



**Tshwane University
of Technology**

Faculty of Management Sciences
Department of Marketing, Logistics and Sport Management

9 April 2015

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Prof K Naidoo
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Dear Prof Naidoo

**RE: TUT RESPONSE FOR DIPLOMA IN RETAIL BUSINESS MANAGEMENT
ACCREDITATION DEFERRAL**

The Department of Marketing, Logistics and Sport Management at the Faculty of Management Sciences of the Tshwane University of Technology has taken note of the comment with regard to the submission and wishes to offer the following explanation.

CONCERN

I concur with the evaluator that the curriculum design needs to be reviewed.

The comment for deferral was clarified as follows by the CHE:

1. On the issue of the naming of the modules, the names of the Communication modules should be reviewed. The purpose and outcomes of any module should be further specified in the relevant module descriptor. The names of these two modules appear to be describing the purpose of the module.

RESPONSE TO CONCERN

The inclusion of fundamental learning modules and in all undergraduate qualifications at the Tshwane University of Technology is to address the issue of Critical Cross-Field



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Outcomes, or “Generic Outcomes” and is intended to give learners the competitive advantage to gain skills and competence which may be lacking in their preparation to function optimally in a Higher Education Institution.

Fundamental learning ensures that learners achieve the competence required to attain the qualification as a whole as well as providing the foundation for further learning and are either generic, e.g. Information Literacy, Communication Skills, etc. or specific, e.g. Computer Literacy. The purpose of the two fundamental modules illustrates their importance in the curriculum design:

- In the case of “Communication for Academic Purpose”, the purpose of the module is intended to equip learners with the necessary skills to use academic communication conventions effectively, e.g. proper report writing and scientific writing skills, referencing skills, etc.
 - In the case of “Communication for Occupational Purpose”, the emphasis is shifted to more specific communication skills within the occupation which the qualification is intended for, e.g. the use of communication conventions specific for the Retail Business industry.
2. With regard to the Computer Literacy modules, in the first year of study there is a jump from Computer Literacy to Computer Literacy II. There is therefore a lack of clarity on whether there is increasing depth of learning or increasing breadth/volume of learning. The names should therefore be reviewed in alignment with the content of the modules.

RESPONSE TO CONCERN

The module has erroneously been named “Computer Literacy II”. It is in fact “End-user Computing”, which is a deepening and widening of the skills and knowledge presented in the Computer Literacy module.

3. With regard to Information Literacy, a 2-credit module appears to be atomisation of the curriculum considering that this equates to 20 notional hours which includes assessment. Whilst curriculum design is an institutional prerogative, it should make academic sense.

RESPONSE TO CONCERN

Information is a fundamental requirement for success in an academic environment and in the workplace. The purpose of this module is to provide students with a **basic introduction** to information literacy skills. The inclusion of this module is intended to teach learners specific skills to access information in the Library environment, e.g. to use search engines, databases, etc. Training of these skills is undertaken by staff from the Library and Information Services (LIS) at the Tshwane University of Technology and it hardly warrants more than 20 notional hours.



Kind Regards,



Date: 23/4/2015

Prof. C H van Heerden

HOD

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Date:

23/04/2015

PP

Dr. Caroline Selepe

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