV02	BAdmin (Public Administration)				
Migration Strategy:	Yes / **No**		(If YES, IP05 must also be completed)			

NOTE: Please start each module's section F on a new page
To complete the following section, please use the Institutional Planning Codes and Definitions document

Module Code: (4 alphabetic & 3 numeric)	CDEC021
Module Name:	Project Management
Module Content:	Introduction to the concept of project management; The history and development of project management as a discipline; Project management knowledge areas; Role of the project manager and benefits of project management; The difference between programme, project & sub-project; Projects versus operations; Introduction to project manager's toolbox (network diagrams)
Learning Outcomes:	**A student should be able to:** Define the concepts of project management and to describe its history and development as a discipline; **A student should be able to:** Outline project management areas; **A student should be able to:** Describe the role of project manager and benefits of project management; **A student should be able to:** Define and distinguish programme, project and sub-project from each other; **A student should be able to:** Differentiate projects versus operations; and, **A student should be able to:** List network diagrams used as project manager's toolbox in project management

Module Information:	SAQA Credits	ITS Course Level Code	CESM Code (3rd Order)
	16	3	040110

Delivery Information:	Campus	Full/Part Time	Period (1st/2nd Sem)
	Turfloop	Full-time	2nd Sem

Periods per Week:	Classes	Practicals	Tutorial	Seminars	Independent Learning
	4	1	2	0	0

Pre-requisite modules for this module:	N/A
Co-requisites modules for module:	N/A
ASSESSMENT:	
Assessment Criteria:	- The student's ability to define concepts of project management - The student's ability to describe the history and development of project management as a discipline - The student's ability to outline project management areas - The student's ability to describe the role of project manager and benefits of project management - The student's capability to explain the differences between programme, project and sub-project - The student's ability to differentiate projects from operations - The student's ability to list network diagrams used as project manager's toolbox in project management

Assessment Methods:		Quizzes, Tests, Assignments, Presentations, Practical Work and Examination			
Assessment Weighting:		Min Formative Assessment mark for exam admission (%)			40%
		Final mark =	% Formative Assess Mark		60%
			% Summative Assess Mark		40%
		Min Final Assessment mark to pass (%)			50%
Summative Assessment Paper:		Paper 1	Paper 2	Paper 3	Paper 4
	Theory / Practical	Theory			
	Duration	3 hrs			
	Sub minimum	40%			

<table>
<tr><td colspan="4" align="center">SECTION F: MODULAR INFORMATION REQUIRED</td></tr>
<tr><td colspan="2">Department: Development Planning & Management</td><td>School:</td><td>Economics & Management</td></tr>
<tr><td colspan="2">Last Revision date: 2012</td><td colspan="2">First Year Offered (New):   2013</td></tr>
<tr><td colspan="2">Replace this Module existing module(s)?   Yes / **No**</td><td colspan="2">If YES, give the module codes:</td></tr>
<tr><td>Module linked to Qualification/s:</td><td>BDV02</td><td></td><td></td></tr>
<tr><td colspan="2">Migration Strategy: Yes / **No**</td><td colspan="2">(If YES, IP05 must also be completed)</td></tr>
</table>

NOTE: Please start each module's section F on a new page
To complete the following section, please use the Institutional Planning Codes and Definitions document

Module Code: (4 alphabetic & 3 numeric)	CDED021
Module Name:	Community Development Planning
Module Content:	Evolution of Concept of Community Development; Approaches to Community Development (Assets-Based & Citizen-Driven (ABCD) Community Development; Community Foundation Model; Community Assets Mapping; Community Economics & Funding; Community Transepts); Community Development Institutions; Principles of Community Finance; Community Development Project Planning & Management; Coordination & Evaluation of Community Development; IKS in Development; Principles of Community Development Planning & Training; Community-Based Development Planning; Community Participation, Ownership & Empowerment; Case Study of the Capricorn District Municipality; Managing & Planning for Community Development Institutions in the Public, Private & Civic Sectors; the Community Management & Planning Environment & Contexts (micro-scale, institutional, regional & global); Community Leadership & Management; Change Agents & Management of Change; Functional, Operational & Logistical Community Management & Planning; Community Resources Mobilization & Allocation; Community Stakeholders Management & Participatory Planning; Community Planning Partnerships
Learning Outcomes:	**A student should be able to:** Define the concepts and approaches to community development; **A student should be able to:** Explain the origins and evolution of community development; **A student should be able to:** Explain the changes in theoretical trends on community development within the context of the broader development thinking; **A student should be able to:** Describe the different approaches to community development from the South African context; **A student should be able to:** Analyse policies and strategies for community development from the South African perspective; **A student should be able to:** Analyze and explain the current thinking and application of community development in South Africa

Module Information:	SAQA Credits	ITS Course Level Code	CESM Code (3rd Order)
	16	3	020201; 200902

Delivery Information:	Campus	Full/Part Time	Period (1st/2nd Sem)
	Turfloop	Full-time	1st Sem

Periods per Week:	Classes	Practicals	Tutorial	Seminars	Independent Learning
	4	1	2	0	0

Pre-requisite modules for this module:	N/A
Co-requisites modules for module:	N/A
ASSESSMENT:	

