LEARNERS’ GUIDE, 2011
PROGRAMME:

FORT HARE DEPARTMENT OF PUBLIC ADMINISTRATION
(FHDPA)

FACULTY OF MANAGEMENT AND COMMERCE

DEGREES AND COURSES OFFERED IN THE DEPARTMENT:

- D. Admin: Doctor of Public Administration
- M. Admin: Master of Public Administration
- MPA: Master of Public Administration (Coursework & Mini Research)
- B. Admin (Honours)
- B. Admin
- Advanced Certificate in Public Administration (90015)
- Certificate in Public Administration (62004)
- New! Advanced Certificate in Public Administration for Community Service
- New! Certificate in Public Administration for Community Service
CORPORATE BACKGROUND

VISION
Facilitating togetherness in excellence through Public Administration that is locally relevant and internationally competitive.

MISSION
To provide excellent service in teaching, learning, research and community engagement through Public Administration.

AIM
The Department aims to develop critical mass emerging Public service professionals who will be committed to addressing the much needed service delivery challenges.

VALUES

A: Attitude

B: Believe

C: Commitment

The above has been identified as the three major values that drive the corporate foundation of the Fort Hare Department of Public administration. In agreement with these values, students and lecturers alike are hereby encouraged to always thrive for excellence in teaching and learning responsibilities, community development and research.
FOREWORD

Edwin Okey Chikata Ijeoma is presently the Chair and Head of Department of Public Administration, a Professor of Policy and Public Sector Economics in the School of Public Management and Development, Faculty of Management and Commerce of the University of Fort Hare, South Africa. He was a senior academic at the University of Pretoria and the University of South Africa (UNISA). He was a pioneer Research Specialist at the New Partnership for Africa’s Development (NEPAD) Secretariat in Johannesburg and serves as Policy Adviser to several Public sector and Development institutions in South Africa and abroad. He has presented a number of papers in local and international conferences and published articles and books on NEPAD, Globalisation and Performance Monitoring and Evaluation and other development issues.
The Fort Hare Department of Public Administration is strategically located at the Faculty of Management and Commerce of the prestigious historical University of Fort Hare. The FHDPA is a proud academic, research, skills development and community engagement fully fledged school within the Faculty. The role played by the University of Fort Hare through its land-mark achievements in excellent knowledge production and dissemination benefited many African political leaders that graduated from Fort Hare, Who still consider Fort Hare as their academic home that impacted on their personal lives towards making immense contribution to the present democratic dispensation in South Africa and elsewhere in Africa.

The Department prides itself with the current re-engineering of the contents of its present offerings in postgraduate and undergraduate courses such as Doctor of Administration, Master of Public Administration(MPA) and the newly introduced Advanced Certificate in Public Administration for Community Service(first of its kind in Africa), and other related courses and programmes. In collaboration with the Indiana State University, USA and J.Mack Robinson College of Business at the Georgia State University USA, expansion of our course offerings is intended to become a regular phenomenon.

With the introduction of well structured areas of specialisation at postgraduate level such as Public Policy, Public Sector Economics, Public entrepreneurial Management, Human Resources Management, Community Leadership & Rural Development and Public Finance & Fundraising, students are once more given career choices of interdisciplinary nature in both Public and Private sector environment.

The department has evolved as a major role player in taking South Africa to the world and bringing the world to South Africa through its local and international exchange programme. This has been a major factor to sustaining our high students’ enrolment levels and improved throughput roles. Strong research advocacy and publications programmes and culture is developing with much needed revitalisation and continued quality assurance of our curricula.

