The following fields appear in section 1 and section 2

Field	Section 1	Section 2
Proposed HEQSF Category	B	Only section 1
Qualification title	Advanced Diploma: Organisational Leadership	Advanced Diploma in Organisational Leadership
Qualification title abbreviation	ADVDIP(Oganisational Leadership)	AdvDip (Oganisational Leadership)
Mode of delivery	Distance	Distance
NQF Exit Level	Level 7	Level 7
Total credits	120	120
Minimum duration full	1	1
Minimum duration part	2	2
Qualification type	Only section 2	Advanced diploma
Qualification designator	Only section 2	Other - Alternative designator
Other designator	Only section 2	Business Commerce and Management Studies
Motivation for other designator	Only section 2	Business Administration
CESM	Only section 2	04 Business, Economics and Management Studies
Professional class	Only section 2	Non-Professional
Professional body	Only section 2	
WIL EL credits	Only section 2	
Research credits	Only section 2	0
Structured or with electives	Only section 2	Structured
Minimum admission requirements	Bachelors Degree in cognate field. A Diploma in cognate field.	Bachelors Degree in cognate field. A Diploma in cognate field.
Qualification reference number	CHED-152	CHED-152
HEQC reference number	H/PR402/E001CAN	H/PR402/E001CAN
SAQA qualification ID	71631	71631

Replacing which

Replacing which qualifications	Only section 2
Site of delivery 1	Corporate head office (664)	Corporate head office (664)

The relevant SAQA fields are listed below

SAQA fields

Field	Description
SAQA qualification ID (If a SAQA qualification ID is given then the other fields do not need to be completed)	71631
Grad Attributes / Exit level outcomes	
Integrated Assessment	
Articulation progression	
Moderation	
RPL	
International comparability	
Qualification purpose	
Qualification rationale	

Section 3 - Questions

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

The programme has been repackaged to ensure alignment with the HEQSF. In some instances, content has been updated to ensure industry and market relevance. The programme comprises 5 subjects, Leadership Theory, Leadership & Management, Organisational Diversity, Organisational Acumen and Customer Strategy. Each module contains courses relating to the respective module. Some of these courses have been combined to form one course. The new combinations are outlined in points A to D. a) Communication Skills, Assertiveness and Interacting with the Customer was combined into one course: Effective Communication. b) Performance Coaching and Mentoring was combined into one course: Coaching and Mentoring. c) Teaming in a Matrix and Building Teams and Relationships combined into one course:

Building Teams and Relationships d) Optimising Diversity and Managing Changing combined into one course: Leading Diversity and Change. No changes to the following: a) Programme title. b) Module titles. c) Exit level outcomes and assessment criteria.

Complete the table below indicating the specific amendments to the design of the learning programme. Indicate whether a module of the programme 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 design details

Modules for year 1

Module	NQF level	Credits	Year level	Compulsory	Electives	Module status: Removed / Added / Modified / Unchanged
Oganisational Diversity **(OD07)**	Level 7	35	1	Yes	No	Unchanged
Oganisational Acumen **(OA07)**	Level 7	20	1	Yes	No	Unchanged
Leadership Theory **(LT07)**	Level 7	30	1	Yes	No	Unchanged

Modules for year 2

Module	NQF level	Credits	Year level	Compulsory	Electives	Module status: Removed / Added / Modified / Unchanged
Customer Strategy **(CS07)**	Level 7	15	2	Yes	No	Unchanged
Leadership and Management **(LM07)**	Level 7	20	2	Yes	No	Unchanged

Total Compulsory Credits: 120   **Total Elective Modules:** 0

Discuss the overall assessment strategy and indicate 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)

As this is an outcomes-based, adult learning programme, experiential learning and workplace assessments are
the focus learning instruments.

Assessment methods used in the programme include:
- Self assessment activities.
- Knowledge tests.
- Personal Action Plans
- Case studies - Individual and Group.
- Project based assignments.

Knowledge Tests and Personal Action Plans are regarded as the Formative and qualifying assessment task. Students need to prove competence (have an overall average 50% pass mark), for all of these before qualifying to complete the Case Studies, which are regarded as the Summative and exit assessments.

Case studies are marked by examiners using marking guidelines and rubric for an integrated exit level assessment. All assessment instruments include model answers and marking guidelines for examiners.

Our student management system (FileMaker Pro) is used to track student progress and assessment results.