Assessment Criteria:	• The student's ability to define the concepts and approaches to community development • The student's ability to explain the origins and evolution of the concepts of community development • The student's ability to explain the changes in theoretical trends on community development within the context of the broader development thinking • The student's ability to apply different approaches of community development in the South African context • The student's ability to analyse policies and strategies of community development from the South African perspective • The student's ability to analyse and explain the current thinking and application of community development in South Africa			
Assessment Methods:	Quizzes, Tests, Assignments, Presentations, Practical Work and Examination			
Assessment Weighting:	Min Formative Assessment mark for exam admission (%)			40%
	Final mark =	% Formative Assess Mark		60%
		% Summative Assess Mark		40%
	Min Final Assessment mark to pass (%)			50%
Summative Assessment Paper:		Paper 1	Paper 2	Paper 3	Paper 4
	Theory / Practical	Theory			
	Duration	3 hrs			
	Sub minimum	40%			

SECTION F: MODULAR INFORMATION REQUIRED			
Department: Development Planning & Management		**School:**	Economics & Management
Last Revision date: 2012		**First Year Offered (New):** 2013	
Replace this Module existing module(s)?	Yes / **No**	**If YES, give the module codes:**	
Module linked to Qualification/s:	BDV02		
Migration Strategy:	Yes / **No**	(If YES, IP05 must also be completed)	

NOTE: Please start each module's section F on a new page
To complete the following section, please use the Institutional Planning Codes and Definitions document

Module Code: (4 alphabetic & 3 numeric)	CDEA022
Module Name:	Poverty & Social Development
Module Content:	The nature and evolution of poverty; dimensions of poverty with special emphasis on the socio-economic context; Causes of poverty and frameworks for action; poverty and basic needs approach; social welfare and human development; people-managed development; poverty alleviation; gender and poverty; and, vulnerability & risk management strategies for the poor
Learning Outcomes:	• **A student should be able to:** Define and explain poverty, its nature and evolutions from all the dimensions with emphasis on the social; • **A student should be able to:** Identify and describe the complex and multiple causes of poverty from the socio-economic contexts; • **A student should be able to:** Analyze and explain the risk, hazards and challenges involved in poverty; • **A student should be able to:** Analyze the failure and success of policies, strategies and approaches to poverty alleviation and reduction from the South African perspective; • **A student should be able to:** Apply different policies and strategies of managing poverty in the post-1994 South Africa

Module Information:	SAQA Credits	ITS Course Level Code	CESM Code (3rd Order)
	16	3	200901

Delivery Information:	Campus	Full/Part Time	Period (1st/2nd Sem)
	Turfloop	Full-time	2nd Sem

Periods per Week:	Classes	Practicals	Tutorial	Seminars	Independent Learning
	4	0	1	0	0

Pre-requisite modules for this module:	CDEB021
Co-requisites modules for module:	N/A
ASSESSMENT:	
Assessment Criteria:	• The student's ability to define and explain poverty, its nature and evolutions from all the dimensions with emphasis on the social • The student's capability to identify and describe the complex and multiple causes of poverty with emphasis on the socio-economic dimensions • The student's ability to analyze and explain the risk, hazards and challenges involved in poverty along the gender divides • The student's capability to analyze the failure and success of policies, strategies and approaches towards poverty alleviation and reduction from the South African perspective • The student's ability to apply different policies and strategies of managing poverty in the post-1994 South Africa

Assessment Methods:		Quizzes, Tests, Assignments, Presentations, Practical Work and Examination			
Assessment Weighting:		Min Formative Assessment mark for exam admission (%)			40%
		Final mark =	% Formative Assess Mark		60%
			% Summative Assess Mark		40%
		Min Final Assessment mark to pass (%)			50%
Summative Assessment Paper:		Paper 1	Paper 2	Paper 3	Paper 4
	Theory / Practical	Theory			
	Duration	3 hrs			
	Sub minimum	40%			

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<tr><td colspan="2">Last Revision date: 2012</td><td colspan="2">First Year Offered (New):   2013</td></tr>
<tr><td colspan="2">Replace this Module existing module(s)?   Yes / **No**</td><td colspan="2">If YES, give the module codes:</td></tr>
<tr><td>Module linked to Qualification/s:</td><td>BDV02</td><td></td><td></td></tr>
<tr><td colspan="2">Migration Strategy: Yes / **No**</td><td colspan="2">(If YES, IP05 must also be completed)</td></tr>
</table>

NOTE: Please start each module's section F on a new page
To complete the following section, please use the Institutional Planning Codes and Definitions document

Module Code: (4 alphabetic & 3 numeric)	CDEB022
Module Name:	Research Methodology
Module Content:	Introduction to the nature of scientific research; purpose and types of research; principles of scientific methods; logical argument & research approaches; hypotheses formulation & testing; sampling designs; surveys and data collection procedures
Learning Outcomes:	• **A student should be able to:** Define and describe the nature of scientific research; • **A student should be able to:** Explain and distinguish amongst different types of scientific research; • **A student should be able to:** Apply elements and the logic of scientific methods of research; • **A student should be able to:** Demonstrate the ability to formulate and test hypothesis; Describe sampling designs, surveys and data collection procedures