Research and Community engagements forms major components of our deliverables, the department is collaborating with other Universities in South Africa and abroad on a range of research and student’s exchange programmes. The newly established Advanced Certificate in Public Administration for Community service is an indication of our commitment to community engagement initiatives which provides community service workers with opportunities of improving themselves towards serving their communities better, we are of the opinion that “lack of formal education need not be a major setback for developing skills in community service and leadership”. 
THE DEPARTMENT BELONG AND PLAYS IMPORTANT ROLES AS A MEMBER OF THE FOLLOWING PROFESSIONAL BODIES AND ASSOCIATIONS:

- South African Association of Public Administration and Management (SAAPAM)
- Association of Southern African Schools and Departments of Public Administration and Management (ASSADPAM)
- African Association of Public Administration and Management (AAPAM)
- Commonwealth Association of Public Administration and Management (CAPAM)
- International Association of Schools and Institutes of Administration (IASIA)
- South African Monitoring and Evaluation Association (SAMEA)
- African Monitoring and Evaluation Association (AFREA)
- Network of Networks on Impact Evaluation (NONIE)
- Impact Evaluation Social Networks (3IE)
- And many others

It is our pleasure to encourage local and international organisations, Universities and research institutions to develop collaborative affiliation with the Fort Hare Department of Public Administration, You will be glad you did.
DEPARTMENT OF PUBLIC ADMINISTRATION

ENQUIRIES:

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## 2011 UNIVERSITY CALENDAR

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<td>1 New Year’s Day: Public Holiday</td>
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<td>Monday</td>
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<td>Tuesday</td>
<td>4 Administrative staff commence with their duties</td>
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<td>Wednesday</td>
<td>5 Final date for submitting dissertations/theses/research reports</td>
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<td>Thursday</td>
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<td>Friday</td>
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<tr>
<td>Saturday</td>
<td>8 NBT Test (East London)</td>
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<tr>
<td>Monday</td>
<td>10 Academic staff commence with their duties</td>
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<tr>
<td>Tuesday</td>
<td>11 Induction of new academic staff</td>
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<td>Wednesday</td>
<td>12 Induction of new academic staff</td>
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<tr>
<td>Thursday</td>
<td>13 Enrolment Management Committee 09h00</td>
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<tr>
<td>Friday</td>
<td>14 Follow-up on induction of academic staff (08h00 - 12h00)</td>
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<tr>
<td>Saturday</td>
<td>15 NBT Test (East London)</td>
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<tr>
<td>Monday</td>
<td>17 SUPPLEMENTARY EXAMINATIONS Commence – Alice, East London, Bhisho Campuses</td>
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<tr>
<td>Wednesday</td>
<td>19 REGISTRATION: East London Campus</td>
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<td>Thursday</td>
<td>20 REGISTRATION: East London Campus</td>
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<tr>
<td>Friday</td>
<td>21 REGISTRATION: East London Campus</td>
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</tbody>
</table>

