

## University of Limpopo Director Quality Assurance

Private Bag X1106, Sovenga, 0727, South Africa Tel: (015) 268 3473, Fax: (015) 267 0152, Email:abbey.ngoepe@ul.ac.za

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



### **HEQSF Category B Alignment Questions**

#### NB<sub>5</sub>

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

Project Management	С	6	16	Contact	Unchanged
Community Development Planning	С	6	16	Contact	Unchanged
Poverty & Social Development	С	6	16	Contact	Unchanged
Research Methodology	С	6	16	Contact	Unchanged
Development Planning & Management	С	6	16	Contact	Unchanged
Project Design & Planning	С	6	16	Contact	Unchanged
Advanced Research Methodology & Proposal	С	7	20	Contact	Unchanged
Advanced Project Planning & Management	С	7	20	Contact	Unchanged
Development Planning & Policy	С	7	20	Contact	Unchanged
Advanced Project Analysis	С	7	20	Contact	Unchanged
Environmental Impact Analysis	С	7	20	Contact	Unchanged
Strategic Planning & Management	С	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	tests, assignments, quizzes and
	outcomes have been met and that	practical project exercises,
	NQF levels have been attained.	presentations, field visits and
	Assessment at this level ensures	group work, three hour
	that students have gained	examination paper. All summative
	conceptual knowledge of various	assessments are internally
	areas in Development and that a	moderated, and all final marks
	strong foundation has been laid for	undergo scrutinisation in an exam
	future studies.	commission as per university
		policy.
2	To ensure module Learning	tests, assignments, quizzes and
	outcomes have been met and that	practical project exercises,
	NQF levels have been attained.	presentations, field visits and
	Assessment at this level ensures	group work, three hour
	that students have integrated	examination paper. All summative
	knowledge across various aspects	assessments are internally
	of Development in Planning and	moderated, and all final marks
	Management.	undergo scrutinisation in an exam
		commission as per university
		policy.
3	To ensure module Learning	tests, assignments, quizzes and
	outcomes have been met and that	practical project exercises,
	NQF levels have been attained.	presentations, field visits and
	Assessment at this level ensures	group work, three hour
	that students have integrated	examination paper. All summative
	knowledge both vertically and	assessments are internally and
	horizontally, that all exit level	externally moderated, and all final
	outcomes have been fulfilled and	marks undergo scrutinisation in an
	that critical cross-field outcomes	exam commission as per university
	have been met.	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	Hours	% Learning time
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		

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 explate level are exposed to real life situations of poverty, inequality, rurality, food insesttlements and so on through an organized field visit. Year level lecturers provides of all modules in the semester and students write, present and submit a respect to the semester and students write.	curity, margii de a single te	nalization, informal emplate that consist of

#### **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)

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#### **UNIVERSITY OF LIMPOPO**



### APPLICATION FOR CHANGES TO EXISTING ACADEMIC PROGRAMMES

	SECTION A: HEQF INFORI	MATION 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)				
<b>A</b> 5	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				
		Total Credits: 368				
		NQF 5: 72				
		NQF 6: 176				
A8	Total credits for amended qualification as well as number of credits at each NQF level.	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 2 <sup>nd</sup> 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	Qualifier 1: 1903; 1904; 0202; 0401; 1405; 200901				
AIS	of specialisation fall.	Qualifier 2: N/A				
• • •	Indicate what % of the curriculum for the amended qualification falls into (a) Qualifier 1's field of specialisation, and (b) Qualifier	Qualifier 1: 100				
A14	2's field of specialisation. Use the HEMIS credit values of courses for this calculation.	Qualifier 2: N/A				
	Indicate what % of the curriculum for the FINAL YEAR of the amended qualification falls into (a) Qualifier 1's field of	Qualifier 1: 100				
A15	specialisation, and (b) Qualifier 2's field of specialisation. Use the HEMIS credit values of courses for this calculation.	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)					
В3	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					
В6	HEMIS course level of majors in final year of study of amended qualification	3					
В7	HEMIS minimum total time for existing qualification.	3					
B8	HEMIS minimum total time for amended qualification	3					
В9	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 INFORM	ATION 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.	С
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)	R) BDev								
D2	The qualification code of the proposed new programme (Max 6 characters, e.g. BSCAGR)	BDV02								
D3		Preparation	Total	Total Expe		Form	al	Research		
D3	The minimum time of the existing programme	0	3	0		3		0		
D4	The minimum time of the proposed new programme	Preparation	Total	Ехр	eriential	Form	al	Research		
D4	The minimum time of the proposed new programme	0	3	0		3		0		
DE	The National Field and Subfield of Learning Codes of the	Field	d (Code)		Subfield (Code)					
D5	existing programme	03; 07; 10; 20			0309; 0704; 0705; 0707; 0709; 1006; 2009					
D/	The National Field and Subfield of Learning Codes of the proposed new programme	Field (Code)			Subfield (Code)					
D6		03; 07; 10; 20			0309; 0704; 0705; 0707; 1006; 2009					
		Level 1	Level	Level 2		Level 3		Level 4		
D7	Minimum SAQA credits per year level in the existing programme	120	120	120		120		N/A		
D1		Level 5	Level	Level 6		Level 7		Level 8		
		N/A	N/A	N/A		N/A		N/A		
		Level 1	Level	2	Level 3			Level 4		
D8	Minimum SAQA credits per year level in the proposed new	120	128	128		120		N/A		
DO	programme	Level 5	Level	Level 6		Level 7		Level 8		
		N/A	N/A		N/A			N/A		

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

SECTION E: CURRICULUM INFORMATION REQUIRED									
School: Economics & Mar	Faculty:	Managemen	t & Law						
Qualification Name:         Bachelor of Development in Planning & Management         Qualification Code:         BDV02									
Campus: Turfloop Last Revision date:									
Total SAQA Credits for Qual	ification:	368			Is this a fixe	d Curriculu	m: Ye	s / No	
Once-off Implementation Yea	ar:	Yes / No	(All year levels	changes are	implemented in	the same ye	ear)		
Migration Implementation	Year level 1:	: 2013	Year level 2:	2014	Year level 3:	2015	Year level 4:	N/A	
Years:	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 Semeste	r / 1st & 2nd O	uarter				
<b>X</b> 1	Module   Offering   Possible   SAQA   Hemis   Code   Period <sup>2</sup>   major <sup>3</sup>   Credit   Credit <sup>4</sup>							
	The following _	4	module/s	are COMPL	JLSORY			
	DEPM101	S1	Υ	12	0.1			
	DEPM121	S1	Υ	12	0.1			
	DEPM131 S1 Y				0.1			
	PUBA101	S1	N	12	0.1			
	DEPM141	12	0.1					
Tota	al credits for Se	mester 1		60	0.5			
	2 <sup>nd</sup>	Semester / 3	3rd & 4th Quai	ter				
	The following _	4	module/s	are COMPI	JLSORY			
	DEPM102	S2	Υ	12	0.1			
	DEPM122	S2	Υ	12	0.1			
	DEPM132	S2	Υ	12	0.1			
	PUBA102	S2	N	12	0.1			
	DEPM142	S2	Υ	12	0.1			
Tota	al credits for Sei	mester 2		60	0.5			
T	OTAL CREDITS	FOR YEAR	LEVEL 1	120	1.0			

PROPOSED NEW PROGRAMME								
	PERIOD OF STUDY / YEAR LEVEL 1							
	Year / 1st Semester / 1st & 2nd Quarter							
<b>X</b> 1	Module   Offering   Possible   SAQA   Hemis   Code   Period <sup>2</sup>   major <sup>3</sup>   Credit   Credit <sup>4</sup>							
	The following _	5	module/s	are COMPL	JLSORY			
	CDEV011	S1	Υ	12	0.1			
	CDEP011	S1	Υ	12	0.1			
	CDPM011	Υ	12	0.1				
	CPUB011	12	0.1					
	CDVL011 S1 N 12 0.1							
Tota	I credits for Ser	nester 1		60	0.5			
	<u>2</u> nd	Semester / 3	3rd & 4th Quar	rter				
	The following _	4	module/s	are COMPL	JLSORY			
	CDEV012	S2	Υ	12	0.1			
	CDEP012	S2	Υ	12	0.1			
	CDPM012	S2	Υ	12	0.1			
	CPUB012	S2	N	12	0.1			
	CDVL012	S2	Υ	12	0.1			
Tota	I credits for Ser	nester 2		60	0.5			
1	TOTAL CREDITS	FOR YEAR	LEVEL 1	120	1.0			

	PERIOD OF STUDY / YEAR LEVEL 2								
	Year / 1st Semester / 1st & 2nd Quarter								
<b>X</b> <sup>1</sup>	X <sup>1</sup> Module Code Offering Possibl SAQA Hemis Period <sup>2</sup> e major <sup>3</sup> Credit Credit <sup>4</sup>								
	The following	4	module/s	are COMPI	JLSORY				
	DEPM221 S1 Y 16 0.125								
	DEPM231	S1	Υ	16	0.125				

	PERIOD OF STUDY / YEAR LEVEL 2								
	Year / 1st Semester / 1st & 2nd Quarter								
<b>X</b> <sup>1</sup>	X <sup>1</sup> Module Code Offering Possibl SAQA Hemis Period <sup>2</sup> e major <sup>3</sup> Credit Credit <sup>4</sup>								
	The following	4	module/s	are COMPL	JLSORY				
	CDEA021 S1 Y 16 0.125								
	CDEB021	S1	Υ	16	0.125				

