Council on Higher Education

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POSTGRADUATE DIPLOMA IN PUBLIC MANAGEMENT (PDPM) CATEGORY B REPRESENTATION

1. **Review comments**: *The institution may wish to consider adding modules such as Ethics and Accountability, Public Policy Analysis and Development Management to enhance the quality of the programme and the learning outcomes to ensure relevance and alignment with current developments in this field.*

Response:

Regenesys reviewed the above recommendation and although we are of the view that aspects of these modules are integrated into some of the current modules, we approved the addition of Ethics and Accountability and Public Policy Analysis and Development Management as **elective modules** to the PDPM programme.

Ethics and Accountability

Level: 8

Credits: 15

Purpose

Ethics and accountability are key issues impacting effective service delivery. Although these issues are integrated into various other modules in the programme, the aim of this elective module is to provide students with an in-depth understanding of the models and theories and be able to develop specialist-generalist knowledge.

Learning outcomes

Upon completing the module, students should be able to:

- Critically analyse the principles of ethics and ethical leadership and corporate governance in the public and development sector organisations
- Assess accountability in respect of corporate governance by analysing policy, legislation and best practice
- Develop processes for corporate governance and policy implementation
- Monitor and evaluate the implementation of corporate governance policy
- Develop a plan to address gaps in corporate governance and implement strategies

Module outline and content: Ethics and Accountability

The module outline and content are as follows:

- Ethics and Corporate Governance Terminology and Concepts
  - Understanding Corporate Governance
  - Corporate Governance Theory
  - Control versus Ownership Rights
  - Understanding Ethics and Accountability
  - Morality in a Corporate Governance Context
  - The Value of Corporate Governance

- Accountability and Corporate Governance
  - Corporate Governance Policy Directives
  - Accountability and Corporate Governance
  - Legislation, Regulations and Codes Related to Corporate Governance
  - Stakeholders in Corporate Governance
  - Gatekeeper

- Implement Corporate Governance Principles
  - Guidelines to Implement the Policy
  - Code of Conduct
  - Communication Strategy
  - Role of Management
  - Dealing with Non-Compliance
  - Ethical and Moral Dilemmas

- Monitor and Evaluate Corporate Governance
  - Monitoring and Measurement
  - Corporate Governance Evaluation
  - Monitoring and Evaluation of Responsibilities
  - Strategy for Improved Corporate Governance

Teaching methods

This module may utilise the following teaching and learning methods:

- Face-to-face facilitation will be the core method to promote critical thinking and debate amongst students. However, key sessions may also be technologically mediated via live streaming, webinars or academic videos.
- Syndicate groups may be established to encourage the exchange of ideas, critical thinking and teamwork.
- Independent self-study will be encouraged through standard texts and references (study guides, PowerPoint slides and journal articles).
- Independent study and teamwork will be promoted using methods such as case studies, videos, questionnaires, simulations, debates, role-plays and games.

Assessment criteria:

Formative Assessment

Students are required to submit one assignment per module, which is referred to as the formative assessment. Assigments could include a variety of assessment methods, for example, case studies, organisation based projects and essay type applied questions. This is normally conducted towards the middle of the module so as to provide timeous feedback to the students to assist them in their preparations for the summative assessments.

Formative assessments normally carry a weight of 50% towards the final mark. However, to be allowed to participate in the summative assessment, the student must submit his or her formative assessment and obtain a minimum of 40% for this assessment.

Summative Assessment

The summative assessment will provide an opportunity for students to analyse principles, legislation and policies of ethics and corporate governance to promote ethical leadership in public organisations. Summative assessments might be in the form of a written exam and utilise inter-alia, case studies and essay type exams. Students are required to write one examination (summative assessment) per module for which they need to attain or achieve 40% in order to meet the sub-minimum requirements to pass the module.

Summative assessments normally carry a weight of 50% towards the final mark, and in order to pass the module, the student needs to attain an overall mark of 50%. For example, if someone achieves 50% for the formative assessment, then they need another 50% for the summative assessment to obtain an overall average pass mark of 50% for the module. However, the formative-summative assessment achievements could comprise 60% and 40% or 40% and 60% respectively, which will result in an overall average of 50%, which is a minimum pass mark.

Public Policy Analysis and Development

Level: 8

Credits: 15

Purpose

Public and development sector managers are confronted with endless challenges as they strive to implement policies. Despite numerous policies being developed, often only insignificant change is achieved. The challenges of policy implementation for managers in the public and development sector are not unique. In light of the aforementioned, this module will enable students to understand the complex reasons for unsuccessful policy implementation in the public and development sector.

