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**WALTER SISULU UNIVERSITY (19)**

**FACULTY OF BUSINESS, MANAGEMENT AND ECONOMICS**

Application summary

Institution **Walter Sisulu University (H19)**  
Qualification reference **Advanced Diploma in Public Management (BTPMA)**

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| Comment type | Comment |
| Review comments | This programme needs improvement. Remove designator, other designator, motivation for other designator, as this is not required for the Advanced Dioloma. Provide a description of how the curriculum of the programme has been redesigned so that it alignes with the HEQSF. The intended purpose is also not clear. Programme design details refers to Year 4 while this is a 1 year programme. The assessment strategy does not indicate the constructive alignment of the programme design, teaching and learning strategy, and assessment procedures to the learning outcomes. |

This programme needs improvement.(Summary of issues identified)

1. Remove designator, other designator, motivation for other designator, as this is not required for the Advanced Diploma.
   1. The designator namely **business management** must be removed as well as the related motivation so as to align it with the HEQSF
2. Provide a description of how the curriculum of the programme has been redesigned so that it aligns with the HEQSF.
   1. This has been answered in the relevant parts in the document below
3. The intended purpose is also not clear.
   1. This has been updated refer to answered questions in document below
4. Programme design details refers to Year 4 while this is a 1 year programme.
   1. This has been corrected. It should say year one. The reference to year four was in reference to the fact that it was the fourth year of study(after the three year diploma). The error has been corrected refer to table below.
5. The assessment strategy does not indicate the constructive alignment of the programme design, teaching and learning strategy, and assessment procedures to the learning outcomes.
   1. The assessment strategy has always been linked/aligned to the expected outcomes. This however was not properly articulated. This has been clearly articulated in the document below to demonstrate this point.

**Corrections for Advanced Diploma in Public Management**

**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).

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| **PROGRAMME DETAILS** | | | | | | |
| Title of all modules | Compulsory  (c)/  Electives (E) | NQF  Level | Credits | No of contact hours | Mode of delivery | Module status: Removed /Added / Modified / Unchanged |
| Public Policy Management IV (PUPY4/0) | C | 7 | 20 | 200 | Contact | Unchanged |
| Strategic Public Management (PSTR4/0) | C | 7 | 20 | 200 | Contact | Unchanged |
| Research and Information Management IV (REIM4/0) | C | 7 | 10 | 100 | Contact | Modified |
| Government Relations IV (GVRT4/0) | C | 7 | 20 | 200 | Contact | Unchanged |
| Public Accountability (PACC4/0) | C | 7 | 20 | 200 | Contact | Unchanged |
| Public Human Resource Management IV (PHRM4/0) | C | 7 | 20 | 200 | Contact | Unchanged |
| Research project IV (REPR4/0) | C | 7 | 10 | 100 | Contact | Modified |
| **TOTAL** |  |  | **120** | **1200** |  |  |

1. Briefly describe the purpose of this programme in relation to its alignment with the relevant HEQSF qualification type (criteria 1 i, ii, iii, iv, v).

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| The purpose of this qualification is to prepare leaners to be able to direct, improve and manage the institutional structures, resources and functions to effect service delivery in the public sector environment. |

1. 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( 1 iii, iv , 6 I, 13 i)

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| The curriculum has been designed in such a way that the qualifying learner will be able:   * Analyze and evaluate executive policies to improve the formulation and implementation thereof * Manage financial resources to minimize risk and ensure accountability * Establish and maintain inter, intra and extra-governmental relations to ensure intersectoral collaboration * Adhere to and implement the provision of labour legislation to ensure fair labour practices. |

1. Discuss the overall assessment strategy and show the constructive alignment of the programme design, teaching and learning strategy, and assessment procedures to the learning outcomes (criteria 6 i, 13 i).

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| **Programme assessment approach (e.g. case based assessment approach)** | | |
| **Assessment Strategies**  There are various Programme Assessment strategies used to evaluate the effectiveness of teaching and learning. For instance, some of the assessment strategies include, Participative assessment and case method approach **.** The qualification provides for sufficient practical application of knowledge, skills and attitudes across modules to ensure that the learner’s competencies can be assessed through formative assessment and summative assessment.  Formative assessment includes tests, presentations, assignments, case study methods , practical exercises and projects in the case of research are used to evaluate the performance of the students. Summative assessment include a written examination. At the end of the year those who have obtained the minimum pass percentage in accordance with faculty and institutional guidelines are promoted.  **Assessment policies, procedures and practices match and support the programme purpose.**  Students at different delivery sites write common semester tests and common examinations (same day and at the same time). There are generally 2 tests per subject per semester and one assignment. The question papers and memos are externally moderated by qualified lecturers from other Universities. The final examinations scripts and memos are also moderated. Our leaner guides mention the summative assessment requirements that the learner has to satisfy for each course. | | |
| **Exit level outcomes** | | |
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| **YEAR** | **Assessment Purpose** | **Assessment methods** |
| **1** | * Analyse and evaluate policies to improve the formulation and implementation thereof * Formulate executive policies to ensure the implementation of government policies * Conduct institutional research to evaluate policy alternative * Direct and control the implementation of government and executive policies to effect set objectives | * **Case studies**   **Case studies and Assignments**  **Research Project**  **Tests and Presentation** |
| **1** | * Manage Financial Resources to minimise risk and ensure accountability * Compile and analyse budget information in terms of the short-, medium- and long term expenditure framework(MTEF) to ensure optimal utilisation of financial resources * Provide input for the compilation of annual financial statement and performance report according to prescribed guidelines | **Case Study**  **Assignment**  **Presentations** |
| **1** | * Adhere to and implement the provisions of the labour legislation to ensure fair labour practices * Create an enabling environment based on appropriate management practices to maintain sound labour relations * Participate in and facilitate labour negotiations in bargaining chambers to ensure a content workforce * Manage conflict by following appropriate mechanisms and procedures | **Tests and Assignment**  **Presentations**  **Peer Evaluations**  **Case Studies** |

1. 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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| Types of learning activities | | Hours | %  Learning time |
| Direct contact time (Lecturers, face to face, limited interaction or technology assisted , tutorials, syndicate groups) | | 360 | 30% |
| Independent self-study of standard tests and references and specially prepared materials (study guides, books journal articles, case studies, multi-media) | | 680 | 57% |
| Assessment | | 60 | 5% |
| Other (specify) | | 100 | 8.33% |
| **Total** | | **1200** | 100% |
|  | **If you selected “Other” as a type of learning activity please give a detailed explanation below** | | |

**ONLY ANSWER IF APPLICABLE:**

1. 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).

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| N/A |

1. Provide details of how Recognition of Prior Learning (RPL) will be applied to this programme (Criteria 6 i, 13 v).

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| * Prior learning shall be recognized, subject to the requirements of the programme and as per WSU’s policy for Recognition of Prior Learning (RPL) * RPL may be used to demonstrate competence for admission into this programme. This qualification may be achieved in part through recognition of the prior learning processes. Credits achieved by RPL must not exceed 50% of the total credits and must not include credits at the exit level. * Evidence of prior learning must be assessed through formal RPL processes through recognized methods. Any other evidence of prior learning should be assessed through RPL processes to recognize achievement thereof. |

1. \*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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| N/A |