	DEPM241	S1	Υ	16	0.125
	DEPM251	S1	Υ	16	0.125
Tota	al credits for Sem	60	0.5		
	2 <sup>nd</sup> S	Semester / 3	rd & 4th Quar	ter	
	The following	4	module/s	are COMPI	JLSORY
	DEPM222	S2	Υ	16	0.125
	DEPM232	S2	Υ	16	0.125
	DEPM242	S2	Υ	16	0.125
	DEPM252 S2 Y				0.125
Tota	al credits for Sem	60	0.5		
Т	OTAL CREDITS F	120	1.0		

	CDEC021	S1	Υ	16	0.125			
	CDED021	S1	Υ	16	0.125			
Tota	I credits for Seme	64	0.5					
	2 <sup>nd</sup> Semester / 3 <sup>rd</sup> & 4 <sup>th</sup> Quarter							
	The following	are COMPL	JLSORY					
	CDEA022	S2	Υ	16	0.125			
	CDEB022	S2	Υ	16	0.125			
	CDEC022	S2	Υ	16	0.125			
	CDED022	S2	Υ	16	0.125			
Tota	I credits for Seme	64	0.5					
1	TOTAL CREDITS I	128	1.0					

	PERIOD OF STUDY / YEAR LEVEL 3							
	Year / 1st Semester / 1st & 2nd Quarter							
<b>X</b> 1	Module Code	Offering Period <sup>2</sup>	Possibl e major <sup>3</sup>	SAQA Credit	Hemis Credit⁴			
	The following	3	module/s	are COMPL	JLSORY			
	DEPM321	S1	Υ	20	0.167			
	DEPM331	S1	Υ	20	0.167			
	DEPM341	S1	Υ	20	0.167			
	ChooseN/A of the following ELECTIVE/S							
Tota	al credits for Sem	ester 1 Year	level 3	60	0.5			
	2 <sup>nd</sup> S	Semester / 3	rd & 4th Quar	ter				
	The following	3	module/s	are <b>COMP</b> I	JLSORY			
	DEPM322	S2	Υ	20	0.167			
	DEPM332	S2	Υ	20	0.167			
	DEPM342	S2	Υ	20	0.167			
	ChooseN/A	of the	e following E	LECTIVE/S	3			
Tota	Total credits for Semester 2 60 0.5							
T	OTAL CREDITS F	120	1.0					
T	OTAL CREDITS F	OR QUALIF	ICATION	360	3			

	PERIOD OF STUDY / YEAR LEVEL 3							
	Year / 1st Semester / 1st & 2nd Quarter							
<b>X</b> 1	Module Code	Offering Period <sup>2</sup>	Possibl e major <sup>3</sup>	SAQA Credit	Hemis Credit <sup>4</sup>			
	The following	3	module/s	are COMPL	ILSORY			
	CDEA031	S1	Υ	20	0.167			
	CDEB031	S1	Υ	20	0.167			
	CDEC031	S1	Υ	20	0.167			
	ChooseN/A of the following ELECTIVE/S							
Tota	Total credits for Semester 1 Year level 3 60 0.501							
	2 <sup>nd</sup> S	emester / 3	rd & 4th Quar	ter				
	The following	3	module/s	are COMPL	JLSORY			
	CDEA032	S2	Υ	20	0.167			
	CDEB032	S2	Υ	20	0.167			
	CDEC032	S2	Υ	20	0.167			
	ChooseN/A_	of the	e following E	LECTIVE/S				
Tota	Total credits for Semester 2 60 0.501							
1	TOTAL CREDITS I	OR YEAR I	EVEL 3	120	1.002			
T	OTAL CREDITS F	OR QUALIF	ICATION	368	3.002			

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

Mark the changes.

Offering periods: Y=Year; S1=1<sup>st</sup> Semester; S2=2<sup>nd</sup> Semester; Q1=1<sup>st</sup> Quarter; Q2=2<sup>nd</sup> Quarter; Q3=3<sup>rd</sup> Quarter; Q4=4<sup>th</sup> Quarter Only provide Y (Yes) or N (No).

<sup>1</sup> 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	Last Revision date: 2012 First Year Offered (New): 2013							
Replace this Module existing mode	ule(s)? Y	'es / <b>No</b>	If YES, give the codes:	module				
Module linked to Qualification/s: BDV02 BAD01 BAL01 BIS01								
Migration Strategy:	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	CDEV011						
Module Name:	Concepts of D	Concepts of Development						
Module Content:	development regional & development glocalization; community d	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:	development develo	<ul> <li>A student should be able to: Define the basic concepts of development;</li> <li>A student should be able to: Explain the concepts of development; and,</li> <li>A student should be able to: Apply the concepts of development in explaining development problems</li> </ul>						
Module Information:	SAQA Credits ITS Course Level Code CESM Code (3 <sup>rd</sup> Order					SM Code (3 <sup>rd</sup> Order)		
Module information:	12 3 200901							
B. II. 6	Campus Full/Part				Full/Part Time Pe			
Delivery Information:	Tur	floop	Full-tir	ne	1st Sem			
Dariada par Waaki	Classes	Practicals	Tutorial	Seminar	s	Independent Learning		
Periods per Week:	4	0	2	0		0		
Pre-requisite modules for this module:	N/A							
Co-requisites modules for module:	N/A							
ASSESSMENT:								
Assessment Criteria:	• The • The	student's cap		he concepts	of dev			
Assessment Methods:			nts, Presentations	, Practical W	/ork an	d Examination		
	Min Formative	Assessment n	nark for exam admis	sion (%)		40%		
Accessment Weighting	Final man-		rmative Assess Mai	·k		60%		
Assessment Weighting:	Final mark		mmative Assess Ma	ark		40%		
	Min Final Asse	essment mark t	o pass (%)			50%		

		Paper 1	Paper 2	Paper 3	Paper 4
Summative	Theory / Practical	Theory			
Assessment Paper:	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 mode	ule(s)?	Yes / No	If YES, give the m codes:	nodule				
Module linked to Qualification/s:	Module linked to Qualification/s: BDV02							
Migration Strategy: Yes / No (If YES, IP05 must also be completed)								

Module Code: (4 alphabetic & 3 numeric)	CDEP011					
Module Name:	Urban Develo	pment				
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:	<ul> <li>A student should be able to: Know concepts, theories and models of urban development;</li> <li>A student should be able to: Identify urban development challenges and problems with specific reference to African and South African contexts; and,</li> <li>A student should be able to: Explain concepts, theories and models of urban development and give examples related to South Africa's urban development</li> </ul>					
	SAQA	Credits	ITS Course Level Code		CESM Code (3 <sup>rd</sup> Order)	
Module Information:	1	2	3		020201	
D	Car	npus	Full/Part	Time	Period (1 <sup>st</sup> /2 <sup>nd</sup> Sem)	
Delivery Information:	Tur	floop	Full-tin	ne	1st Sem	
Derinde per Week	Classes	Practicals	Tutorial	Seminar	s Independent Learning	
Periods per Week:	4	0	2	0	0	
Pre-requisite modules for this module:	N/A					
Co-requisites modules for module:	N/A					
ASSESSMENT:						
Assessment Criteria:	<ul> <li>The student's ability to recall the concepts, theories and models of urban development</li> <li>The student's capability to be able to identify urban development challenges and problems with specific reference to African and South African contexts</li> <li>The student's ability to explain concepts, theories and models of urban development and give examples related to South Africa's urban development</li> </ul>					
Assessment Methods:	Quizzes, Tes	sts, Assignmen	ts, Presentations	, Practical W	ork and Examination	

Assessment Weighting:		Min Formative Assess	Min Formative Assessment mark for exam admission (%)				
		Final mark =	% Formative Assess N	Mark	60%		
		Filidi ilidik =	% Summative Assess	40%			
			Min Final Assessment mark to pass (%)				
			Paper 2	Paper 3	Paper 4		
				•	•		
Summative	Theory / Practical	Theory		<u> </u>	·		
Summative Assessment Paper:	Theory / Practical  Duration	Theory 3 hrs		·	·		

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

Module Code: (4 alphabetic & 3 numeric)	CDPM011					
Module Name:	Poverty & Inec	quality				
Module Content:	Inequality; Bi & Inequality Consumption Profile; Lore	rd's & Worm's - Indices on; Poverty Hear nzo Curve &	Eye Views; Obse f Poverty and id-count; Poverty	ervation and Inequality: I Ratio; Pove Critique of	Understanding Poverty & Measurement of Poverty Income, Expenditure & rty Line & Gap; Poverty the Poverty Measures; Racial, etc.	
Learning Outcomes:	<ul> <li>A student should be able to: Describe the nature, dimensions, content and measurements of poverty and inequality;</li> <li>A student should be able to: Identify appropriate indicators of poverty and inequality;</li> <li>A student should be able to: Explain the impact of South African socioeconomic policies on poverty and inequality;</li> <li>A student should be able to: Identify and describe poverty and inequality circumstances of communities;</li> <li>A student should be able to: Explain poverty and inequality in relation to social exclusion and gender; and,</li> <li>A student should be able to: Outline poverty reduction strategies.</li> </ul>					
Madula Information	SAQA Credits		ITS Course Level Code		CESM Code (3 <sup>rd</sup> Order)	
Module Information:	12	2	3		200901	
D.II. 1.6 II	Can	npus	Full/Part T	ime	Period (1st/2ndSem)	
Delivery Information:	Tur	floop	Full-tin	ne	1st Sem	
Periods per Week:	Classes	Practicals	Tutorial	Seminars	Learning	
	4	0	2	0	0	
Pre-requisite modules for this module:	N/A					
Co-requisites modules for module:	N/A					
ASSESSMENT:						
Assessment Criteria:	<ul> <li>The student's ability to describe the nature, dimensions, content and measurements of poverty and inequality</li> <li>The student's ability to identify appropriate indicators of poverty and inequality</li> <li>The student's ability to explain the impact of South African socio-economic policies on poverty and inequality</li> <li>The student's capability to identify and describe poverty and inequality circumstances of communities</li> <li>The student's ability to explain poverty and inequality in relation to social exclusion and gender</li> <li>The student's ability to outline poverty reduction strategies.</li> </ul>					