Learning outcomes

Upon completing the module, students should be able to:

- Critically examine the relationship between policies, programmes and projects within the public and development sector
- Evaluate the current policy development cycle and framework
- Interrogate the applicability and relevance of policy analysis tools and /or processes
- Assess the theories and models for analysing public policy
- Analyse the processes and tools for stakeholder involvement in public policy development
- Evaluate the organisational and institutional arrangements for policy development
- Critically discuss and analyse policy forecasting techniques
- Formulate a plan for policy development
- Critically discuss policy implementation processes and tools within public sector
- Interrogate policy monitoring and evaluation models, processes, and tools
- Develop policies for a specific environment

Module outline and content: Public Policy Analysis and Development

The module outline and content are as follows:

- Policy Management
    - Defining Policy and its Applications
    - Types of Policies
    - Distinction between Policies, Programmes and Projects
    - Public Policy Lifecycle
    - Development of New Policy
    - Processes Common to Policy and Procedures Development and Review
    - Policy Success and Failure Factors
    - Who Makes Policy?

- Theories and Models for Analysing Public Policy

- o Participation and Public Choice
- o Public Opinion
- o Policymaking – an Evolving Process
- o Theories to Explain Policymaking Processes
- o Models of Policymaking and Analysis
- o Models for Analysing the Contents of Policy Options
- o Models for Analysing Policymaking Processes
- o Policy Change Model
- o Models of Functional Policy Stages / Phases

- Policy Analysis
  - o Problem-Solving Cycle
  - o Policy Analysis Process

- Organisational and Institutional Arrangements
  - o Organisational and Institutional Arrangements
  - o Functions and Structure at the Programme and Project Level
  - o Political Leadership and Strategic Direction
  - o Administrative Capacity and Strategic Functioning
  - o Structural Changes
  - o Analytical Capacity
  - o Stakeholder Involvement
  - o Force-Field Analysis

- Policy Formulation and Implementation
  - o Policy Purpose/ Preamble
  - o Structure of a Policy Document
  - o Elements of an Institutional Policy
  - o Policy Forecasting Techniques
  - o Policy Implementation Processes and Tools
  - o Top-Down vs. Bottom-Up Policy Implementation
  - o Policy Implementation

- Policy Monitoring and Evaluation
  - o Functions of Policy Monitoring
  - o Policy Monitoring Tips
  - o Policy Evaluation
  - o Policy Monitoring

- Writing Policy Documents
  - o Understand the Context
  - o Writing the Policy
  - o Steps in Writing a Policy

Teaching methods:

This module may utilise the following teaching and learning methods:

- Face-to-face facilitation will be the core method to promote critical thinking and debate amongst students. However, key sessions may also be technologically mediated via live streaming, webinars or academic videos.
- Syndicate groups may be established to encourage the exchange of ideas, critical thinking and teamwork.
- Independent self-study will be encouraged through standard texts and references (study guides, PowerPoint slides and journal articles).
- Independent study and teamwork will be promoted using methods such as case studies, videos, questionnaires, simulations, debates, role-plays and games.

Assessment criteria

Formative assessment

Students are required to submit one assignment per module, which is referred to as the formative assessment. Assigments could include a variety of assessment methods, for example, case studies, organisation-based projects and essay type applied questions. This is normally conducted towards the middle of the module so as to provide timeous feedback to the students to assist them in their preparations for the summative assessments.

Formative assessments normally carry a weight of 50% towards the final mark. However, to be allowed to participate in the summative assessment, the student must submit his or her formative assessment and obtain a minimum of 40% for this assessment.

Summative assessment

The summative assessment will provide an opportunity for students to examine public policy models and institutional arrangements to effectively develop and manage public and organisational policies. Summative assessments may be in the form of written exams and could utilise inter-alia, case studies and essay type questions. Students are required to write one examination (summative assessment) per module for which they need to attain or achieve 40% in order to meet the sub-minimum requirements to pass the module.

Summative assessments normally carry a weight of 50% towards the final mark, and in order to pass the module, the student needs to attain an overall mark of 50%. For example, if someone achieves 50% for the formative assessment, then they need another 50% for the summative assessment to obtain an overall average pass mark of 50% for the module. However, the formative-summative assessment achievements could comprise 60% and 40% or 40% and 60% respectively, which will result in an overall average of 50%, which is a pass.

2. **Review comments**: *The Institution should tighten the assessment criteria:*

   Response:

   Regenesys uses Bloom's Taxonomy as a guide to distinguish the assessment criteria across all programme levels. At NQF level 8, students are assessed in terms of their ability to

categorise, apply, compile, design, evaluate, justify, compare, analyse and assess concepts theories and models. At NQF level 5, students are assessed in terms of their ability to define, describe, identify, name, distinguish, explain, summarise and merely provide examples.

3. The Institution should revisit the allocation of credits towards assessment in relation to contact time.

Response:

The allocation of credits was reviewed and revised as follows:

Types of learning activities	Contact	
	Hours	**% Learning time**
Direct contact time (Lectures, face to face, limited interaction or technology-assisted, tutorials (revision), Syndicate groups)	588	49%
Independent self-study of standard texts and references and specially prepared materials (study guides, books, journal articles, case studies, multi-media)	360	30%
Assessment	252	21%
Total	1200	100%