**CATEGORY B PROGRAMMES SUBMISSION TO CHE FOR IMPROVEMENTS - MARCH 2015**

Institution **University of KwaZulu-Natal (H08)**

Qualification reference **Bachelor of Administration Honours (FMS33)**

**CHE COMMENTS:**

1. There is no indication that there were changes effected especially on the module and credit structure of the programme. This area is critical as public administration is evolving and the curriculum should be aligned with the current contemporary reality related to ethics, accountability, intergovernmental relations etc.
2. The 20.08% does not meet the minimum requirement of 25% contact time for postgraduate programmes as stipulated in the gazetted policy on Distance Education

**ACTION 1a:**

**Section 3 - Questions**

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

The programme has been redesigned to ensure the intended purpose meets the current needs of the public and non-governmental sectors in South Africa and the southern African region. The teaching philosophies across the four core modules and two of the most regularly offered elective modules have been enhanced. The exit level outcomes have been rearticulated in terms of NQF exit level outcomes, and the assessment methods and criteria fortified to match the competency outcomes of modules. The credit structure remains the same. The list of modules is provided in Action 2 and how the exit level outcomes for modules match the assessment methods and criteria are set forth in Action 3 through tables.

**ACTION 1b:**

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

Module amendments do not differ from the original programme design by more than 50%. Rather, enhancement of teaching philosophies embedded in modules and modification of module content and assessment strategy remain within the existing rationale and purpose of the Bachelor of Administration Honours programme. The programme’s rationale is still based on the recognition that South Africa is faced with service delivery challenges relating not only to its historical legacies but also to its current challenge of functioning in a rapidly changing local and global environment. It is not only a developmental state but also a state that strives to become regionally and globally relevant and competitive. Responding to these twin challenges requires creating a new cadre of public administrators, managers and policy makers able to think critically, be conversant in research methodology and to use critical analysis and research to identify, articulate, manage and solve local and regional complex problems in a global era of a knowledge economy.

Modules have been updated to align with NQF competencies but within the programme’s existing purpose of being fundamental in meeting the skills deficit and professional ethos of the Public Service. Students are still encouraged to reflect on contemporary societal challenges and generate knowledge, skills and values for responding to such challenges in an ethically responsible and professionally responsive manner. Research topics chosen by students continue to be conceptualised and contextualised within a public governance framework to advance the University’s vision of African scholarship, including African indigenous knowledge and African indigenous knowledge systems related to public governance and management.

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| **Table 1** | | |
| **Module** | **Credits** | **Status of Amendments** |
| Core Modules | | |
| Public Service Delivery: Theory and Practice | 16 | Modified |
| Research Methodology | 16 | Modified |
| Public Sector Financial Management | 16 | Modified |
| Public Sector Human Resource  Management | 16 | Modified |
| Elective Modules | | |
| Advanced Local Government &  Management | 16 | Modified – including proposed name change |
| Development Planning & Project  Management | 16 | Modified |
| Public Policy Analysis | 16 | Unchanged |
| Compulsory Research Project | | |
| Research Project | 32 | Unchanged |

Local government plays a key role in South Africa given Constitutional mandates, legislative enactments, and policy domains. However in a society of networks and partnerships, government does not govern alone but with other stakeholders including the non-governmental and private sector. Changing dynamics of the role of local governance in a developmental state focussed on democracy and decentralisation underlies the decision to change the name of the module ‘Advanced Local Government and Management’ to ‘Advanced Local Governance and Development’. This name change was approved at the School level Teaching and Learning Committee on 13 August 2013 and is expected to be tabled at an upcoming College Academic Affairs Board meeting.

**ACTION 1c:**

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

**Teaching philosophies and learning strategies across the curriculum**

While teaching philosophies vary among academics and therefore in the modules they teach, taken as a whole, BAdmin Honours modules tend to be oriented by a range of student-centred constructivist teaching philosophies. Nevertheless, a few modules still rely upon lecturer-centred teaching philosophies and didactic learning strategies. For modules in which such teaching philosophies such as constructivism, emancipatory education, pragmatism and social learning are embedded; pedagogies such as case-based learning, problem-based learning, project-based learning and action learning are used.

Tables 2 to 7 show how the exit level outcomes per module match the assessment methods and criteria. Assessment methods and criteria are geared toward critical and integrated thinking and public sector problem-solving in a South African and African context.