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

SECTION F: MODULAR INFORMATION REQUIRED								
Department: Public Administration School: Economics & Management								
Last Revision 2012 date:			First Year Offered (New):	2013				
Replace this Module existing	g module(s)?	Yes / No	If YES, give the mode codes:	ule				
Module linked to Qualification/s:	BAdmin (Public Administration)	BAdmin (Local Government)	BDV02					
Migration Strategy:	Yes / <b>No</b>		(If YES, IP05 must als	o be comple	eted)			

Module Code: (4 alphabetic & 3 numeric)	CPUB011							
Module Name:	Nature & Scor	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							
Module Information:	SAQA Credits ITS Course Level Code CESM Co- Orde							
		12	3		190301			
Delivery Information:	Ca	ımpus	Full/Part Time		Period (1st/2ndSem)			
Delivery information.	Τι	ırfloop	Full-time		1st Sem			
Periods per Week:	Classes	Practicals	Tutorial	Seminars	Independent Learning			
i enous per week.	4 * 45 min	0	0	0	0			
Pre-requisite modules for this module:	N/A							
Co-requisites modules for module:	N/A							
ASSESSMENT:								
Assessment Criteria:	<ul> <li>The student's ability to integrate both theory and practice of Public Administration</li> <li>The student's ability to define &amp; distinguish Public Administration as a scientific discipline within social sciences</li> <li>The student's ability to comprehend the role of public administration within the society's landscape</li> <li>The student's capability to distinguish and explain the functions of government</li> <li>The student's capability to identify &amp; explain the various arms of government</li> <li>The student's ability to apply basic principles of public administration</li> </ul>							
Assessment Methods:			ions, Assignments & Exami	•				
Assessment Weighting:	Min Formative	Assessment mar	k for exam admission (%)		40%			

		Final mark	% Formative Assess Mark	60%	
		Final mark =	% Summative Assess Mark	40%	
		Min Final Assessment mark to pass (%)			
		Paper 1	Paper 2	Paper 3	Paper 4
Summative	Theory / Practical	Theory			
Assessment Paper:	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 modu	ıle(s)?	Yes / No	If YES, give the m	odule cod	les:			
Module linked to Qualification/s: BDV02								
Migration Strategy: Yes / No (If YES, IP05 must also be completed)								

Module Code: (4 alphabetic & 3 numeric)	CDVL011							
Module Name:	Principles of F	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 participatory planning; Vertical and horizontal 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:	<ul> <li>A student should be able to: Know and describe the principles of general management and models of planning;</li> <li>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);</li> <li>A student should be able to: Explain stakeholder management, leadership, mobilization and allocation;</li> <li>A student should be able to: Distinguish between vertical and horizontal planning partnerships and participatory planning; and,</li> <li>A student should be able to: Relate planning goals, activities and operational levels</li> </ul>							
Madula Information	SAQA	Credits	ITS Course Le	vel Code	CESM Code (3 <sup>rd</sup> Order)			
Module Information:	1	2	3		020201			
Delivery Information	Car	mpus	Full/Part T	ime	Period (1st/2ndSem)			
Delivery Information:	Tur	floop	Full-tim	ne	1st Sem			
Periods per Week:	Classes	Practicals	Tutorial	Seminars	Independent Learning			
, cross por troom	4	1	2	0	0			
Pre-requisite modules for this module:	N/A							
Co-requisites modules for module:	N/A							
ASSESSMENT:								
Assessment Criteria:	ma ● The plai and	nagement and e student's can the displayment in and the displayment in a global level)	models of plannir pability to desci environments (at	ng ribe the type micro-level,	the principles of general es of management and meso-scale, macro-scale nanagement, leadership,			

		The stude planning p	planning partnerships and participatory planning  • The student's ability to relate planning goals, activities and operational levels					
Assessment M	ethods:	Quizzes, Tests, Ass Examination	signments, Presenta	tions, Debates, Practic	al Work and			
		Min Formative Asses	sment mark for exam	admission (%)	40%			
Accoccment W	A		% Formative Asses	60%				
Assessment W	eigning.	Final mark =	% Summative Asse	40%				
		Min Final Assessmen	Min Final Assessment mark to pass (%)					
		Paper 1	Paper 2	Paper 3	Paper 4			
Summative	Theory / Practical	Theory						
Assessment Paper:	Duration	3 hrs						
	Sub minimum	40%						

	SECTION F	: MODULAR IN	FORMATION REC	QUIRED			
Department: Development Planni	ng & Manageme	nt			School:	Economics Manageme	
Last Revision date: 2012			First Year Offer	ed (New):	2013		
Replace this Module existing mode	ule(s)?	Yes / No	If YES, give the codes:	module			
Module linked to Qualification/s:	BDV02	BAL01	BAD01	BIS01			
Migration Strategy:	Yes / No		(If YES, IP05 mu	ıst also be co	ompleted)		

Module Code: (4 alphabetic & 3 numeric)	CDEV012					
Module Name:	Development 8	& the Environme	ent			
Module Content:	Environmenta International Capacity-Per Sustainable Environment Development Environmenta	Debate on So formance Re People Develo Relationship Manageme	able Developmentationship, Asplationship, peopopment, dimension in Africa; aspent; Green In Nexus of Clin	ent - World ects of Devo ble in Susi ons of empo and Effectiv Development	lviews elopmotainab owerm ve Ei t; Ind	ntalism versus on Sustainability, ent Sustainability - ility Development, nent; Development-nvironmental and dustrial Ecology; t & Development;
Learning Outcomes:	ideo A s deve A s cond	logies and pra student shou elopment and t tudent shoul- cept of sustain	ctices of develop  Id be able to: he environment; d be able to: able developmen  Id be able to:	mentalism and Analyze the Explain the until the tendent to the ten	nd env he rel uses a frican	ationship between and abuses of the
Module Information:	SAQA Credits		ITS Course Level Code		CESM Code (3 <sup>rd</sup> Order)	
wodule illioimation.	1.	2	3			140504
Dell' complete monelle or	Can	npus	Full/Part T	ime	Pe	eriod (1st/2ndSem)
Delivery Information:	Turf	floop	Full-tim	ne		2nd Sem
Deriode per Week	Classes	Practicals	Tutorial	Seminars	5	Independent Learning
Periods per Week:	4	1	2	0		0
Pre-requisite modules for this module:	CDEV011					
Co-requisites modules for module:	N/A					
ASSESSMENT:						
Assessment Criteria:	and The deve The sust	practices of de student's delopment and the student's capa ainable development	evelopmentalism capability to a he environment ability to explain to the property of the control	and environr inalyze the he uses and African conte	mental e rela l abuse ext	
Assessment Methods:			ts, Presentations	, Practical W	ork an	d Examination
Assessment Weighting:	Min Formative	Assessment ma	ark for exam admis	sion (%)		40%

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

	SECTION F	: MODULAR IN	FORMATION REQUIRED				
Department: Development Planni	ng & Managemer	nt		Sch	ool:	Economics Manageme	
Last Revision date: 2012			First Year Offered (New)	: 201	3		
Replace this Module existing mode	ule(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	e comple	eted)		

Module Code: (4 alphabetic & 3 numeric)	CDEP012				
Module Name:	Local Econom	nic Development			
Module Content:	colonialism a development development development	and apartheid t theories; Issu t; rural/urban u	on a mixed deve es related to em unemployment; g strategies; and	loping econor powerment ar rowth pole th	ob creation; impact of mies; regional economic nd investing in people in neories, Local economic es of Local Economic
Learning Outcomes:	<ul> <li>A s app</li> <li>A s thei</li> <li>A s glob</li> <li>A s fran</li> <li>A s sph prov</li> <li>A s with</li> <li>A s proj</li> </ul>	tudent should roaches; student should relate the should be alization (Glob tudent should neworks in a Student should eres of governision of public tudent should be LED; student should ect cycle; and, sect cycle; and, student should ect cycle; and,	d be able to: One d be able to: Id and the LED env l be able to: Expl bal markets); d be able to: An outh African conte d be able to: Des rnment in LED services and infr l be able to: Exp d be able to: One	describe the LE dentify LED as a dironments in Stain the relational state of the control of the	egulations and legislative es and responsibilities of e governance) and the cycle and its relationship es Business Plan and the
Module Information:		Credits 2	ITS Course Le	vel Code	CESM Code (3 <sup>rd</sup> Order) 040401
	Car	npus	Full/Part T	ime	Period (1st/2ndSem)
Delivery Information:		floop	Full-tim	ne	2nd Sem
Periods per Week:	Classes 4	Practicals	Tutorial 2	Seminars 0	Independent Learning 0
Pre-requisite modules for this module:	CDEP011				
Co-requisites modules for module:	N/A				
ASSESSMENT:					
Assessment Criteria:	<ul><li>The app</li><li>The local</li></ul>	e student's a roaches e student's cap al context and t	bability to identify he LED environm	the LED LED approa	planning process and ach best suited for their