Module Information:	SAQA Credits	ITS Course Level Code	CESM Code (3rd Order)
	16	3	200901;

Delivery Information:	Campus	Full/Part Time	Period (1st/2nd Sem)
	Turfloop	Full-time	2nd Sem

Periods per Week:	Classes	Practicals	Tutorial	Seminars	Independent Learning
	4	0	2	0	0

Pre-requisite modules for this module:	N/A
Co-requisites modules for module:	N/A
ASSESSMENT:	
Assessment Criteria:	• The student's ability to describe and discuss the nature of scientific research • The student's capability to explain and distinguish amongst different types of scientific research • The student's ability to apply elements and the logic of scientific methods of research • The student's ability to demonstrate the formulation and testing of hypothesis • The student's ability to describe sampling designs, surveys and data collection procedures
Assessment Methods:	Quizzes, Tests, Assignments, Presentations and Examination

Assessment Weighting:	Min Formative Assessment mark for exam admission (%)		40%
	Final mark =	% Formative Assess Mark	60%

		% Summative Assess Mark			40%
		Min Final Assessment mark to pass (%)			50%
Summative Assessment Paper:		Paper 1	Paper 2	Paper 3	Paper 4
	Theory / Practical	Theory			
	Duration	3 hrs			
	Sub minimum	40%			

SECTION F: MODULAR INFORMATION REQUIRED		
Department: Development Planning & Management	School:	Economics & Management
Last Revision date: 2012	First Year Offered (New): 2013	
Replace this Module existing module(s)? Yes / **No**	If YES, give the module codes:	
Module linked to Qualification/s: BDV02		
Migration Strategy: Yes / **No**	(If YES, IP05 must also be completed)	

NOTE: Please start each module's section F on a new page
To complete the following section, please use the Institutional Planning Codes and Definitions document

Module Code: (4 alphabetic & 3 numeric)	CDEC022
Module Name:	Development Planning & Management
Module Content:	Field & evolution of Development Management; Central Economic Planning, Developmental Bureaucracy & Developmental State; Decentralisation; Managerial Approaches to Development: People Centeredness, People-driven Development, People Participation & Involvement, Learning-process, Partnership Action, Adaptive Management; Integrated Planning; Vertical & Horizontal Development Planning & Partnership Planning Managing Sustainable Development; Strategic Development Management & Local Authority; Development Managers & Communities - Understanding Communities, a Holistic Approach and Managing Development Programs, Project & the Indigenous Knowledge Systems; Development Management in South Africa
Learning Outcomes:	• **A student should be able to:** Describe the perspectives on development planning and development management; • **A student should be able to:** Explain theoretical foundations for development planning and management; • **A student should be able to:** Show the application of development management perspective on poverty and poverty alleviation; • **A student should be able to:** Outline the role of institutions on development planning and management; • **A student should be able to:** Differentiate amongst the various micro-level development management approaches; • **A student should be able to:** Evaluate integrated development planning models as local development planning and management strategy; • **A student should be able to:** Evaluate participation as local development planning and management strategy

Module Information:	SAQA Credits	ITS Course Level Code	CESM Code (3rd Order)
	16	3	200901

Delivery Information:	Campus	Full/Part Time	Period (1st/2nd Sem)
	Turfloop	Full-time	2nd Sem

Periods per Week:	Classes	Practicals	Tutorial	Seminars	Independent Learning
	4	1	2	0	0

Pre-requisite modules for this module:	CDEP012; CDEA021; CDEB021
Co-requisites modules for module:	N/A
ASSESSMENT:	
Assessment Criteria:	• The student's ability to describe the perspectives on development planning and development management • The student's ability to explain theoretical foundations for development

		planning and management • The student's capability to discuss the application of development management perspective on poverty and poverty alleviation • The student's capability to outline the role of institutions on development planning and management • The student's ability to differentiate amongst the various micro-level development management approaches • The student's ability to evaluate integrated development planning models as local development planning and management strategy • The student's ability to evaluate participation as local development planning and management strategy			
Assessment Methods:		Quizzes, Tests, Assignments, Presentations, Practical Work and Examination			
Assessment Weighting:		Min Formative Assessment mark for exam admission (%)			40%
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			% Summative Assess Mark		40%
		Min Final Assessment mark to pass (%)			50%
Summative Assessment Paper:		Paper 1	Paper 2	Paper 3	Paper 4
	Theory / Practical	Theory			
	Duration	3 hrs			
	Sub minimum	40%			

<table>
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<tr><td colspan="2">**Department:** Development Planning & Management</td><td>**School:** Economics & Management</td></tr>
<tr><td colspan="2">**Last Revision date:** 2012</td><td>**First Year Offered (New):** 2013</td></tr>
<tr><td colspan="2">**Replace this Module existing module(s)?** Yes / **No**</td><td>**If YES, give the module codes:**</td></tr>
<tr><td>**Module linked to Qualification/s:** BDV02</td><td>BCom (Business Management)</td><td>BAdmin (Public Administration)</td></tr>
<tr><td colspan="3">**Migration Strategy:** Yes / **No**   (If YES, IP05 must also be completed)</td></tr>
</table>