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| **Table 2. Public Service Delivery: Theory and Practice** | | |
| **Module outcomes**  Students will be able to: | **Assessment Modes** | **Assessment Criteria** |
| Demonstrate the ability to interrogate multiple sources of public service delivery knowledge and to evaluate knowledge and knowledge production in the context of geographical and human diversity in South Africa and Africa. | Individual written assignment    Final examination | Language clearly and coherently communicates ideas; transition between ideas; integrates different epistemological ways of knowing; questions assumptions |
| Understand pitfalls of service delivery issues such as corruption, maladministration and lack of capacity and generate ideas on how to ensure accountability of public servants. | Individual written assignment  Final examination | Identifies influence of context; addresses ethical dimensions underlying issues |
| Recognise complexities and uncertainties of selecting, applying or transferring appropriate standard processes and procedures of service delivery by local government to South African citizens. | Syndicate group work (written/oral)  Final examination | Evidence of search, selection, and source evaluation skills, questions accuracies and relevance of evidence; demonstrates understanding of how facts may shape but not confirm explanations;  exhibits ability to work as part of a team |
| Use a range of specialised skills to identify, analyse and propose viable solutions to service delivery issues while drawing upon knowledge of public administration, finance, management and policy. | Individual written assignment  Test  Final examination | Position demonstrates ownership for constructing knowledge; proficiency in framing questions; need for relevant information identified and sought after; connects to career and civic responsibilities |
| Analyse and communicate theoretical concepts and practical application of texts to different audiences, offering creative insights, rigorous interpretations and solutions to public service delivery challenges in South Africa and the southern African region. | Individual written assignment  Syndicate group work (written/oral)  Final examination | Language and style are appropriate to intended audience; organisation is clear and coherent; analysis of issues has a clear sense of scope and context; acknowledges and addresses diversity of vantage and values |
| Exhibit the ability to operate effectively in the South African public service delivery system given the roles and responsibilities of systems and actors including networks and partnerships in the service delivery system. | Individual written assignment  Syndicate group work (written/oral)  Final examination | Identifies systems and actors within systems with coherence; recognises challenges and subsidiary, embedded or implicit aspects of working across networks and partnerships; problematises integral human and infrastructure relationships essential to public service delivery |
| Recognise the need and generate creative solutions for achieving accountable and ethical public service delivery through fiscal controls and procedures. | Individual written assignment  Test  Final examination | Identifies pitfalls of lack of accountability and unethical behaviour; recognises usefulness of fiscal controls and procedures; makes logical arguments; applies fiscal controls and procedures; understanding of relevant legislation and policy; |
| Demonstrate the ability to take full responsibility for his or her work, decision-making and use of resources in a way that facilitates team-building and teamwork. | Individual written assignment  Syndicate group work (written/oral)  Test | Language clearly and coherently communicates one’s ideas in relation to ideas of others; transition between ideas; ability to accept own and share responsibility as part of a team; makes efficient use of available resources |
| Philosophy: social constructivism | Pedagogies: action learning, syndicate groups and limited lectures | |
| Weighting for assessments:   * Individual written assignment 25% * Syndicate group work (written/oral) 15% * Test 10% * Final examination 50% | | |

It should be noted that while there is a reference to limited lectures when certain pedagogies are used, this amounts to additional contact time between lecturers and students as to students come to grips with processing complex knowledge contexts while taking responsibility for her or his learning. This means extensive lecturer consultation with individual and small groups of students to help generate critical thinking and analysis.