		The stude frameworks The stude spheres of provision of the studer LED The studer cycle	s in a South African c nt's capability to de f government in Ll f public services and nt's capability to expla nt's ability to outline	scribe the roles and ED (cooperative gov	responsibilities of ernance) and the its relationship with an and the project
Assessment Me	ethods:	Quizzes, Tests, Assignments, Presentations, Practical Work and Examination			d Examination
		Min Formative Assessment mark for exam admission (%)			40%
Accoccment W	oighting	Final mark =	% Formative Assess Mark		60%
Assessment W	eignung.	Fillatillatk =	% Summative Assess Mark		40%
		Min Final Assessment	mark to pass (%)		50%
		Paper 1	Paper 2	Paper 3	Paper 4
Summative	Theory / Practical	Theory			
Assessment Paper:	Duration	3 hrs			
	Sub minimum	40%			

	SECTION F	: MODULAR IN	FORMATION REC	UIRED			
Department: Development Planni	ng & Managemei	nt			Scho	ol: Economics Manageme	
Last Revision date: 2012			First Year Offer	ed (New):	2013		
Replace this Module existing mode	ule(s)?	Yes / No	If YES, give the codes:	module			
Module linked to Qualification/s:	BDV02						
Migration Strategy:	Yes / No		(If YES, IP05 mu	st also be co	omplete	ed)	

Module Code: (4 alphabetic & 3 numeric)	CDPM012				
Module Name:	Development	Economics			
Module Content:	Nature & str development Economic Dopoverty & in poverty in Topolicy option development Economics Multhusian Employment output & em Rural-Urban and Policies	udy of develop t economics); evelopment; D ncome distribu- hird world cons & basic t (Population of Population Population To Economic more ployment grow Migration: Th	oment economics The Meaning of comestic Development in the growth untries, economic considerations); growth & the come ap and Policy odels of employment, appropriate teeory and policy;	and the in factor of Development Problement Problement Controvers of Controvers of Controvers of Controvers of Contrology & International	conomics & development: mportant role of values in ment and Approaches to ems and Policies (Growth, sy, inequality & absolute ristics of poverty groups, growth and economic life; population debates); Demographic Transition, ns). Unemployment and nation: free market model, a employment generation); al Development Problems
Learning Outcomes:	dev	elopment ecor student shou npeting paradig student shoul h paradigm; ar student sho	nomics; Ild be able to: Ild be able to: Ild be able to: Ild be able to Ild be able to Ild be able to Ild population grow	Know the c theories of ecall the po	orinciples and concepts of e conceptual features of development; olicy recommendations of development problems loyment and rural-urban
	SAQA	Credits	ITS Course Le	vel Code	CESM Code (3 <sup>rd</sup> Order)
Module Information:	1	2	3		040405
Delta made frame all an	Car	npus	Full/Part T	ime	Period (1st/2ndSem)
Delivery Information:	Tur	floop	Full-tim	ne	2
Periods per Week:	Classes 4	Practicals 0	Tutorial 2	Seminar:	Independent Learning 0
Pre-requisite modules for this module:	CDPM011				
Co-requisites modules for module:	N/A				
ASSESSMENT:					
Assessment Criteria:	dev The para The	elopment ecor student's ab adigms and ec	iomics ility to recall the onomic theories o	e conceptua of developme	ciples and concepts of all features of competing ent

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

	SECTION F: MC	DULAR INFORMATION	REQUIRED		
Department: Public Administra	ation			School:	Economics & Management
Last Revision date: 2012			First Year Offered (New):	2013	
Replace this Module existing mo	odule(s)?	Yes / No	If YES, give the module codes:		
Module linked to Qualification/s:	BAdmin (Public Administration)	BAdmin (Local Government)	BDV02		
Migration Strategy:	Yes / No		(If YES, IP05 must	also be co	mpleted)

Module Code: (4 alphabetic & 3 numeric)	CPUBO12				
Module Name:	Structuring and	d Functioning of Pu	blic Administration		
Module Content:	administration		ations in practice; Fund		The processes of public blic administration; and,
Learning Outcomes:	of Pole	ublic Administration tudent should lyed in the practice tudent should I inistration institution tudent should k esses of public adr tudent should be	as both a discipline ar be able to: Compre of public administration be able to: Explain as within the society's poe able to: Explain to ininistration; able to: Describe the	nd practice; ehend the n; & demonst policy lands the practica	basics of the process rate the role of public cape; I manifestations of the process of public administration; associated with public
Module Information:	SAQA Credits		ITS Course Level Code		CESM Code (3 <sup>rd</sup> Order
Module Information.		12		3	
Delivery Information:	Ca	ampus	Full/Part Tim	ne	Period (1st/2ndSem)
Delivery information.	Τι	ırfloop	Full-time		2
Periods per Week:	Classes	Practicals	Tutorial	Seminar	Independent Learning
Torrow por moon.	4	0	0	0	0
Pre-requisite modules for this module:	CPUB011				
Co-requisites modules for module:	N/A				
ASSESSMENT:					
Assessment Criteria:	publ The prac The instit The publ The	ic administration as student's ability tice of public admir student's ability tutions within the so student's ability tic administration student's capabili	both a discipline and p to comprehend the ba istration to explain & demonstra ociety's policy landscap to explain the practical ty to describe the funct	oractice usics of the ate the role be manifestati ions of publ	process involved in the of public administration ons of the processes of ic administration d with public institutions
Assessment Methods:	Combination of	f Tests, Presentation	ons, Assignments & Ex	amination	

		Min Formative Asse	(%)	40%	
Accessment W	/oighting.	Final mark	Final mark =   % Formative Assess Mark  % Summative Assess Mark		60%
Assessment W	reignung:	FIIIdi IIIdiK =			40%
		Min Final Assessme	nt mark to pass (%)	50%	
		Paper 1	Paper 2	Paper 3	Paper 4
Summative	Theory / Practical	Paper 1 Theory	Paper 2	Paper 3	Paper 4
Summative Assessment Paper:	Theory / Practical  Duration	•	Paper 2	Paper 3	Paper 4

SECTION F: MODULAR INFORMATION REQUIRED									
Department:       Development Planning & Management       School:       Economics & Management									
Last Revision date: 2012 First Year Offered (New): 20									
Replace this Module existing modu	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)						

Module Code: (4 alphabetic & 3 numeric)	CDVL012	CDVL012						
Module Name:	Principles of S	Principles of Spatial Development Planning						
Module Content:	as Integrate Developmen Resources M States in Sp Planning; T	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						
Learning Outcomes:	<ul> <li>A Student should be able to: Explain the principal elements of spatial development planning;</li> <li>A student should be able to: Explain the policy and legislative frameworks for sustainable integrated spatial development planning;</li> <li>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;</li> <li>A student should be able to: Explain the challenges, problems and crisis of implementation in the planning of SDP and/or SDF; and,</li> <li>A student should be able to: Know the SDF processes within the South African context</li> </ul>							
Module Information:	SAQA	Credits	ITS Course Level Code		CESM Code (3 <sup>rd</sup> Order)			
Module Information.	12		3		020201			
Delinom Information	Car	npus	Full/Part Time		Period (1st/2ndSem)			
Delivery Information:	Turfloop		Full-time		2 <sup>nd</sup> Sem			
Periods per Week:	Classes	Practicals	Tutorial	Seminars	Independent Learning			
·	4	1	2	0	0			
Pre-requisite modules for this module:	CDVL011							
Co-requisites modules for module:	N/A							
ASSESSMENT:								
Assessment Criteria:	<ul> <li>The student's ability to explain the principal elements of spatial development planning</li> <li>The student's ability to explain the policy and legislative frameworks for sustainable integrated spatial development planning</li> <li>The student's capability to describe and analyse topographical maps and aerial photographs</li> <li>The student's ability to apply topographical maps and aerial photographs as tools for spatial development planning</li> <li>The student's ability to explain the challenges, problems and crisis of implementation in the planning of SDP and/or SDF</li> <li>The student's capability to discuss the SDF processes within the South African context</li> </ul>							

Assessment Methods:  Quizzes, Tests, Assignments, Presentations, Practical Work, Landscape and Examination							
		Min Formative Asses	Min Formative Assessment mark for exam admission (%)				
		Final mark =	% Formative Assess	60%			
Assessment w	Assessment Weighting:		% Summative Assess	40%			
			Min Final Assessment mark to pass (%)				
	Summative Theory / Practical		Paper 2	Paper 3	Paper 4		
Summative Assessment							
Paper:	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)						

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:	<ul> <li>A Student should be able to: Know and describe the fundamentals, principles and concepts of environmental planning and management;</li> <li>A student should be able to: Know the roles of business and law in environmental planning and management;</li> <li>A student should be able to: Know the environmental vision and concepts of transfrontier conservation areas planning;</li> <li>A student should be able to: Demonstrate knowledge necessary for planning, overseeing and supervising the process of environmental impact assessment;</li> <li>A student should be able to: Analyze environmental management policy and practice; and,</li> <li>A student should be able to: Plan and organize environmental conservation and protection with human welfare interest</li> </ul>							
Madula Information	SAQA Credits		ITS Course Le	vel Code	CESM Code (3 <sup>rd</sup> Order)			
Module Information:	12		3		140504			
D.P. and from all an	Campus		Full/Part Time		Period (1st/2ndSem)			
Delivery Information:	Turi	floop	Full-time		1st Sem			
Periods per Week:	Classes	Practicals	Tutorial	Seminars	Independent Learning			
Perious per week.	4	0	0	0	0			
Pre-requisite modules for this module:	CDEV012							
Co-requisites modules for module:	N/A							
ASSESSMENT:								
Assessment Criteria:	<ul> <li>The student's ability to describe and discuss the fundamentals, principles and concepts of environmental planning and management</li> <li>The student's capability to discuss the roles of business and law in environmental planning and management</li> <li>The student's ability to discuss the environmental vision and concepts of transfrontier conservation areas planning</li> <li>The student's capability to demonstrate knowledge necessary for planning, overseeing and supervising the process of environmental impact assessment</li> </ul>							