NOTE: Please start each module's section F on a new page
To complete the following section, please use the Institutional Planning Codes and Definitions document

<table>
<tr><td colspan="6"></td></tr>
<tr><td colspan="2">**Module Code:** (4 alphabetic & 3 numeric)</td><td colspan="4">CDED022</td></tr>
<tr><td colspan="2">**Module Name:**</td><td colspan="4">Project Design & Planning</td></tr>
<tr><td colspan="2">**Module Content:**</td><td colspan="4">Project lifecycle & product lifecycle; Phases of different types of projects; Examples of projects versus operations; Project planning steps; In-depth differences & examples of programme, project & sub-projects; In-depth differences & examples of projects versus operations; Project design and conversion of problem/opportunity into project charter; Stakeholder types and identification for projects; and, Preparation for feasibility study</td></tr>
<tr><td colspan="2">**Learning Outcomes:**</td><td colspan="4">**A student should be able to:** In-depth comprehension and application (using examples) of programme, project and sub-project, as well as projects versus operations;
A student should be able to: Explain project phases in project and product lifecycle;
A student should be able to: List and explain project planning steps in project management;
A student should be able to: Convert a problem or an opportunity into project charter; and,
A student should be able to: Plan a stakeholder analysis and feasibility study</td></tr>
<tr><td colspan="2" rowspan="2">**Module Information:**</td><td colspan="2" align="center">SAQA Credits</td><td align="center">ITS Course Level Code</td><td align="center">CESM Code (3rd Order)</td></tr>
<tr><td colspan="2" align="center">16</td><td align="center">3</td><td align="center">200901</td></tr>
<tr><td colspan="2" rowspan="2">**Delivery Information:**</td><td colspan="2" align="center">Campus</td><td align="center">Full/Part Time</td><td align="center">Period (1st/2ndSem)</td></tr>
<tr><td colspan="2" align="center">Turfloop</td><td align="center">Full-time</td><td>2</td></tr>
<tr><td colspan="2" rowspan="2">**Periods per Week:**</td><td align="center">Classes</td><td align="center">Practicals</td><td align="center">Tutorial</td><td align="center">Seminars</td><td align="center">Independent Learning</td></tr>
<tr><td align="center">4</td><td align="center">1</td><td align="center">1</td><td align="center">0</td><td align="center">0</td></tr>
<tr><td colspan="2">**Pre-requisite modules for this module:**</td><td colspan="4">N/A</td></tr>
<tr><td colspan="2">**Co-requisites modules for module:**</td><td colspan="4">N/A</td></tr>
<tr><td colspan="2">**ASSESSMENT:**</td><td colspan="4"></td></tr>
<tr><td colspan="2">**Assessment Criteria:**</td><td colspan="4">The student's ability to use examples for in-depth comprehension and application of programme, project, sub-project, as well as projects versus operations
The student's ability to explain project phases in project and product lifecycle
The student's ability to remember, list and explain project planning steps in project management
The student's capability to convert a problem or an opportunity into project charter</td></tr>
</table>

		• The student's ability to plan stakeholder analysis and feasibility study			
Assessment Methods:		Quizzes, Tests, Assignments, Presentations, Practical Work and Examination			
Assessment Weighting:		Min Formative Assessment mark for exam admission (%)			40%
		Final mark =	% Formative Assess Mark		60%
			% Summative Assess Mark		40%
		Min Final Assessment mark to pass (%)			50%
Summative Assessment Paper:		Paper 1	Paper 2	Paper 3	Paper 4
	Theory / Practical	Theory			
	Duration	3 hrs			
	Sub minimum	40%			

<table>
<tr><td colspan="3" align="center">**SECTION F: MODULAR INFORMATION REQUIRED**</td></tr>
<tr><td colspan="2">**Department:** Development Planning & Management</td><td>**School:** Economics & Management</td></tr>
<tr><td colspan="2">**Last Revision date:** 2012</td><td>**First Year Offered (New):** 2013</td></tr>
<tr><td colspan="2">**Replace this Module existing module(s)?** Yes / **No**</td><td>**If YES, give the module codes:**</td></tr>
<tr><td>**Module linked to Qualification/s:**</td><td colspan="2">BDV02</td></tr>
<tr><td colspan="2">**Migration Strategy:** Yes / **No**</td><td>(If YES, IP05 must also be completed)</td></tr>
</table>

NOTE: Please start each module's section F on a new page
To complete the following section, please use the Institutional Planning Codes and Definitions document