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| **Table 3. Public Sector Financial Management** | | |
| **Module outcomes**  Students will be able to**:** | **Assessment Modes** | **Assessment Criteria** |
| Demonstrate knowledge of and engagement in public sector financial management, an understanding the legislation, theories, methods and techniques related to public fiscal management and comprehension of how to apply such knowledge in the South African intergovernmental context. | Individual assignment  Test  Final Examination | Language clearly and coherently communicates ideas; identifies integral relationships essential to public sector finance management; evidence of search, selection, and source evaluation skills;  information is integrated to address roles and responsibilities of public officials in fiscal management |
| Display the ability to interrogate multiple sources of knowledge on fiscal responsibility and management, methods and techniques of risk management, internal and external audits and evaluate processes and practices that lead to unqualified audits of government. | Individual assignment  Group case-based learning project  Test  Final Examination | Language clearly and coherently communicates ideas; fully integrated sources reflect the integration of theory and practice in financial management; logical and relevant arguments are advanced and justified; team-participation is evident; national and local resource challenges are identified and addressed. |
| Exhibit the capacity to use a range of specialised skills to identify, analyse and address complex or abstract problems drawing systematically public finance knowledge that emphasises ethics and accountability when solving fiscal problems in the South African and African environment. | Individual assignment  Test  Final Examination | Language clearly and coherently communicates ideas; rigours of good governance – including accountability, transparency and the rule of law are applied in problem-solving; solutions for addressing ethical dilemmas are presented with relevant support; engagement with the South African and African context is evident. |
| Critically review finance information gathering, synthesise data and generate creative responses on how appropriate financial management can facilitate improved service delivery in the context of intergovernmental relations. | Individual  assignment  Group case-based learning project | Language clearly and coherently communicates ideas; exhibits understanding of relevant legislation and policy; applies fiscal management in intergovernmental context. |
| Show an understanding of the consequences of decision-making within a specialised public finance context in South Africa. | Individual assignment  Test  Final Examination | Language clearly and coherently communicates ideas;  identifies pitfalls of lack of accountability and unethical behaviour; recognises usefulness of fiscal controls and procedures; makes logical arguments; applies fiscal controls and procedures |
| Identify roles and relationships of actors in public sector financial management and articulate effective modes of operation of actors in the financial management system. | Group case-based learning project  Test  Final Examination | Contribution to the team is evident; applies legislation and policy; recognises and applies elements of effectiveness; shows interrelationships among and between role players in financial management in context of systems-analysis |
| Take responsibility for his or her professional development and for undertaking learning strategies that meet his or her academic performance needs as well as needs of peers. | Individual assignment  Group case-based learning project | Language clearly and coherently communicates ideas; integrates objective analysis with personal experience; works toward team-building. |
| Pedagogies: lectures and case-based learning | | |
| Weighting for assessments   * Individual assignment 20% * Group case-based learning projects 20% * Test 10% * Final Examination 50% | | |

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| **Table 4. Research Methodology** | | |
| **Module outcomes**  Students will be able to: | **Mode of Assessment** | **Criteria for Assessment** |
| Demonstrate knowledge acquisition and application of a range of research paradigms, strategies and methodologies that fit the context of a developmental state. | Individual research proposal  Test | Effectively communicates distinctions between research paradigms, strategies and methodologies; aligns components of a research project; proficiency in academic writing; analyses the role of scientific research in nation-building and development; discerns fact from opinion and recognises epistemological perspectives. |
| Show the capacity to identify, articulate and critically analyse abstract research problems based on a review of the literature and to construct appropriate research designs to inquire into the research problem. | Individual research proposal  Test  Group research proposal and presentation | Evidence of search, selection, and source evaluation skills; locates the research problem within a body of literature, noting the point of departure for research;  aligns components of a research project; proficiency in academic writing |
| Exhibit proficiency in recognising and addressing ethical dilemmas found in conducting research, particularly research that involves vulnerable populations. | Individual research proposal  Test  Group research proposal and presentation | Interrogates and addresses research ethics; recognises bias including self-bias and selection bias; demonstrates integrity in formulating and executing research. |
| Demonstrate the ability to collect, analyse and interpret data and communicate insight about and solutions to public governance problems that recognise the historical legacies and contemporary needs of an inclusive and diverse South Africa and Africa. | Individual research proposal  Group research proposal and presentation | Correlations are distinct from causal relationships between and among ideas; examines and questions evidence and its source; sequence of presentation reflects clear organisation of ideas which are logically prioritised. |
| Apply, in a self-critical manner, learning techniques that facilitate intellectual development of one’s self in collaboration with intellectual capacity-building of a research team of students. | Group research proposal and presentation | Position demonstrates ownership for constructing knowledge and framing learning objectives and techniques; Demonstrates contribution to team work and team-building. |
| Take ownership of his or her research project including decision-making and resourcefulness as well as accountability for decisions and actions of others involved if appropriate. | Individual research proposal  Group research proposal and presentation | Position demonstrates ownership for constructing knowledge and framing learning objectives and techniques; justifies decision-making choices while acknowledging a range of consequences; demonstrates contribution to team work and team-building; understands how decisions of other affect the team. |
| Philosophy: constructivism | Pedagogies: lectures, syndicate groups and collaborative learning | |
| Weighting for assessments:   * Individual research proposal 25% * Test 15% * Group research proposal and presentation 10% * Examination 50% | | |