		<ul> <li>The student's ability to analyze environmental management policy and practice</li> <li>The student's ability to plan and organize environmental conservation and protection with human welfare interest.</li> </ul>					
Assessment M	ethods:	Quizzes, Tests, As	signments, Presentat	ions, Practical Work ar	nd Examination		
Assessment Weighting:		Min Formative Asses	sment mark for exam a	dmission (%)	40%		
		Final mark =	% Formative Assess	60%			
		i ilidi ilidik –	% Summative Asses	40%			
		Min Final Assessmer	Min Final Assessment mark to pass (%)				
		Paper 1	Paper 2 Paper 3		Paper 4		
Summative Assessment	Theory / Practical	Theory					
Paper:	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	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	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:	<ul> <li>A student should be able to: Define rural poverty and describe its dimensions;</li> <li>A student should be able to: Define the concept of rural development;</li> <li>A student should be able to: Explain the problems confronted in implementing rural development strategies from economic, environmental, geographical, socio-cultural and political contexts;</li> <li>A student should be able to: Explain the challenges and opportunities of rural livelihoods;</li> <li>A student should be able to: Explain different approaches to rural development planning and management, policies and projects in the post-1994 South Africa</li> </ul>								
	SAQA		ITS Course Le	vel Code	CESM Code (3 <sup>rd</sup> Order)				
Module Information:	1	6	3		140501				
	Car	npus	Full/Part T	ime	Period (1st/2ndSem)				
Delivery Information:	Tur	floop	Full-tim	ne	1st Sem				
De de de com Weste	Classes	Practicals	Tutorial	Seminars	Independent Learning				
Periods per Week:	iods per Week: 4 0 1 0 0								
Pre-requisite modules for this module:	N/A								
Co-requisites modules for module:	N/A								
ASSESSMENT:									
Assessment Criteria:	<ul> <li>The student's ability to define rural poverty and describe its dimensions</li> <li>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</li> </ul>								

		rural livelih  The stude developme	noods ent's capability to	explain the challenges a explain different ap anagement, policies a	proaches to rural
Assessment M	ethods:	Quizzes, Tests, Ass	signments, Presentat	ions, Practical Work a	nd Examination
		Min Formative Assess	sment mark for exam a	dmission (%)	40%
A M	folialistica	Final mands	% Formative Assess Mark 60%		
Assessment W	reignting:	Final mark =	% Summative Asses	ss Mark	40%
		Min Final Assessmen	t mark to pass (%)		50%
		Paper 1	Paper 2	Paper 3	Paper 4
Summative	Theory / Practical	Theory			
Assessment Paper:	Duration	3 hrs			
	Sub minimum	40%			

	SECTIO	N F: MODULAR INF	ORMATION REQUIRED		
Department: Development Plann	ing & Manage	ment		School:	Economics & Management
Last Revision date: 2012			First Year Offered (New):	2013	
Replace this Module existing mod	ule(s)?	Yes / <b>No</b>	If YES, give the module codes:	Э	
Module linked to Qualification/s:	BDV02	BAdmin (Public Administration)			
Migration Strategy:	Yes / <b>No</b>		(If YES, IP05 must also I	be completed)	

CDEC021				
Project Manage	ement			
of project mar Role of the probetween pro	nagement as a or roject manager ogramme, proj	discipline; Project and benefits of ect & sub-pro	t manageme project mana ject; Projec	ant knowledge areas; agement; The difference cts versus operations;
mana A stu A stu bene A stu and A st and, A st	agement and to udent should budent should budent should budent should budent should budent should udent should udent should	describe its histope able to: Outling the able to: Description and additional describes able to: Definition able to: Differ be able to: List	ory and deve the project math cribe the role the and disting erentiate pro	elopment as a discipline; anagement areas; of project manager and quish programme, project ojects versus operations;
SAQA (	Credits	ITS Course Le	vel Code	CESM Code (3rd Order)
1	6	3		040110
Can	npus	Full/Part T	ime	Period (1st/2ndSem)
Tur	floop	Full-tin	ne	2nd Sem
Classes	Practicals	Tutorial	Seminars	Independent Learning
4	1	2	0	0
N/A				
N/A				
<ul> <li>The mana</li> <li>The sof professions</li> <li>The professions</li> <li>The states</li> </ul>	student's ability agement as a d student's ability student's ability oject managem student's capa act and sub-projetudent's ability student's ability student's ability	y to describe the iscipline to outline project to describe the ent bility to explain the ect to differentiate points to list network to the describe the described to the descri	e history and t manageme role of proje he difference projects from	Int areas ct manager and benefits es between programme, operations
	Project Manage Introduction to of project mar Role of the pubetween production to A strands  Tur  Classes  4  N/A  N/A  N/A  The end of project market in the strands  The project market in the strands  The strands	Project Management  Introduction to the concept of project management as a Role of the project manager between programme, proj Introduction to project manage  • A student should management and to A student should benefits of project monagement and sub-project from • A student should and, • A student should manager's toolbox in SAQA Credits  16  Campus  Turfloop  Classes  Practicals  4  1  N/A  N/A  N/A  In the student's ability management as a deal of the student's ability of project management as a deal of the student's capal project and sub-project a	Project Management  Introduction to the concept of project manage of project management as a discipline; Project Role of the project manager and benefits of between programme, project & sub-pro Introduction to project manager's toolbox (netternation of the project manager's toolbox (netternation of the project management and to describe its histernation of project management;  A student should be able to: Describe benefits of project management;  A student should be able to: Define and sub-project from each other;  A student should be able to: Differ and,  A student should be able to: Listernation of project manager's toolbox in project manager's	Project Management  Introduction to the concept of project management; The of project management as a discipline; Project management Role of the project manager and benefits of project manabetween programme, project & sub-project; Project Introduction to project manager's toolbox (network diagram.  • A student should be able to: Define the management and to describe its history and deveragement and to describe the role benefits of project management;  • A student should be able to: Define and disting and sub-project from each other;  • A student should be able to: Differentiate program,  and,  • A student should be able to: List network dimanager's toolbox in project management  SAOA Credits ITS Course Level Code  16 3  Campus Full/Part Time  Turfloop Full-time  Classes Practicals Tutorial Seminars  4 1 2 0  N/A  N/A  N/A  • The student's ability to define concepts of project of the student's ability to describe the history and management as a discipline  • The student's ability to describe the role of project of project management  • The student's ability to describe the role of project of project and sub-project  • The student's ability to differentiate projects from the student's ability to differentiate projects from the student's ability to list network diagrams us

Assessment M	ethods:	Quizzes, Tests, Assig	signments, Presentations, Practical Work and Examination				
		Min Formative Assessm	ent mark for exam adm	40%			
Accessment W	laighting.	Final mark	% Formative Assess	60%			
Assessment W	eignung:	Final mark =	% Summative Asses	40%			
		Min Final Assessment n	nark to pass (%)		50%		
		Paper 1	Paper 2	Paper 3	Paper 4		
Summative Assessment	Theory / Practical	Theory					
Paper:	Duration	3 hrs					
	Sub minimum	40%					

	SECTION F	: MODULAR IN	FORMATION REC	QUIRED			
Department: Development Planni	ng & Manageme	nt			School:	Economics Manageme	
Last Revision date: 2012			First Year Offer	ed (New):	2013		
Replace this Module existing mode	ule(s)?	Yes / No	If YES, give the codes:	module			
Module linked to Qualification/s:	BDV02						
Migration Strategy:	Yes / No		(If YES, IP05 mu	ıst also be co	ompleted)		

Module Code: (4 alphabetic & 3 numeric)	CDED021					
Module Name:	Community De	evelopment Plan	ning			
Module Content:	Development Community Economics Institutions; I Planning & M IKS in Devel Community-Empowermer Planning for Sectors; the (micro-scale, Management & Logistical Mobilization	t (Assets-Base Foundation & Funding; Principles of C Management; Copment; Princi Based Develop nt; Case Stud Community D Community institutional, t; Change Ager Community & Allocation; C	d & Citizen-Drive Model; Commu Community Tra Community Finan Coordination & Ev ples of Commun ment Planning; C y of the Caprico evelopment Insti Management & regional & c nts & Manageme Management &	en (ABCD) ( nity Assets ansepts); Coe; Commu raluation of community Forn District I tutions in the Planning I global); Coent of Chang a Planning; cholders Ma	Comment I Commen	ches to Community nunity Development; apping; Community unity Development Development Project nunity Development; Planning & Training; pation, Ownership & cipality; Managing & blic, Private & Civic onment & Contexts nity Leadership & nctional, Operational nmunity Resources ment & Participatory
Learning Outcomes:	A si com	tudent should imunity develop tudent should community community community tudent should imunity development think tudent should imunity development should imunity development should imunity developtudent should tudent should tudent should tudent should tudent should tudent should imunity developtudent should tudent should	I be able to: De pment; I be able to: I pment; I be able to: Expedevelopment witing; I be able to: Expedevelopment from the Second be able to: I pment from the Second be able to: I pment from the Second be able to: I be able to: I pment from the Second be able to: I b	fine the constant the characteristic the constant African Analyse possible and example and	origir inges contex e diffe i conto blicies i pers xplain	and strategies for pective; the current thinking
	SAQA (		ITS Course Le			ESM Code (3 <sup>rd</sup> Order)
Module Information:	1	6	3			020201; 200902
D. 1. 6 . 11	Can	npus	Full/Part T	ime	F	Period (1st/2ndSem)
Delivery Information:	Turi	floop	Full-tim	ne		1 <sup>st</sup> Sem
	Classes	Practicals	Tutorial	Seminar	s	Independent Learning
Periods per Week:	4	1	2	0		0
Pre-requisite modules for this module:	N/A		1	ı	ı	
Co-requisites modules for module:	N/A					
ASSESSMENT:						

