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The departments submitted an initial response to the review comments in April 2015 under category B. CHE reviewed our submission and responded with the deferral comment below The department has subsequently addressed the comment and this submission in is direct response to the deferral query.

**Deferral comment:**

*“The advance Diploma should be reviewed together with Diploma in Public Management to ensure progression and increasing complexity of learning from Diploma to Advance Diploma.*

**Response**:

The department reviewed the curriculum in line with the new HEQSF requirements and made the relevant changes to the curriculum design as necessary to be compliant with the requirements of HEQSF. The changes below, are made after the review of Diploma Public Management

* The unchanged subjects are aligned with the HEQSF requirements
* With Policy Studies 111 student progresses to Advanced Public Policy Management IV; Public Human Resource Management 111 to Advanced Public Human Resource Management IV; Intersectoral Collaboration III to Governmental Relations IV and Public financial &Procurement Management to Public Accountability IV. **Refer to table below**
* Initially the Research Project had no credit bearing, the advanced diploma will allow the student to do theory during the first semester which carries 10 credits and a research project during second semester which carries 10 credits.
* Upon attainment of this Diploma a student can proceed to a Post graduate Diploma in Public Management, Management and Honours in Public Administration

**Table : Progression from Diploma Public Management to Advance Diploma Management**

|  |  |
| --- | --- |
| **Diploma Public Management** | **Adv Diploma Public Management** |
| Policy Studies 111 | Advanced Public Policy Management IV |
| Public Human Resource Management 111 | Advanced Public Human Resource Management IV |
| Intersectoral Collaboration 111 | Governmental Relations IV |
| Research Methods 11 & Management of Information 111 | Research and Information Management IV |
| Public Financial and Procurement management | Public Accountability IV |

* The duration of the programme is 1 year not 4 years

These changes above together with the changes and amendments submitted in April 2015 as part of our initial submission, result in a clear programme outcome that is aligned with the objectives of the advanced diploma as outlined in the Higher Education Qualification Sub-Framework as revised in January 2013.

HEQSF Category B Alignment Questions



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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 |
| Advanced Public Policy Management IV (PUPY4/0) | C | 7 | 20 | 200 | Contact | Unchanged |
| Advanced 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 |
| Advanced 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** | | |
|  | | |
| **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 |