### SUPPLEMENTARY EXAMINATIONS Commence – Alice, East London, Bhisho Campuses

- Performance Management System: Design Performance Management Contracts for managers
- **REGISTRATION commences – East London Campus**
  - East London Campus: (08h00 – 17h00)
  - All Nursing Science 1st year students
  - All B Ed 1st year students
  - All 1st year B Soc Science, B Arts, B Social Work students
  - BSc. (Hons) (Geography), Master’s (Geography) and PhD’s (Geography) (15h00 – 17h00)
- **REGISTRATION – East London Campus**
  - East London Campus: (08h00 – 17h00)
  - All 1st year students: B Com and B Econ
  - All 1st year students: LLB
- **REGISTRATION: East London Campus**
  - All Senior students: B Com, B Acc, B Econ: (Full Time) (08h00 – 14h00)
  - All postgraduate B Com (Hons), M Com and PGD Acc: (14h00 - 17h00)
  - All Senior students: B Com, B Acc, B Econ: (Part Time) (14h00 – 17h00)
- **REGISTRATION: East London Campus**
  - All B Soc Sc Senior students including (Hons), Master’s and PhD’s (08h00 – 13h00)
  - All B Arts, B Social Work (SWK) including (Hons), Master’s and PhD’s (13h00 – 17h00)
  - All Senior Nursing Science students and Master’s students (08h00 – 13h00)
- **REGISTRATION: East London Campus**
  - School for Initial Teacher Training (SITE)
  - All Senior B Ed students (GET) and PGCE (GET)
  - School of In-Service Programmes (All ACE Programmes)
  - School for Postgraduate Studies (SPGS), B.Ed (Hons), M.Ed and PhD’s and PGDHET.
  - LLB Students - All Senior undergraduate and postgraduate qualifications (08h00 – 17h00)
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<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Activity</th>
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<tbody>
<tr>
<td>Saturday</td>
<td>22</td>
<td>NBT Test (Alice)</td>
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<td>Monday</td>
<td>24</td>
<td>Orientation: East London campus</td>
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<tr>
<td>Tuesday</td>
<td>25</td>
<td><strong>REGISTRATION COMMENCES – Alice Campus</strong></td>
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<td>All 1st year students: B Com, B Acc and B Admin (08h00 – 17h00)</td>
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<td>All B Sc, B Agric and B Sc Agric 1st year students (08h00 – 17h00)</td>
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<td>Orientation: East London campus</td>
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<td>Wednesday</td>
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<td><strong>REGISTRATION: Alice Campus</strong></td>
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<td>All B. Ed 1st year students (08h00 – 17h00)</td>
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<td>All 1st year B Arts, B Social Science, B Social Work, B Fine Arts, B Applied Communication,</td>
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<td>B Library and Information Science and Diploma students (08h00 – 17h00)</td>
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<td>Orientation: East London campus</td>
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<td>Thursday</td>
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<td><strong>REGISTRATION: Alice Campus</strong></td>
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<td>All B Sc Senior students, including (Hons), Master’s and PhD’s (08h00 – 17h00)</td>
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<td>All Senior students: B Com, B Com (Hons) and M Com, M Admin (IPS) and PhD’S (08h00 - 17h00)</td>
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<td>Orientation: East London campus</td>
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<td>Friday</td>
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<td><strong>REGISTRATION: Alice Campus</strong></td>
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<td>All B Sc Agric and B Agric Senior students, Hons, Master’s and PhD’s (08h00 – 17h00)</td>
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<td>All Senior students: B Admin, B Admin (Hons), B Soc Sc (Dev) (Hons), M Soc Sc (Dev), MPA and</td>
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<td>M Admin. (PA) (13h00 – 17h00)</td>
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<td>Orientation: East London campus</td>
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<td><strong>SUPPLEMENTARY EXAMINATIONS End – Alice, East London, Bhisho Campuses</strong></td>
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<td>Saturday</td>
<td>29</td>
<td>NBT Test (Alice)</td>
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<td>Monday</td>
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<td><strong>REGISTRATION: Alice Campus (08h00 – 17h00)</strong></td>
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<td>All Senior B. Ed students (08:00 - 17:00)</td>
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<td>School for Initial Teacher Education (SITE)</td>
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<td>PGCE students (FET)</td>
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<td>School for Postgraduate Studies (SPGS); B Ed (Hons), M Ed, PhD’s and PGDHET</td>
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<td>All BA, B Fine Arts, Fine Arts Diploma Senior students including (Hons), Master’s and PhD’s,</td>
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<td>B Applied Communication, B Library and Information Science and Diploma students including</td>
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<td>(Hons), Master’s and PhD’s (08h00 – 17h00)</td>
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<td>Orientation: Alice campus</td>
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</table>
FEBRUARY

Tuesday 1  REGISTRATION: Alice Campus
B Social Work (SWK) senior students (08h00 – 17h00)
Orientation: Alice campus

Wednesday 2  REGISTRATION: Alice Campus
B Theology; including (Hons), Master’s and PhD’s (08h00 – 17h00)
B Soc Science (Plain), B Soc Science (HRM) including (Hons) Master’s and PhD’s (08h00 – 17h00)