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| **Table 5. Public Sector Human Resource Management** | | |
| **Module outcomes**  Students will be able to: | **Mode of Assessment** | **Criteria for Assessment** |
| Understand and analyse global, regional and local trends while drawing upon knowledge of the African experience in human resource management and development (HRM&D). | Journal article critiques and presentations  Persuasive position paper on cultural competency in African-centred human capital management and development  Test | Language clearly and coherently communicates ideas; identifies integral relationships essential to HRM&D; evidence of search, selection, and source evaluation skills;  information is integrated to address roles and responsibilities of actors in HRM&D |
| Critically review, evaluate and apply key terms, facts, principles, rules, theories and concepts of HRM&D and its areas of specialisation in a way that addresses skills deficits in South Africa. | Persuasive position paper on cultural competency in African-centred human capital management and development  Test  Scholarly research paper and presentation  Final Examination | Language clearly and coherently communicates ideas; exhibits understanding of relevant legislation and policy; applies fiscal management in intergovernmental context. |
| Apply various methods of enquiry to identify and resolve HRM&D problems, with rigorous interpretation of how to implement legislation and policies so as to introduce positive change in HRM. | Journal article critiques and presentations  Ongoing Moodle forum discussions  Scholarly research paper and presentation  Final Examination | Evidence of search, selection, and source evaluation skills;  information is problematised in historical context interrogating African and other non-western philosophies; proficiency of academic writing; innovative ways of addressing HRM challenges in South Africa. |
| Demonstrate capacity to embody HRM and human rights ethical and professional conduct in decision-making taking cognisance of a holistic organisation, its labour relations, HRM strategies and service delivery imperatives. | Persuasive position paper on cultural competency in African-centred human capital management and development  Ongoing Moodle forum discussions  Final Examination | Analyses HRM issues with a clear sense of scope and context, including assessment of audience, identifies socio-cultural contexts and integrates that awareness into HRM decision-making; questions assumptions and addresses ethical dimensions of issues. |
| Communicate his or her ideas and opinions on HRM&D based on well-informed research and arguments; using appropriate academic, professional, or occupational discourse and being aware of diverse views, ontologies and epistemologies. | Journal article critiques and presentations  Ongoing Moodle forum discussions  Test  Scholarly research paper and presentation  Final Examination | Separates her or his opinions from evidence-based research; critically examines research with competing or contradictory outcomes; makes logical and justifiable arguments on how to address HRM issues taking conflict and diverse views into consideration; translates her or his ideas into meaningful and pragmatic solutions for HR strategic management that fits the South African context. |
| Develop appropriate processes and procedures including plans that give effect to the human resource function, namely, equity plans, skills audit, personal development, employee wellness and HIV/AIDS awareness plans. | Persuasive position paper on cultural competency in African-centred human capital management and development  Final Examination | Exhibits understanding of relevant legislation and policy; makes cogent arguments that incorporate African epistemologies; applies government mandates to problem scenarios presented; integrates theory and practice to design pragmatic plans that fit organisational mission and goals. |
| Work as part of a team, while sustaining and achieving individual accountability and learning objectives yet cooperatively addressing learning needs and decision-making capacity of the team. | Ongoing Moodle forum discussions  Problem-based groups | Evidences team-building and overcoming group conflict; sustains own accountability while engendering accountability of others; cognisant of learning styles and needs and works toward cohesive learning teams. |
| Philosophy: emancipatory education underpinned by DuBoisian pragmatism philosophy and critical theory | Pedagogies: problem-based learning and limited lectures | |
| Weighting for assessments:   * Journal article critiques and presentations (2) 5 % * Persuasive position paper on cultural competency in African-centred human capital management and development 10% * Ongoing Moodle forum discussions 5% * Test 10% * Scholarly research paper and presentation (simulated conference experience   attended by government officials) 25%   * Final Examination 50% | | |