Module Code: (4 alphabetic & 3 numeric)	CDEA031
Module Name:	Advanced Research Methodology & Proposal
Module Content:	Application of elements and logic of scientific research methods; Developing a focus for research; Research topic formulation; Research problem analysis tool; Research proposal framework; Pre-research & the use of secondary sources & research questions; The role of theory & literature review in research; Research design & developing a research proposal; Qualitative & quantitative methods for the collection, Organization & analysis of data; Guidelines for writing a Research Proposal; and, Structure of the dissertation
Learning Outcomes:	• **A student should be able to:** Apply elements & logic of scientific research methods; • **A student should be able to:** Construct research focus and formulate research topic and title; • **A student should be able to:** Relate to research problem analysis tool and proposal framework; • **A student should be able to:** Illustrate the difference amongst components of the research proposal; • **A student should be able to:** Compile and write literature review using secondary data and use research questions for the formulation of themes; • **A student should be able to:** Design a research methodology suitable for his/her study; • **A student should be able to:** Justify, defend and support arguments using secondary data in research proposal writing; • **A student should be able to:** Write a feasible research proposal; • **A student should be able to:** Describe the structure of the dissertation

Module Information:	SAQA Credits	ITS Course Level Code	CESM Code (3rd Order)
	20	3	200901;

Delivery Information:	Campus	Full/Part Time	Period (1st/2nd Sem)
	Turfloop	Full-time	1

Periods per Week:	Classes	Practicals	Tutorial	Seminars	Independent Learning
	4	0	0	0	0

Pre-requisite modules for this module:	CDEB022
Co-requisites modules for module:	N/A
ASSESSMENT:	
Assessment Criteria:	• The student's ability to apply elements & logic of scientific research methods • The student's ability to construct research focus and formulate research topic and title • The student's ability to apply research problem analysis tool and

	• proposal framework accordingly • The student's capability to write different components of the research proposal without any confusion • The student's ability to compile and write literature review using secondary data and further use research questions for the formulation of themes • The student's ability to produce a research design and methodology suitable for one's study • The student's capability to justify, defend and support arguments using secondary data in research proposal writing • The student's ability to describe the structure of the dissertation	
Assessment Methods:	Quizzes, Tests, Assignments, Research Proposal, Presentations and Examination	

Assessment Weighting:	Min Formative Assessment mark for exam admission (%)		40%
	Final mark =	% Formative Assess Mark	60%
		% Summative Assess Mark	40%
	Min Final Assessment mark to pass (%)		50%

Summative Assessment Paper:		Paper 1	Paper 2	Paper 3	Paper 4
	Theory / Practical	Theory			
	Duration	3 hrs			
	Sub minimum	40%			

SECTION F: MODULAR INFORMATION REQUIRED		
Department: Development Planning & Management	School:	Economics & Management
Last Revision date: 2012	First Year Offered (New): 2013	
Replace this Module existing module(s)? Yes / No	If YES, give the module codes:	
Module linked to Qualification/s: BDV02		
Migration Strategy: Yes / No	(If YES, IP05 must also be completed)	

NOTE: Please start each module's section F on a new page
To complete the following section, please use the Institutional Planning Codes and Definitions document

Module Code: (4 alphabetic & 3 numeric)	CDEB031
Module Name:	Advanced Project Planning & Management
Module Content:	Application of project management; Compilation of project proposal; Formulation of project topic; Development of project charter; Conducting feasibility study for implementable project; Advanced knowledge of scope of work for project, statement of intent, build method, execution strategy, procurement schedule, communication plan, project quality plan, and baseline plan; Advanced project and product lifecycle; Advanced procurement process in private & public sector; Completion of tender documents; Labor legislation & law; Resource planning and human resources for project management; Communication process for project management; Leadership and management
Learning Outcomes:	• **A student should be able to:** Conduct feasibility study as a group member in class for an implementable project; • **A student should be able to:** Produce the scope of work for the project, the build method, the execution strategy, procurement schedule, communication plan, project quality plan and baseline plan; • **A student should be able to:** Provide detailed explanation of project lifecycle; • **A student should be able to:** Detailed description of procurement process in the public & private sector; • **A student should be able to:** Explain resource planning and human resources management in terms of project management; • **A student should be able to:** Discuss communication process in project management; • **A student should be able to:** Distinguish between leadership and management

Module Information:	SAQA Credits	ITS Course Level Code	CESM Code (3rd Order)
	20	3	200901

Delivery Information:	Campus	Full/Part Time	Period (1st/2ndSem)
	Turfloop	Full-time	1

Periods per Week:	Classes	Practicals	Tutorial	Seminars	Independent Learning
	4	1	1	0	2 hrs

Pre-requisite modules for this module:	CDEC021; CDED022
Co-requisites modules for module:	N/A
ASSESSMENT:	
Assessment Criteria:	• The student's ability to conduct feasibility study as a group member in class for an implementable project • The student's capability to produce the following: scope of work for the project, the build method, the execution strategy, procurement schedule, communication plan, project quality plan and baseline plan

		• The student's ability to explain in detail project lifecycle • The student's capability to describe in detail the procurement process in the public and private sector • The student's ability to explain resource planning and human resources management in terms of project management • The student's ability to discuss communication process in project management • The student's ability to distinguish between leadership and management			
Assessment Methods:		Quizzes, Tests, Assignments, Team Work, Presentations, Practical Work and Examination			
Assessment Weighting:		Min Formative Assessment mark for exam admission (%)			40%
		Final mark =	% Formative Assess Mark		60%
			% Summative Assess Mark		40%
		Min Final Assessment mark to pass (%)			50%
Summative Assessment Paper:		Paper 1	Paper 2	Paper 3	Paper 4
	Theory / Practical	Theory			
	Duration	3 hrs			
	Sub minimum	40%			