REGISTRATION ends – Alice Campus
Orientation: Alice campus

Thursday 3  Official Academic Opening – East London Campus
Orientation: Alice campus

Friday 4  Official Academic Opening – Alice Campus

Saturday 5  NBT Test (East London)

Monday 7  Lectures commence for 1st semester on all campuses
Extended Management Team: 09h00

Tuesday 8  Financial Aid Committee: 09h00
HIV/AIDS Institutional Coordinating Committee (HiCC): 09h00

Wednesday 9  Transformation Forum: 10h00
Faculty Examinations Committee: Faculty of Education: 09h00
Faculty Examinations Committee: Faculty of Law: 09h00
Faculty Examinations Committee: Faculty of Social Sciences and Humanities: 09h00
Faculty Examinations Committee: Faculty of Science and Agriculture: 09h00
Faculty Examinations Committee: Faculty of Management and Commerce: 09h00

Thursday 10  Deans’ Forum: 09h00

Friday 11  Remuneration Committee: 09h00
Faculty Teaching and Learning Committee: Education: 09h00: Venue: SITE Boardroom
Higher Degrees Committee, Faculty Quality Assurance, Faculty Teaching and Learning Committee: Law: 10h00
Faculty Quality Assurance: Education: 12h00: Venue: SITE Boardroom

Saturday 12  REGISTRATION: East London Campus: (08h00 – 12h00)
School for In-Service Programmes (SISP only)
NBT Test (Alice)

Monday 14  Performance Management System: Cascade Performance Contract down to staff
Rules and Regulations Committee: 09h00
Tender Committee: 10h00
Faculty Research and Higher Degrees Committee: Education: 09h00: Venue: SISP Boardroom
Distribution of FINCOM, EXCO and ICT Governance

Tuesday 15  Staff Planning and Appointments Committee: 09h00
Management and SRC: 14h00

Wednesday 16  Skills Development and Employment Equity Committee: 09h00
General Committee: Science and Agriculture: 09h00
School of Business and Enterprise Meeting: 09h00 Venue: SBE Boardroom: East London
School of Public Management and Development Meeting: 09h00 Venue Seminar Room 3 - Bhisho Campus
<table>
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<th>Date</th>
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<td>Thursday 17</td>
<td>Graduation Committee: 09h00</td>
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<td>Farm Committee: Science and Agriculture: 11h00</td>
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<td>Friday 18</td>
<td><strong>LATE REGISTRATION – Final date for all Undergraduate and Honours qualifications at all campuses.</strong></td>
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<td>Audit Committee: 09h00</td>
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<td>Faculty Teaching and Learning Committee: Management and Commerce: 09h00 Venue Seminar Room: PFSA</td>
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<td>Faculty Quality Assurance Committee: Management and Commerce: 12h00 Venue Seminar Room: PFSA</td>
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<td>Monday 21</td>
<td>Support Service Quality Assurance Committee: 09h00</td>
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<td>Tuesday 22</td>
<td>Housing Committee: 09h00</td>
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<td>Faculty Planning and Management Committee: Education: 09h00: SISP Boardroom</td>
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<td></td>
<td>Faculty Planning and Management Committee: Management and Commerce: 10h00 Seminar Room 3 Bhisho Campus</td>
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<td>Faculty Planning and Management Committee: Law: 10h00</td>
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<td>Prospectus Committee: 14h00</td>
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<td>Wednesday 23</td>
<td>Records and Archives Management Committee: 09h00</td>
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<td>Faculty Planning and Management Committee: Social Sciences and Humanities: 10h00</td>
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<td>Faculty Planning and Management Committee: Science and Agriculture: 13h30</td>
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<td>Thursday 24</td>
<td>Council HR Committee: 09h00</td>
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<td>Friday 25</td>
<td><strong>Final date for Submission of Applications for Degrees and Course Changes and Cancellations for 2011</strong></td>
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<td>Institutional Ethics Committee: 09h00</td>
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<td>Saturday 26</td>
<td>Open Day: Bhisho campus</td>
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<tr>
<td>Monday 28</td>
<td>Faculty Board: Management and Commerce: 10h00 Venue C2 Bhisho Campus</td>
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<td>Management and NEHAWU: 14h00</td>
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Fixed items on the agenda for Faculty meetings:

1. Student Affairs
2. Departmental list of Examiners -1st semester
3. Changes to subject groupings
4. List of Graduands
5. Rule Changes (Specific Faculty Rules)
6. Standing Order for Faculties (S/393/05)
7. Conditions of Service (S/270/86)
8. Conference and Policy on Continuing Education Courses (S/114/06)
9. Policy and Operations of Research Committee (S/53/91)
10. Publication Guide (S/72/88)
11. Submission of New Academic Programmes for 2012
12. Changes to Prospectus 2012
13. Assessment Policy (S/210/04)
## MARCH

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<th>Performance Management System: Quarterly Reviews</th>
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<td></td>
<td></td>
<td>Faculty Research and Higher Degrees Committee: Management and Commerce: 09h00 Venue: PFSA Seminar Room</td>
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<td>Library Committee: 14h00</td>
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<td>Tuesday</td>
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<td>Honorary Degrees Committee: 09h00</td>
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<td>Wednesday</td>
<td>9</td>
<td>Research and Development Committee: 09h00</td>
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<td>Thursday</td>
<td>10</td>
<td>Submission of Council report to VC</td>
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<td>Friday</td>
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<td>Institutional Quality Assurance Committee: 09h00</td>
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<td>Submission of Faculty Minutes and documents to Committee Section: 12h00</td>
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<td>Monday</td>
<td>14</td>
<td>ITS Coordination and Management Committee: 09h00</td>
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<td>Faculty Research and Higher Degrees Committee: Education: 09h00: Venue: SISP Boardroom</td>
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<td>Faculty Prospectus: Social Sciences and Humanities: 14h00</td>
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<td>Career Exhibition week -- East London campus</td>
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<td>Tuesday</td>
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<td>Staff Planning and Appointment's Committee: 09h00</td>
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<td>Career Exhibition week -- East London campus</td>
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<td>Senate Teaching and Learning Committee: 14h00</td>
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<td>Wednesday</td>
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<td>Institutional Forum: 09h00</td>
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<td>Career Exhibition week -- East London campus</td>
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<td>Tender Committee: 10h00</td>
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<td>Council Language Committee: 14h00</td>
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<td>Career Exhibition week -- East London campus</td>
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<td>Friday</td>
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<td>Central Academic Planning Committee: 09h00</td>
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<td>Distribution of SENEX agenda</td>
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<td>Career Exhibition week -- East London campus</td>
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<td>Monday</td>
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<td><strong>Human Rights Day: Public Holiday</strong></td>
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<td>Tuesday</td>
<td>22</td>
<td>Academic Promotions and Professorial Committee: 09h00</td>
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<td>Submission of VC's report to Committee Section</td>
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<td>Wednesday</td>
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<td>SENEX: 09h00</td>
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<td>Thursday</td>
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<td>Distribution of Council agenda</td>
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<td>Faculty Timetable Committee: Social Sciences and Humanities: 09h00</td>
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<td>Faculty Teaching and Learning Committee: Social Sciences and Humanities: 10h00</td>
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<td>Friday</td>
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<td>Enrolment Management Committee: 09h00</td>
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<td>Faculty Teaching and Learning Committee, Quality Assurance Committee, Higher Degrees Committee: Law: 10h00</td>
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<td>Monday</td>
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<td>Faculty Research and Higher Degrees: Social Sciences and Humanities: 10h00</td>
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<td>Tuesday</td>
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<td>Distribution of Senate agenda</td>
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<td>Transformation Forum: 10h00</td>
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<td>Senate: 12h30</td>