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| **Table 6. Old name: Advanced Local Government & Management** | | |
| **New name: Advanced Local Governance and Development**  (new name approved by School Level Teaching and Learning Committee in August 2013) | | |
| **Module outcomes**  Students will be able to: | **Mode of Assessment** | **Criteria for Assessment** |
| Demonstrate capability to interrogate multiple sources of knowledge on local governance and development with an understanding of relevant theories, methods, techniques and public policy approaches | Individual assignment  Group project and class presentation  Test | Proficiency in academic writing; accurate referencing system; demonstration of team effort and co-ordination, coherence in their group assignments and projects; integrate theory and practice. |
| Describe, explain and apply the relevant theoretical concepts and processes of advanced local government management and development in an African and South African context. | Individual assignment  Test | Proficiency in academic writing; accurate referencing system; integrate theory and practice. |
| Analyse and evaluate critical issues in local governance and to constructively and strategically develop, in the context of intergovernmental relations, possible solutions to challenges identified. | Individual assignment  Group project and class presentation  Test | Proficiency in academic writing; accurate referencing system; demonstrate team effort and co-ordination, coherence in group assignments and projects; devise innovative and creative solutions to local governance challenges in an African and South African. |
| Compare and contrast local governance and development, nationally, continentally and internationally with an emphasis on best practices. | Group project and class presentation  Test | Demonstrate team effort and co-ordination, coherence in group assignments and projects; devise innovative and creative solutions to local governance challenges in an African and South. African context. |
| Exhibit awareness and understanding of indigenous knowledge of traditional leadership and governance in a contemporary mode. | Individual assignment | Proficiency in academic writing; accurate referencing system; creative solutions for coalescing traditional leadership and governance with constitutional imperatives. |
| Demonstrate the ability to be self-reflective and self-critical so as to assess and address her or his learning needs and professional development. | Group project and class presentation | Demonstrate team effort and co-ordination, coherence in group assignments and projects; integrate theory and practice. |
| Philosophy: social constructivism | Pedagogies: lectures and case-based learning | |
| Weighting for assessments:   * Individual assignment 15% * Group project and class presentation 15% * Test 20% * Final Examination 50% | | |

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| **Table 7. Development Planning & Project Management** | | |
| **Module outcomes**  Students will be able to: | **Mode of Assessment** | **Criteria for Assessment** |
| Exhibit broader understanding and engage with the body of knowledge on the complexity of development needs and the need for infrastructure project management within the South African and African public sector context. | Real life infrastructure project case analysis  Group infrastructure project proposal  Reflective journal | Notable identification of salient resources on infrastructure development in global South countries; information researched integrated into project case analysis; sequence of analysis and proposal reflects clear organisation of ideas and work is in line with NDP 2030. |
| Think critically when engaging with the body of knowledge on infrastructure development in a development state and rigorously interrogate national and regional planning strategies in search of viable solutions, particularly in rural areas. | Reaction papers  Real life infrastructure project case analysis  Reflective journal | Evidence of search, selection, and source evaluation skills;  information is integrated to address South Africa’s Strategic Infrastructure Plan (SIP) and other national mandates; personal and professional lessons are being learnt |
| Demonstrate an ability to present and communicate academic, professional and occupational ideas in a way that generates workplace preparedness for planning and executing innovative real world infrastructure project development and management. | Reaction papers  Group infrastructure project proposal | Language clearly and coherently communicates ideas; fully integrated sources reflect the integration of theory and practice in project management; logical and relevant arguments are advanced and justified; team-participation is evident. |
| Design concept notes and infrastructure project proposals with an understanding of the roles and relationships between elements and components of infrastructure project systems while working toward sustainable solutions. | Real life infrastructure project case analysis  Group infrastructure project proposal | Academic writing proficiency; integrated sources relevant to 21st century human capital development; logical and relevant arguments are advanced and justified; team-participation is evident; innovative strategies for infrastructure development. |
| Take full responsibility for his or her work and decision-making when designing and managing infrastructure projects while devising means of ensuring accountability of other relevant individuals, including peers. | Real life infrastructure project case analysis  Group infrastructure project proposal  Reflective journal | Accepts own and shares responsibility as part of a team; makes efficient use of available resources; devises ways to enhance accountability of team-members; sequential journal entries show insight and personal development and the insight and interpretation are connected with reference to what student experienced from assessment modes. |
| Philosophy: social constructivism | Pedagogies: project-based learning and limited lectures | |
| Weighting for assessments:   * Reaction papers 10% * Real life infrastructure project case analysis 15% * Group infrastructure project proposal 15 % * Reflective journal on infrastructure project planning and management in a developmental state 10% * Final Examination 50% | | |

**ACTION 2:**

**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)**

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| **Type of learning activity** | **Hours** | **% of learning time** |
| Direct contact time (Lectures, face to face, seminars, workshops, problem-based groups, limited interaction or technology assisted, syndicate groups) | **320** | **25%** |
| WIL (Practical experiential learning, simulated learning, laboratory work, practicals etc. excluding workplace-based learning) | **0** | **0** |
| WIL (Workplace-based learning only) \* | **0** | **0** |
| Independent self-study of standard texts and references and specially prepared materials (study guides, books, journal articles, case studies, multi-media) | **896** | **70%** |
| Assessment | **64** | **5%** |
| Other (specify) | **0** | **0** |
| **Total** | **1280** | 100% |