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<tr><td colspan="2">Replace this Module existing module(s)?   Yes / **No**</td><td>If YES, give the module codes:</td></tr>
<tr><td>Module linked to Qualification/s:</td><td>BDV02</td><td></td></tr>
<tr><td colspan="2">Migration Strategy: Yes / **No**</td><td>(If YES, IP05 must also be completed)</td></tr>
</table>

NOTE: Please start each module's section F on a new page
To complete the following section, please use the Institutional Planning Codes and Definitions document

Module Code: (4 alphabetic & 3 numeric)	CDEC031
Module Name:	Development Planning & Policy
Module Content:	Role of planning in development: aims, objectives, policies, strategies, programs and projects; Program planning: sector reviews, constraints analysis, priority setting; Research and planning: physical resources, infrastructure, human resources, and policy inventories, identification of development needs and perspectives; Strategic project planning: environmental scanning, organizational analysis, resource gap analysis, strategy analysis; Policy formulation: objectives, stakeholders, legal and institutional framework; Policy evaluation: impact analysis, policy adjustment
Learning Outcomes:	• **A student should be able to:** Describe perspectives on development policy and development policy analysis; • **A student should be able to:** Explain the various models of development planning such as physical, infrastructural and social development planning; • **A student should be able to:** Demonstrate the linkages in development work using log-frame as a tool for formulating social development programmes and projects; • **A student should be able to:** Apply the various techniques and tools for gathering accurate, reliable and adequate information for development planning and policy making; • **A student should be able to:** Demonstrate the use and application of development indicators for development planning and policy formulation in the South African context; • **A student should be able to:** Explain social development planning components and processes; • **A student should be able to:** Critically evaluate the implementation of public participation in development planning and policy formulation in South Africa

Module Information:	SAQA Credits	ITS Course Level Code	CESM Code (3rd Order)
	20	3	190401

Delivery Information:	Campus	Full/Part Time	Period (1st/2nd Sem)
	Turfloop	Full-time	1st Sem

Periods per Week:	Classes	Practicals	Tutorial	Seminars	Independent Learning
	4	0	1	0	2 hrs

Pre-requisite modules for this module:	N/A

Co-requisites modules for module:	N/A			
ASSESSMENT:				
Assessment Criteria:	• The student's ability to describe perspectives on development policy and development policy analysis • The student's capability to explain the various models of development planning such as physical, infrastructural and social development planning • The student's ability to demonstrate the linkages in development work using log-frame as a tool for formulating social development programmes and projects • The student's ability to apply the various techniques and tools for gathering accurate, reliable and adequate information for development planning and policy making • The student's capability to demonstrate the use and application of development indicators for development planning and policy formulation in the South African context • The student's capability to explain social development planning components and processes • The student's ability to critically evaluate the implementation of public participation in development planning and policy formulation in South Africa			
Assessment Methods:	Quizzes, Tests, Assignments, Presentations and Examination			

Assessment Weighting:	Min Formative Assessment mark for exam admission (%)		40%
	Final mark =	% Formative Assess Mark	60%
		% Summative Assess Mark	40%
	Min Final Assessment mark to pass (%)		50%

Summative Assessment Paper:		Paper 1	Paper 2	Paper 3	Paper 4
	Theory / Practical	Theory			
	Duration	3 hrs			
	Sub minimum	40%			

<table>
<tr><td colspan="4" align="center">SECTION F: MODULAR INFORMATION REQUIRED</td></tr>
<tr><td colspan="2">Department: Development Planning & Management</td><td>School:</td><td>Economics & Management</td></tr>
<tr><td colspan="2">Last Revision date: 2012</td><td colspan="2">First Year Offered (New):   2013</td></tr>
<tr><td colspan="2">Replace this Module existing module(s)?   Yes / No</td><td colspan="2">If YES, give the module codes:</td></tr>
<tr><td>Module linked to Qualification/s:</td><td>BDV02</td><td></td><td></td></tr>
<tr><td colspan="2">Migration Strategy: Yes / No</td><td colspan="2">(If YES, IP05 must also be completed)</td></tr>
</table>

NOTE: Please start each module's section F on a new page

To complete the following section, please use the Institutional Planning Codes and Definitions document

Module Code: (4 alphabetic & 3 numeric)	CDEA032
Module Name:	Advanced Project Analysis
Module Content:	Project analysis, selection & estimation; Perspective on project analysis: financial, economic and social analysis; Advanced techniques of project analysis; Problem analysis; Logical framework approaches; Theoretical model; Work break down structure & scheduling; Principles of cost-benefit analysis; Discounting techniques; Investment norms; Financial budgeting & control; Monitoring & evaluation; Control of planning schedules; Material & human resources management; management scheduling; Management analysis: bar charts, gantt charts, PERT, CPM, WBS, GERT, critical path, cost trade-offs; Financial management: budgeting, income & expenditure budgets, financial records, budget controls; Internal rate of return; Identification of project costs & benefits, financial & social values; Use of shadow prices in cost-benefit analysis; Project investment decisions; Sensitivity analysis: switching values, externalities; Project analysis reporting
Learning Outcomes:	• **A student shout be able to:** Make capital investment decisions using the following: project analysis, cost-benefit analysis, cash-flow modelling techniques, break-even analysis, discounted cash-flow methods, project evaluation methods, return on investment, net present value, payback period method, internal rate of return and the margin of safety; • **A student should be able to:** Construct and discuss WBS, PERT, GERT, CPM, Gantt Chart, Expenditure Bar Chart, Earned Value Equations, Early Start Bar Chart and Resource Histogram; • **A student should be able to:** Conduct Risk Assessment; • **A student should be able to:** Conceive, plan and present an implementable project as a group to Department of Development Planning and Management and the University Management