Assessment Cr	iteria:	The student of community thinking  The student community thinking  The student developme  The student developme  The student developme  The student developme	community development  The student's ability to explain the origins and evolution of the conce of community development  The student's ability to explain the changes in theoretical trends community development within the context of the broader development.				
Assessment Me	ethods:	Quizzes, Tests, Ass	ons, Practical Work an	d Examination			
		Min Formative Assess	ment mark for exam ac	lmission (%)	40%		
Accessment W	oighting.	Final mark =	% Formative Assess	Mark	60%		
Assessment Wo	eignung:	FIIIdi IIIdiK =	% Summative Assess	s Mark	40%		
		Min Final Assessment	mark to pass (%)		50%		
		Paper 1	Paper 2	Paper 3	Paper 4		
Summative	Theory / Practical	Theory					
Assessment Paper:	Duration	3 hrs					
	Sub minimum	40%					

	SECTION F	: MODULAR IN	FORMATION REQUIRE	ED			
Department: Development Planni	ng & Managemer	nt		Sc	hool:	Economics Managem	
Last Revision date: 2012			First Year Offered (N	lew): 20	13		
Replace this Module existing mode	ıle(s)?	Yes / No	If YES, give the modu codes:	ule			
Module linked to Qualification/s:	BDV02						
Migration Strategy:	Yes / No		(If YES, IP05 must als	o be comp	leted)		_

Module Code: (4 alphabetic & 3 numeric)	CDEA022				
Module Name:	Poverty & Soc	ial Developmen	t		
Module Content:	on the socio poverty and people-mana	-economic co basic needs ged developn	ntext; Causes of approach; socia	poverty an Il welfare a eviation; ge	erty with special emphasis d frameworks for action; nd human development; ender and poverty; and,
Learning Outcomes:	soci and haza polic from	are and evolution al;  A student multiple cause A student ards and challe A student cies, strategies the South Afron A student	should be able as of poverty from should be able anges involved in should be able to and approaches ican perspective;	to: Identify a the socio-e to: Analyze to: Analyze to to poverty	and explain poverty, its as with emphasis on the and describe the complex conomic contexts; are and explain the risk, the failure and success of alleviation and reduction by different policies and a South Africa
Module Information:	SAQA Credits		ITS Course Level Code		CESM Code (3 <sup>rd</sup> Order)
woddie mormation.	10	6	3		200901
D. I. C. III	Can	npus	Full/Part T	ime	Period (1st/2ndSem)
Delivery Information:	Turi	floop	Full-tim	ne	2nd Sem
Periods per Week:	Classes 4	Practicals	Tutorial	Seminars 0	s Independent Learning
Pre-requisite modules for this module:	CDEB021	-			
Co-requisites modules for module:	N/A				
ASSESSMENT:					
Assessment Criteria:	evo The mul dim The cha The polii and	lutions from a student's cap tiple causes ensions student's abil llenges involvatudent's cacies, strategi reduction frostudent's abil	all the dimension pability to idention of poverty with ity to analyze a yed in poverty a pability to anales and approapon the South Af	ns with emity and destemphasis and explain long the geolyze the facthes towarican perspections.	ailure and success of ords poverty alleviation oective cies and strategies of

Assessment Me	ethods:	Quizzes, Tests, Ass	s, Assignments, Presentations, Practical Work and Examinatio				
		Min Formative Assess	ment mark for exam ad	lmission (%)	40%		
Accessment W	oighting.	Final mark	% Formative Assess	Mark	60% 40%		
Assessment W	eignung:	Final mark =	% Summative Assess	s Mark			
		Min Final Assessment	mark to pass (%)		50%		
		Paper 1	Paper 2	Paper 3	Paper 4		
Summative	Theory / Practical	Theory					
Assessment Paper:	Duration	3 hrs					
	Sub minimum	40%					

	SECTION F	: MODULAR IN	FORMATION REC	QUIRED			
Department: Development Planni	ng & Manageme	nt			School:	Economic Managem	
Last Revision date: 2012			First Year Offer	ed (New):	2013		
Replace this Module existing mode	ule(s)?	Yes / No	If YES, give the codes:	module			
Module linked to Qualification/s:	BDV02						
Migration Strategy:	Yes / <b>No</b>		(If YES, IP05 mu	ıst also be c	ompleted)		

Module Code: (4 alphabetic & 3 numeric)	CDEB022				
Module Name:	Research Meth	nodology			
Module Content:	principles of	scientific m	ethods; logical	argument &	and types of research; research approaches; eys and data collection
Learning Outcomes:	sciel A st type A st meth	ntific research udent should s of scientific i udent should nods of resear udent should	; I be able to: Exp research; I be able to: App ch; I be able to: Der	ain and distin  ly elements a  nonstrate the	describe the nature of guish amongst different and the logic of scientific ability to formulate and eys and data collection
Module Information:	SAQA C	credits	ITS Course Lev	vel Code	CESM Code (3 <sup>rd</sup> Order)
wodule information:	16	Ò	3		200901;
D.P Information	Campus		Full/Part T	ime	Period (1st/2ndSem)
Delivery Information:	Turf	loop	Full-tim	е	2nd Sem
Dariads par Wook	Classes	Practicals	Tutorial	Seminars	Independent Learning
Periods per Week:	4	0	2	0	0
Pre-requisite modules for this module:	N/A				•
Co wantialtaa waadulaa faa aa alala	1				
Co-requisites modules for module:	N/A				
ASSESSMENT:	N/A				
•	<ul> <li>The rese</li> <li>The type</li> <li>The of re</li> <li>The hypo</li> <li>The</li> </ul>	arch student's caps of scientific restudent's abilisearch student's abothesis student's ab	pability to explain research ty to apply elementality to demonstration	n and disting nts and the loo rate the form	the nature of scientific uish amongst different gic of scientific methods ulation and testing of gns, surveys and data
ASSESSMENT:	The rese The type The of re The hypo The colle	arch student's caps of scientific istudent's abilisearch student's abothesis student's abothesis	pability to explain research ty to apply elementality to demonstration	n and disting nts and the loo rate the form sampling desi	uish amongst different gic of scientific methods ulation and testing of gns, surveys and data
ASSESSMENT:  Assessment Criteria:	The rese The type The of re The hypo The colle Quizzes, Tes	arch student's caps of scientific restudent's abilisearch student's abothesis student's abothesis student's abothesis student's abothesis	pability to explain research ty to apply eleme ility to demonstrations lity to describe seres	n and disting nts and the log rate the form sampling designand Examinat	uish amongst different gic of scientific methods ulation and testing of gns, surveys and data

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

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

Module Code: (4 alphabetic & 3 numeric)	CDEC022				
Module Name:	Development	Planning & Man	agement		
Module Content:	Development Approaches People Part Adaptive Ma Planning & F Development Communities Development Development	tal Bureaucracto Developmenticipation & Inagement; Intership Plate Management - Understand Programs, Management	y & Development ht: People Center nvolvement, Lea egrated Planning anning Managing ht & Local Auling Communities Project & the in South Africa	al State; Decoredness, Peoparning-proces; Vertical & Sustainable thority; Develon, a Holistic A Indigenous	ral Economic Planning, entralisation; Managerial ple-driven Development, is, Partnership Action, Horizontal Development Development; Strategic elopment Managers & Approach and Managing Knowledge Systems;
Learning Outcomes:	devi A s devi A s mar A s devi A s plar stra A s	elopment plans student shous elopment plans tudent shous agement pers student shous elopment plans tudent shous development student shous aning models tegy; student shous tegy;	ning and developed to be able to: Spective on poverted be able to: Spective on poverted be able to: Differ management appears to as local developed.	ment manage Explain theoment; how the app y and poverty Outline the ment; ferentiate amo proaches; Evaluate i ppment plane p: Evaluate	oretical foundations for dication of development alleviation; role of institutions on ongst the various microintegrated development ning and management participation as local
Module Information:	SAQA (	Credits	ITS Course Le	vel Code	CESM Code (3 <sup>rd</sup> Order)
wodale information.	1	6	3		200901
Delinom, Information	Can	npus	Full/Part T	ime	Period (1st/2ndSem)
Delivery Information:	Tur	floop	Full-tim	ne	2nd Sem
Periods per Week:	Classes	Practicals	Tutorial	Seminars	Independent Learning
T CHOUS PCT WEEK.	4	1	2	0	0
Pre-requisite modules for this module:	CDEP012; CD	EA021; CDEB0	21		•
Co-requisites modules for module:	N/A				
ASSESSMENT:					
Assessment Criteria:	<ul> <li>The student's ability to describe the perspectives on development planning and development management</li> <li>The student's ability to explain theoretical foundations for development</li> </ul>				