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<td><strong>Registration closes for all postgraduate (Master’s and PhD) students.</strong></td>
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<td>Friday 1</td>
<td>General Committee: Science and Agriculture: 09h00</td>
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<td>Faculty Teaching and Learning Committee: Management and Commerce: 09h00 Venue Seminar Room: PFSA</td>
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<td>Faculty Quality Assurance Committee: Management and Commerce: 12h00 Venue Seminar Room: PFSA</td>
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<td>Monday 4</td>
<td>Extended Management Team: 09h00</td>
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<td>Tuesday 5</td>
<td>Submission of External Examination Question Papers</td>
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<td>Wednesday 6</td>
<td>Housing Committee: 09h00</td>
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<td>Prospectus Committee: 14h00</td>
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<td>Thursday 7</td>
<td>Faculty Teaching and Learning Committee: Education: 09h00: Venue: SITE Boardroom</td>
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<td>Tender Committee: 10h00</td>
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<td>Faculty Quality Assurance: Education: 12h00: Venue: SITE Boardroom</td>
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<td>Friday 8</td>
<td>Council: 09h00 (Alice campus)</td>
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<td>Monday 11</td>
<td>Skills Development and Employment Equity Committee: 09h00</td>
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<td>Career Exhibition week: Bhisho campus</td>
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<td>Submission of all Internal Examination Question Papers</td>
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<td>Tuesday 12</td>
<td>Faculty Prospectus Committee: Education: 09h00: Venue: SISP Boardroom</td>
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<td>Wednesday 13</td>
<td>Support Service Quality Assurance Committee: 09h00</td>
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<td>Management and NEHAWU: 14h00</td>
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<td>Thursday 14</td>
<td>Records and Archives Management Committee: 09h00</td>
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<td>Career Exhibition week: Bhisho campus</td>
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<td>Monday 18</td>
<td>Financial Committee: 09h00</td>
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<td>School of Business and Enterprise Meeting: 09h00 Venue: SBE Boardroom: East London</td>
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<td>School of Public Management and Development Meeting: 09h00 Venue Seminar Room 3 Bhisho Campus</td>
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<td>Faculty Planning and Management Committee: Education: 09h00: SISP Boardroom</td>
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<td>Faculty Rules and Regulations: Social Sciences and Humanities: 10h00</td>
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<td>Farm Committee: Science and Agriculture: 11h00</td>
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<td>Tuesday 19</td>
<td>Deans’ Forum: 09h00</td>
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<td>Graduation Committee: 14h00</td>
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<td>End of 1st Term</td>
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<td>Wednesday 20</td>
<td>Financial Aid Committee: 09h00</td>
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<td>HIV/AIDS Institutional Coordinating Committee (HICC): 09h00</td>
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<td>Faculty Research and Higher Degrees Committee: Education: 09h00: Venue: SISP Boardroom</td>
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<td>Faculty Quality Assurance: Social Sciences and Humanities: 12h00</td>
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<td>Science and Agriculture: Research and Higher Degrees: 09h00 - Ethics Committee: 13h30</td>
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<td>Thursday 21</td>
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<td>Monday 25</td>
<td><strong>Family Day: Public Holiday</strong></td>
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<td>Wednesday 27</td>
<td><strong>Freedom Day: Public Holiday</strong></td>
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<td>Thursday 28</td>
<td>Faculty Planning and Management Committee: Management and Commerce: 10h00 Seminar Room 3 Bhisho Campus</td>
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<td>Friday 29</td>
<td><strong>Submission of School Leaving Certificates to Student Administration Section (All undergraduate and postgraduate qualifications)</strong></td>
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Fixed items on the agenda for Faculty meetings:
1. Student Affairs: Higher Degree Registration
2. Departmental list of examiners – 2nd semester
3. Amendments of syllabi (existing courses) for 2012
4. Submission of new qualifications for 2012
5. Submission of new programmes for 2012
7. Staffing matters such as new appointments, resignations and retirements