Module Information:	SAQA Credits	ITS Course Level Code	CESM Code (3rd Order)
	20	3	040110

Delivery Information:	Campus	Full/Part Time	Period (1st/2ndSem)
	Turfloop	Full-time	2

Periods per Week:	Classes	Practicals	Tutorial	Seminars	Independent Learning
	4	1	1	0	0

Pre-requisite modules for this module:	CDEB031
Co-requisites modules for module:	N/A

ASSESSMENT:					
Assessment Criteria:		• The student's ability to make capital investment decisions using the following: project analysis, cost-benefit analysis, cash-flow modelling techniques, break-even analysis, discounted cash-flow methods, project evaluation methods, return on investment, net present value, payback period method, internal rate of return and the margin of safety • The student's capability to construct and discuss WBS, PERT, GERT, WBS, CPM, Gantt Chart, Expenditure Bar chart, Earned Value Equations, Early Start Bar chart and Resource Histogram • The student's ability to conduct Risk Assessment • The student's ability to conceive, plan and present an implementable project as a group to Department of Development Planning and Management and the University Management			
Assessment Methods:		Quizzes, Tests, Assignments, Presentations, Practical Work and Examination			
Assessment Weighting:		Min Formative Assessment mark for exam admission (%)			40%
		Final mark =	% Formative Assess Mark		60%
			% Summative Assess Mark		40%
		Min Final Assessment mark to pass (%)			50%
Summative Assessment Paper:		Paper 1	Paper 2	Paper 3	Paper 4
	Theory / Practical	Theory			
	Duration	3 hrs			
	Sub minimum	40%			

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<tr><td colspan="3" align="center">SECTION F: MODULAR INFORMATION REQUIRED</td></tr>
<tr><td colspan="2">Department: Development Planning & Management</td><td>School: Economics & Management</td></tr>
<tr><td colspan="2">Last Revision date: 2012</td><td>First Year Offered (New):   2013</td></tr>
<tr><td colspan="2">Replace this Module existing module(s)?   Yes / No</td><td>If YES, give the module codes:</td></tr>
<tr><td>Module linked to Qualification/s:</td><td>BDV02</td><td></td></tr>
<tr><td colspan="2">Migration Strategy: Yes / No</td><td>(If YES, IP05 must also be completed)</td></tr>
</table>

NOTE: Please start each module's section F on a new page
To complete the following section, please use the Institutional Planning Codes and Definitions document

Module Code: (4 alphabetic & 3 numeric)	CDEB032
Module Name:	Environmental Impact Analysis
Module Content:	Understanding environmental impact; Environmental policy; Process of Environmental Impact Assessments (EIA); Approaches to Environment Impact Assessments (Social Impact Assessment, Cultural Impact Assessment, Hazard Assessment, Risk Assessment, Technology Impact Assessment, Eco-auditing, Cost-Benefit Analysis, Strategic Environmental Assessment); A Stepwise Process of Environmental Impact Assessment; Methods & techniques of EIA; South Africa's Environmental Impact Assessment Systems & Legislation; South Africa's Environmental Management Programmes & NEMA
Learning Outcomes:	**A student should be able to:** Demonstrate knowledge of policies and legislative framework that govern the implementation of EIA process in South Africa; **A student should be able to:** Illustrate practical knowledge of the development of the Environmental Management Programme as contemplated in section 29 (1) of the NEMA; **A student should be able to:** Demonstrate the Environmental Management System as defined by the ISO 14001 standards; **A student should be able to:** Describe and demonstrate the processes and procedures for conducting the EIA, including Social Assessment, Technology Assessment, Eco-auditing, Cost-benefit Analysis and Strategic Environmental Assessment; **A student should be able to:** Apply different methods and techniques used to conduct EIA

<table>
<tr><td rowspan="2">Module Information:</td><td align="center">SAQA Credits</td><td align="center">ITS Course Level Code</td><td align="center">CESM Code (3rd Order)</td></tr>
<tr><td align="center">20</td><td align="center">3</td><td align="center">140504</td></tr>
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<tr><td align="center">Turfloop</td><td align="center">Full-time</td><td align="center">2nd Sem</td></tr>
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<table>
<tr><td rowspan="2">Periods per Week:</td><td align="center">Classes</td><td align="center">Practicals</td><td align="center">Tutorial</td><td align="center">Seminars</td><td align="center">Independent Learning</td></tr>
<tr><td align="center">4 * 45 min</td><td align="center">1</td><td align="center">1</td><td align="center">0</td><td align="center">2 hrs</td></tr>
</table>