		<ul> <li>Planning and management</li> <li>The student's capability to discuss the application of development management perspective on poverty and poverty alleviation</li> <li>The student's capability to outline the role of institutions on development planning and management</li> <li>The student's ability to differentiate amongst the various micro-level development management approaches</li> <li>The student's ability to evaluate integrated development planning models as local development planning and management strategy</li> <li>The student's ability to evaluate participation as local development planning and management strategy</li> </ul> Ouizzes, Tests, Assignments, Presentations, Practical Work and Examination					
Assessment Me	ethods:	Quizzes, Tests, Assignments, Presentations, Practical Work and Examination					
			ment mark for exam ac	dmission (%)	40%		
Accommont W	oighting.	Final mark	% Formative Assess Mark		60%		
Assessment W	eignung:	Final mark =	% Summative Assess	s Mark	40%		
		Min Final Assessment	mark to pass (%)		50%		
		Paper 1	Paper 2	Paper 3	Paper 4		
Summative	Theory / Practical	Theory					
Assessment Paper:	Duration	3 hrs					
	Sub minimum	40%	40%				

SECTION F: MODULAR INFORMATION REQUIRED							
Department: Development Planning & Management					School:	Economic Managem	
Last Revision date: 2012 First Year Offered (New):				2013			
Replace this Module existing mod	ule(s)?	Yes / No	If YES, give the r	module			
Module linked to Qualification/s:	BDV02	BCom BAdmin (Business (Public Management) Administration)					
Migration Strategy: Yes / No (If YES, IP05 must al					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)	CDED022						
Module Name:	Project Design	Project Design & Planning					
Module Content:	Examples of differences of differences of conversion of the differences of the difference of the diffe	f projects ver & examples & examples of f problem/opports	sus operations; of programme, of projects vers	Project   project & us operation ject charte	olanni & su ons; r; Sta	types of projects; ing steps; In-depth b-projects; In-depth Project design and skeholder types and	
Learning Outcomes:	(usir proje	ng examples) ects versus ope tudent should luct lifecycle; rudent should ect management rudent should ect charter; and udent should	of programme, erations; I be able to: Ex be able to: List nt; be able to: Con I,	project and xplain project and explain vert a prob	d sub ect ph n proj lem c	asion and application project, as well as asses in project and ect planning steps in or an opportunity into analysis and feasibility	
	SAQA (	,	ITS Course Le	vel Code	С	ESM Code (3 <sup>rd</sup> Order)	
Module Information:	1	6	3			200901	
	Can	npus	Full/Part T	ime		Period (1st/2ndSem)	
Delivery Information:	Tur	floop	Full-tin	ne	2		
Periods per Week:	Classes	Practicals	Tutorial	Semina	rs	Independent Learning	
renous per week.	4	1	1	0		0	
Pre-requisite modules for this module:	N/A			•	·		
Co-requisites modules for module:	N/A						
ASSESSMENT:							
Assessment Criteria:	<ul> <li>The student's ability to use examples for in-depth comprehension and application of programme, project, sub-project, as well as projects versus operations</li> <li>The student's ability to explain project phases in project and product lifecycle</li> <li>The student's ability to remember, list and explain project planning steps in project management</li> <li>The student's capability to convert a problem or an opportunity into project charter</li> </ul>						

		The student's ability to plan stakeholder analysis and feasibility study						
Assessment M	ethods:	Quizzes, Tests, Ass	Quizzes, Tests, Assignments, Presentations, Practical Work and Examination					
			Min Formative Assessment mark for exam admission (%) 4					
Assessment Weighting:		Final mark =	% Formative Assess	Mark	60%			
		Fillal IIIalK =	% Summative Asses	40%				
		Min Final Assessmen	t mark to pass (%)		50%			
		Paper 1	Paper 2	Paper 3	Paper 4			
Summative	Theory / Practical	Theory						
Assessment Paper:	Duration	3 hrs						
	Sub minimum	40%						

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

Module Code: (4 alphabetic & 3 numeric)	CDEA031				
Module Name:	Advanced Res	search Methodolo	ogy & 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:	<ul> <li>A s</li> <li>A s</li> <li>rese</li> <li>A s</li> <li>and</li> <li>A s</li> <li>com</li> <li>A si</li> <li>secrether</li> <li>A si</li> <li>for h</li> <li>A si</li> </ul>	earch methods; tudent should earch topic and tudent should proposal frame student should ponents of the tudent should ondary data a nes; tudent should nis/her study; tudent should g secondary data tudent should	be able to: Co title; be able to: Relative to: d be able to: research propos be able to: Con nd use research be able to: Des be able to: Ju ata in research propos be able to: Write	nstruct research ate to research al; npile and write th questions sign a research stify, defend roposal writing a a feasible re	ts & logic of scientific tch focus and formulate tch problem analysis tool the difference amongst to literature review using for the formulation of tch methodology suitable and support arguments is search proposal; teture of the dissertation
Module Information:	SAQA (		ITS Course Le	vel Code	CESM Code (3 <sup>rd</sup> Order)
Delivery Information:		npus	Full/Part T		Period (1st/2ndSem)
,	Tur	floop	Full-tim	е	1
Dorindo mon Woole	Classes	Practicals	Tutorial	Seminars	Independent Learning
Periods per Week:	4	0	0	0	0
Pre-requisite modules for this module:	CDEB022				
Co-requisites modules for module:	N/A				
ASSESSMENT:					
Assessment Criteria:	met • The	hods student's abilit c and title	y to construct re	search focus	of scientific research and formulate research em analysis tool and

Assessment Mo	ethods:	<ul> <li>proposal framework accordingly</li> <li>The student's capability to write different components of the research proposal without any confusion</li> <li>The student's ability to compile and write literature review using secondary data and further use research questions for the formulation of themes</li> <li>The student's ability to produce a research design and methodology suitable for one's study</li> <li>The student's capability to justify, defend and support arguments using secondary data in research proposal writing</li> <li>The student's ability to describe the structure of the dissertation</li> <li>Quizzes, Tests, Assignments, Research Proposal, Presentations and Examination</li> </ul>				
			ssessment mark for exam admission (%) 40%			
A a a a a a m a m t \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \	oi alatina.	Final monte	% Formative Assess Mark		60%	
Assessment W	eignung:	Final mark =	% Summative Asses	s Mark	40%	
		Min Final Assessmen	t mark to pass (%)		50%	
		Paper 1	Paper 2	Paper 3	Paper 4	
Summative Assessment	Theory / Practical	Theory				
Paper:	Duration	3 hrs				
	Sub minimum	40%	40%			

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

Application o of project top implementable	f project mana	Management							
Application o of project top implementable	f project mana	Management							
of project top				Advanced Project Planning & Management					
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									
men  A st the com  A si lifect  A s proce  A si resc  A s proje  A s	nber in class for tudent should build method munication plate tudent should bycle; tudent should burces in the public tudent should burces manage tudent should bet management should burdent should build burdent should burdent should burdent should build burdent should burdent	or an implemental be able to: Prodd, the execution an, project quality d be able to: Prod be able to: I lic & private sected be able to: Exement in terms of ld be able to: ent;	ole project; luce the sco n strategy, plan and ba ovide detail Detailed de or; cplain resou project man Discuss co	pe of work for the project, procurement schedule, seline plan; ed explanation of project scription of procurement rce planning and human agement; mmunication process in					
		ITS Course Le	vel Code	CESM Code (3 <sup>rd</sup> Order)					
20	0	3		200901					
Can	npus	Full/Part T	ime	Period (1st/2ndSem)					
Turf	floop	Full-tim	е	1					
Classes	Practicals	Tutorial	Seminars	Independent Learning					
4	1	1	0	2 hrs					
CDEC021; CD	ED022			1					
N/A									
<ul> <li>The student's ability to conduct feasibility study as a group member in class for an implementable project</li> <li>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.</li> </ul>									
	implementab statement of communication and product Completion of human resound management  A some A	implementable project; Ac statement of intent, build communication plan, proje and product lifecycle; Adva Completion of tender docur human resources for projemanagement; Leadership a  • A student should member in class for an impler in class for an implement in class for an imple	implementable project; Advanced knowled statement of intent, build method, executic communication plan, project quality plan, and product lifecycle; Advanced procurement Completion of tender documents; Labor legishuman resources for project management; management; Leadership and management.  • A student should be able to: One member in class for an implementable.  • A student should be able to: Project quality.  • A student should be able to: Project quality.  • A student should be able to: Project quality.  • A student should be able to: Project quality.  • A student should be able to: Expressources management in terms of.  • A student should be able to: Expressources management in terms of.  • A student should be able to: Improject management;  • A student should be able to: Improject management.  SAQA Credits ITS Course Leg.  20 3  Campus Full/Part Tourfloop Full-time.  Classes Practicals Tutorial  4 1 1  CDEC021; CDED022  N/A  • The student's ability to conduct feet class for an implementable project.  • The student's capability to produce project, the build method, the execution of the execution of the project.	implementable project; Advanced knowledge of sco statement of intent, build method, execution strategy communication plan, project quality plan, and baseline and product lifecycle; Advanced procurement process in Completion of tender documents; Labor legislation & law human resources for project management; Communic management; Leadership and management  • A student should be able to: Conduct feat member in class for an implementable project;  • A student should be able to: Produce the scothe build method, the execution strategy, communication plan, project quality plan and bathe lifecycle;  • A student should be able to: Provide detailed lifecycle;  • A student should be able to: Detailed de process in the public & private sector;  • A student should be able to: Explain resour resources management in terms of project management;  • A student should be able to: Discuss corproject management;  • A student should be able to: Distinguish management  SAQA Credits ITS Course Level Code  20 3  Campus Full/Part Time  Turfloop Full-time  Classes Practicals Tutorial Seminars  4 1 1 0  CDEC021; CDED022  N/A  • The student's ability to conduct feasibility studiclass for an implementable project  • The student's capability to produce the following the student's capability to produce the					