Exit level outcomes

Year level	Assessment purpose	Assessment methods
1	Synthesise and critically evaluate management leadership databases.	Written Report
1	Understand and reflect on the role of the managerial leader in society with regard to human and economic development.	Project Based Assessment
1	Competent handling of information and data manipulation relevant to the management leadership field.	Project Based Assessment
1	The observation, accurate record keeping and account for management leadership features in the field.	Project Based Assessment
1	Prepare illustrative and interpretative scientific reports related to leadership practice.	Written Report
1	Read and interpret introductory, functional and advanced literature in the field of leadership.	Knowledge Test
1	The correct application of management leadership principles, terminology, definitions and classifications at micro and macro levels.	Knowledge Test
1	Demonstrated ability to function as leader of a team of diverse people in the private or public sector.	Project Based Assessment
1	Describe and account for the cultural processes which influence the evolution of management leadership contexts.	Knowledge Test
2	Critically reflect on the techniques and strategies involved in academic enquiry and problem solving.	Written Examination/Oral Presentation
2	Unravel complex management leadership histories and understand the time scales involved.	Case Study
2	Demonstrated ability to organise and manage oneself and one`s professional life responsibly and effectively.	Project Based Assessment
2	Formulate and test the application of management leadership hypotheses.	Case Study
2	Effective communication using graphical and language skills in the	Oral Presentation

| 2 | modes of oral and/or written presentation. | Oral Presentation |
| 2 | Demonstrate ability to collect, organise, analyse and critically evaluate relevant information. | Oral Presentation |

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)

Type of learning activity	Hours	% of learning time
Direct contact time (Lectures, face to face, limited interaction or technology-assisted, tutorials, Syndicate groups)	224	18.67
WIL (Practical experiential learning, simulated learning, laboratory work , practicals etc excluding workplace-based learning)	0	0
WIL (Workplace-based learning only) *	338	28.17
Independent self-study of standard texts and references and specially prepared materials (study guides, books, journal articles, case studies, multi-media)	338	28.17
Assessment	300	25
Other (specify)	0	0
Total	1200	100%

Explain how the guidelines for the workplace-based learning component of the programme provide clarity on the roles and responsibilities of all involved parties and incorporate ethical and educational considerations. How is the information in the guidelines communicated to students?

An annual Tutorial Letter is distributed at the outset of the programme to the student, the students employer and to all members of the TowerStone team who are involved in the administration and facilitation of the programme. The Tutorial Letter outlines the assessment criteria, due dates, procedures for submission of assignments and case studies and policies affecting students. TowerStone's students are primarily management level employees of large corporate and government institutions. The programme is designed as continual development of leadership competencies of these managers, and therefore relies on the students applying the learning in their work environment. Therefore, experiential learning through facilitated group discussions use real workplace experiences and challenges as part of the learning process. The Personal Action Plan, which is integrated into formal workplace performance evaluation processes, is a key assessment instrument to assess work-based learning. The case-study individual and group assignments further integrate this learning at completion of the programme.

Who takes responsibility for placement of students in appropriate work-based learning sites, and how does the responsible person organize the placements? Are the required formal agreements in place? (Provide appropriate detail.)

Students undertake the training via their employer. The students employer nominates members

of their management staff to undertake the training provided by TowerStone. Experiential learning is embedded in the programme learning outcomes. TowerStone tutors the programme via facilitated learning at the students place of employment or a venue hired by the students employer. The outcomes covered are learning outcomes of the experiential part of the learning.

How is workplace-based learning monitored, supervised and assessed?

The Personal Action Plan is a record of practical actions which the student needs to undertake relating to the workplace, practical behaviour and skills changes). Collation of all personal action plans is monitored and supervised in conjunction with the corporate sponsors programme manager and students direct line manager. The group case study is a summative application of principles learned during the course of the programme. This is presented a panel comprising of executive members of their organisation, a TowerStone examiner and a moderator. Workplace learning is assessed through three assessment instruments as detailed above: - Personal Action Plans (x 5) - Individual case study assignment - Group case study assignment These assignments contribute 65 credits. Every student is required to appoint a mentor and to provide TowerStone with their mentors details. The Personal Action Plan must be presented to and signed off by the students line manager (who acts as a coach/mentor) before submitting to TowerStone for assessment. Personal Action Plans are submitted after the student has successfully completed all assignments linked to a respective subject and are designed to demonstrate implementation of concepts and principles across all courses within a respective subject. The Individual and Group case study assignments are integrative assessments that require the student(s) to select an actual workplace challenge or project, and apply leadership skills and concepts to resolve or deliver the challenge/project. The assignments are reviewed internally by the students employer and presented as a formal project proposal to an executive panel before submitting to TowerStone for final assessment. Formative assignment questions are also designed to focus on workplace application in conjunction with the students line manager.