Pre-requisite modules for this module:	CDEV012; CDEA021
Co-requisites modules for module:	N/A
ASSESSMENT:	
Assessment Criteria:	- The student's ability to hold knowledge of policies and legislative framework that govern the implementation of EIA process in South Africa - The student's capability to illustrate practical knowledge of the

| | development of the Environmental Management Programme as contemplated in section 29 (1) of the NEMA |
| | |

- The student's ability to describe the Environmental Management System as defined by the ISO 14001 standards
- The student's ability to hold knowledge and the ability to apply the processes, procedures and methods for conducting EIA, including Social Assessment, Technology Assessment, Eco-auditing, Cost-benefit analysis and Strategic Environmental Assessment
- The student's ability to apply different methods and techniques used to conduct EIA

Assessment Methods:	Quizzes, Tests, Assignments, Presentations, Practical Work (Existing Project EIA & Risk Assessment), and Examination		
Assessment Weighting:	Min Formative Assessment mark for exam admission (%)		40%
	Final mark =	% Formative Assess Mark	60%
		% Summative Assess Mark	40%
	Min Final Assessment mark to pass (%)		50%

Summative Assessment Paper:		Paper 1	Paper 2	Paper 3	Paper 4
	Theory / Practical	Theory			
	Duration	3 hrs			
	Sub minimum	40%			

<table>
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<tr><td colspan="2">**Department:** Development Planning & Management</td><td>**School:**</td><td>Economics & Management</td></tr>
<tr><td colspan="2">**Last Revision date:** 2012</td><td colspan="2">**First Year Offered (New):** 2013</td></tr>
<tr><td colspan="2">**Replace this Module existing module(s)?** Yes / **No**</td><td colspan="2">**If YES, give the module codes:**</td></tr>
<tr><td>**Module linked to Qualification/s:**</td><td>BDV02</td><td></td><td></td></tr>
<tr><td colspan="2">**Migration Strategy:** Yes / **No**</td><td colspan="2">(If YES, IP05 must also be completed)</td></tr>
</table>

NOTE: Please start each module's section F on a new page
To complete the following section, please use the Institutional Planning Codes and Definitions document

Module Code: (4 alphabetic & 3 numeric)	CDEC032
Module Name:	Strategic Planning & Management
Module Content:	Concept of strategic management; strategic planning for strategic management; performance management and development projects; Strategic Management Process (Defining Strategic Management; Strategic Management Process; Functional (Benefits) & Dysfunctional (Risks) Aspects of Strategic Management; The Challenge of Change Management); Strategic Direction & Environmental Analysis (Strategic Direction & Corporate Governance; Internal & External Environmental Analysis); Strategy Formulation & Implementation (Strategy Formulation; Formulating Strategic Goals & Strategies; Integration of Strategic Goals & Strategies; Industry-specific Strategies; Strategic Analysis & Choice; Structural Drivers & Instruments for Strategy Implementation; Strategic Control & Evaluation; Balancing the Scorecard); Contemporary Strategy Applications (Strategic Management for Not-for-Profit Organizations; Conceptions of Strategic Management within Globalism); and, Application of a South African Strategic Management Perspective
Learning Outcomes:	• **A student should be able to:** Define concepts of strategic management; • **A student should be able to:** Explain the processes in the design of business vision and mission statement; • **A student should be able to:** Describe activities for undertaking external and internal assessment of the business environment; • **A student should be able to:** Describe procedures and processes for developing strategies for development planning; • **A student should be able to:** Describe processes of conducting strategic review, evaluation and monitoring; • **A student should be able to:** Describe applications of strategic planning and management from a South African perspective

Module Information:	SAQA Credits	ITS Course Level Code	CESM Code (3rd Order)
	20	3	040110

Delivery Information:	Campus	Full/Part Time	Period (1st/2nd Sem)
	Turfloop	Full-time	2nd Sem

Periods per Week:	Classes	Practicals	Tutorial	Seminars	Independent Learning
	4	0	1	0	2 hrs

Pre-requisite modules for this module:	CDEC031
Co-requisites modules for module:	N/A
ASSESSMENT:	
Assessment Criteria:	• The student's ability to define concepts of strategic planning & management

		• The student's capability to explain the processes in the design of business vision and mission statement • The student's ability to describe the processes and procedures undertaking external and internal assessment of the business environment • The student's ability to describe processes and procedures for developing strategies for development planning • The student's ability to describe the processes and procedures for undertaking strategic review, evaluation and monitoring		
Assessment Methods:		Quizzes, Tests, Assignments, Presentations, Practical Work and Examination		
Assessment Weighting:		Min Formative Assessment mark for exam admission (%)		40%
		Final mark =	% Formative Assess Mark	60%
			% Summative Assess Mark	40%
		Min Final Assessment mark to pass (%)		50%

Summative Assessment Paper:		Paper 1	Paper 2	Paper 3	Paper 4
	Theory / Practical	Theory			
	Duration	3 hrs			
	Sub minimum	40%			