		<ul> <li>The student's ability to explain in detail project lifecycle</li> <li>The student's capability to describe in detail the procurement process in the public and private sector</li> <li>The student's ability to explain resource planning and human resources management in terms of project management</li> <li>The student's ability to discuss communication process in project management</li> <li>The student's ability to distinguish between leadership and management</li> <li>Quizzes, Tests, Assignments, Team Work, Presentations, Practical Work and</li> </ul>				
Assessment Mo	ethods:	Examination	signinonio, roam vvoi	K, I Todomanono, I Tao	aloai vvoik and	
		Min Formative Assess	Min Formative Assessment mark for exam admission (%) 40%			
Accessment W			% Formative Assess	60%		
Assessment W	eignung:	Final mark =	% Summative Asses	s Mark	40%	
		Min Final Assessmen	t mark to pass (%)		50%	
		Paper 1	Paper 2	Paper 3	Paper 4	
Summative	Theory / Practical	Theory				
Assessment Paper:	Duration	3 hrs				
	Sub minimum	40%				

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

Module Code: (4 alphabetic & 3 numeric)	CDEC031				
Module Name:	Development I	Planning & Polic	СУ		
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:	<ul> <li>A student should be able to: Describe perspectives on development policy and development policy analysis;</li> <li>A student should be able to: Explain the various models of development planning such as physical, infrastructural and social development planning;</li> <li>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;</li> <li>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;</li> <li>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;</li> <li>A student should be able to: Explain social development planning components and processes;</li> <li>A student should be able to: Critically evaluate the implementation of public participation in development planning and policy</li> </ul>				
Module Information:	SAQA (	Credits	ITS Course Le	vel Code	CESM Code (3 <sup>rd</sup> Order)
would information.	2	0	3		190401
Delivery Information:		npus	Full/Part T		Period (1st/2ndSem)
Delivery information.	Tur	floop	Full-tim	ne	1st Sem
Periods per Week:	Classes Practicals		Tutorial	Seminar 0	Independent Learning 2 hrs
Pre-requisite modules for this module:	N/A				

Co-requisites i	modules for module:	N/A					
ASSESSMENT	:						
Assessment C	riteria:	<ul> <li>The studdevelopm developm developm</li> <li>The stude work usin programm</li> <li>The stude gathering developm</li> <li>The stude developm formulation</li> <li>The stude compone</li> <li>The stude compone</li> </ul>	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 M	lethods:	Quizzes, Tests, Ass	Quizzes, Tests, Assignments, Presentations and Examination				
		Min Formative Asses	sment mark for exam a	dmission (%)	40%		
Assessment W	loighting.	Final mark =	% Formative Assess	s Mark	60%		
A22622IIIGHI M	reignting.	Fillal Illalk =	% Summative Asses	ss Mark	40%		
		Min Final Assessmen	it mark to pass (%)		50%		
		Paper 1	Paper 2	Paper 3	Paper 4		
Summative	Theory / Practical	Theory					
Assessment Paper:	Duration	3 hrs					
	Sub minimum	40%					

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

Module Code: (4 alphabetic & 3 numeric)	CDEA032					
Module Name:	Advanced Pro	ject 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:	<ul> <li>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;</li> <li>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;</li> <li>A student should be able to: Conduct Risk Assessment;</li> <li>A student should be able to: Conceive, plan and present an implementable project as a group to Department of Development</li> </ul>					
	SAQA (		ITS Course Le		cess Code (3rd Order)	
Module Information:	2	0	3		040110	
	Can	npus	Full/Part T	ime	Period (1st/2ndSem)	
Delivery Information:	Turi	floop	Full-tim	ie	2	
Periods per Week:	Classes	Practicals	Tutorial	Seminars	Learning	
	4	1	1	0	0	
Pre-requisite modules for this module:	CDEB031					
Co-requisites modules for module:	N/A					

ASSESSMENT:						
Assessment Cr	riteria:	<ul> <li>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</li> <li>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</li> <li>The student's ability to conduct Risk Assessment</li> <li>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</li> </ul>				
Assessment Me	ethods:	Quizzes, Tests, Assignments, Presentations, Practical Work and Examination				
		Min Formative Assessment mark for exam admission (%)			40%	
Accessment W	oighting.	Final mark =	% Formative Assess Mark		60%	
Assessment W	eignung:	FIIIdi IIIdiK =	% Summative Asses	s Mark	40%	
		Min Final Assessment	mark to pass (%)		50%	
		Paper 1	Paper 2	Paper 3	Paper 4	
Summative	Theory / Practical	Theory				
Assessment Paper:	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 mode	ule(s)?	Yes / No	If YES, give the codes:	module			
Module linked to Qualification/s: BDV02							
Migration Strategy: Yes / No (If YES, IP05 must also be completed)							

Module Code: (4 alphabetic & 3 numeric)	CDEB032	CDEB032					
Module Name:	Environmental	Environmental Impact Analysis					
Module Content:	Environments Assessments Assessment, Cost-Benefit of Environm Africa's Envir	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:	<ul> <li>A student should be able to: Demonstrate knowledge of policies and legislative framework that govern the implementation of EIA process in South Africa;</li> <li>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;</li> <li>A student should be able to: Demonstrate the Environmental Management System as defined by the ISO 14001 standards;</li> <li>A student should be able to: Describe and demonstrate the processes and procedures for conducting the EIA, including Social Assessment, Technology Assessment, Eco-auditing, Costbenefit Analysis and Strategic Environmental Assessment;</li> <li>A student should be able to: Apply different methods and techniques used to conduct EIA</li> </ul>						
Module Information:	SAQA (	Credits	ITS Course Le	vel Code	CESM Code (3 <sup>rd</sup> Order)		
Module Information.	2	0	3		140504		
Delivery Information.	Can	npus	Full/Part T	ime	Period (1st/2ndSem)		
Delivery Information:	Turi	floop	Full-tim	ie	2nd Sem		
Periods per Week:	Classes 4 * 45 min	Practicals	Tutorial	Seminars 0	Independent Learning 2 hrs		
		·	'	U	21113		
Pre-requisite modules for this module:	CDEV012; CD	EA021					
Co-requisites modules for module:	N/A						
ASSESSMENT:							
Assessment Criteria:	fran Sou	framework that govern the implementation of EIA process in South Africa					

		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, Ecoauditing, Cost-benefit analysis and Strategic Environmental Assessment  The student's ability to apply different methods and techniques used to conduct EIA					
Assessment M	ethods:		Quizzes, Tests, Assignments, Presentations, Practical Work (Existing Project EIA & Risk Assessment), and Examination				
			Min Formative Assessment mark for exam admission (%)				
Assessment W	oiahtina:	Final mark =	% Formative Assess Mark		60%		
Assessment W	eigittiig.	Tillalillalk –	% Summative Assess	s Mark	40%		
		Min Final Assessment	t mark to pass (%)		50%		
		Paper 1	Paper 2	Paper 3	Paper 4		
Summative Assessment	Theory / Practical	Theory					
Paper:	Duration	3 hrs					
	Sub minimum	40%					

SECTION F: MODULAR INFORMATION REQUIRED							
Department: Development Planni	ng & Managemer	nt		Sc	hool:	Economics Managem	
Last Revision date: 2012 First Year Offered (New): 2013							
Replace this Module existing mode	ıle(s)?	Yes / <b>No</b>	If YES, give the modu codes:	ale			
Module linked to Qualification/s:	BDV02						
Migration Strategy: Yes / No (If YES, IP05 must also be completed)							

Module Code: (4 alphabetic & 3 numeric)	CDEC032	CDEC032					
Module Name:	Strategic Plan	ning & Managen	nent				
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:	<ul> <li>A student should be able to: Define concepts of strategic management;</li> <li>A student should be able to: Explain the processes in the design of business vision and mission statement;</li> <li>A student should be able to: Describe activities for undertaking external and internal assessment of the business environment;</li> <li>A student should be able to: Describe procedures and processes for developing strategies for development planning;</li> <li>A student should be able to: Describe processes of conducting strategic review, evaluation and monitoring;</li> <li>A student should be able to: Describe applications of strategic</li> </ul>						
	SAQA		ITS Course Le		can perspective CESM Code (3 <sup>rd</sup> Order)		
Module Information:	2	0	3		040110		
D.P Information	Can	npus	Full/Part 1	ime	Period (1st/2ndSem)		
Delivery Information:	Tur	floop	Full-tin	ne	2nd Sem		
Devieds nor West.	Classes	Practicals	Tutorial	Seminars	Independent Learning		
Periods per Week:	4	0	1	0	2 hrs		
Pre-requisite modules for this module:	CDEC031	I					
Co-requisites modules for module:	N/A						
ASSESSMENT:							
Assessment Criteria:		student's abi nagement	ility to define o	concepts of	strategic planning &		

		<ul> <li>The student's capability to explain the processes in the design of business vision and mission statement</li> <li>The student's ability to describe the processes and procedures undertaking external and internal assessment of the business environment</li> <li>The student's ability to describe processes and procedures for developing strategies for development planning</li> <li>The student's ability to describe the processes and procedures for undertaking strategic review, evaluation and monitoring</li> </ul>			
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%			