**MAY**

| Monday 2 | **Public Holiday** |
| Tuesday 3 | **Commencement of 2nd Term** |
| Wednesday 4 | Faculty Planning and Management Committee: 09h00  
Faculty Planning and Management Committee: Social Sciences and Humanities: 10h00  
Faculty Board: Education: 12h30: Venue: Lecture Room C1, Bhisho Campus |
| Thursday 5 | Time Table Committee: 09h00  
School of Business and Enterprise: Research and Higher Degrees: 09h00 Venue SBE Boardroom: East London  
School of Public Management and Development: Research and Higher Degrees: 09h00 Venue Seminar Room 3: Bhisho Campus  
Faculty Planning and Management Committee: Science and Agriculture: 13h30 |
| Friday 6  | Institutional Quality Assurance Committee: 09h00 |
| Saturday 7 | Open Day: Alice campus |
| Monday 9  | **Extended Management Team: 09h00** |
| Tuesday 10 | **Graduation – East London Campus** |
| Wednesday 11 | Faculty Research and Higher Degrees Committee: Management and Commerce: 09h00 Venue: PFSA Seminar Room |
| Thursday 12 | **Graduation – Alice Campus** |
| Friday 13  | **Graduation – Alice Campus** |
| Saturday 14 | **Graduation – Alice Campus** |
| Monday 16 | Staff Planning and Appointments Committee: 09h00  
Faculty Board: Management and Commerce: 10h00 Venue C2 Bhisho Campus |
| Tuesday 17 | Senate Community Engagement Committee: 09h00 |
| Wednesday 18 | **Tender Committee: 10h00**  
Faculty Board: Social Sciences and Humanities: 10h00  
Faculty Planning and Management Committee: Law: 10h00 |
| Thursday 19 | Research and Development Committee: 09h00  
Faculty Board: Science and Agriculture: 13h30 |
| Friday 20  | Remuneration Committee: 09h00  
Faculty Prospectus Committee: Education: 09h00: Venue: SISP Boardroom |
<table>
<thead>
<tr>
<th>Monday 23</th>
<th>Rules and Regulations Committee: 09h00</th>
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| Tuesday 24 | **Submission of Semester Marks**  
    Audit Committee: 09h00  
    Senate Teaching and Learning Committee: 09h00  
    Submission of Faculty documents and minutes to Committee Section: 12h00  
    Internationalization Advisory Committee 14h00 |
| Wednesday 25 | Council HR Committee: 09h00 |
| Thursday 26 | Enrolment Management Committee: 09h00 |
| Friday 27 | **Lectures end – 1\textsuperscript{st} Semester**  
    Council Language Committee: 09h00 |
| Monday 30 | Library Committee: 09h00  
    ITS Coordination and Management Committee: 14h00  
    Distribution of SENEX agenda |
| Tuesday 31 | Central Academic Planning Committee: 09h00  
    Faculty Prospectus: Social Sciences and Humanities: 14h00 |
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### JULY

**Friday, 1** Housing Committee: 09h00  
Faculty Teaching and Learning Committee, Quality Assurance Committee: Law: 10h00

**Monday, 4** Extended Management Team: 09h00

**Tuesday, 5** Faculty Examinations Committee: Faculty of Education: 09h00  
Faculty Examinations Committee: Faculty of Law: 09h00  
Faculty Examinations Committee: Faculty of Social Sciences and Humanities: 09h00  
Faculty Examinations Committee: Faculty of Science and Agriculture: 09h00  
Faculty Examinations Committee: Faculty of Management and Commerce: 09h00

**Wednesday, 6** Tender Committee: 10h00

**Thursday, 7** Graduation Committee: 09h00  
Faculty Prospectus Committee: Social Sciences and Humanities: 14h00

**Friday, 8** Higher Degrees Committee, Faculty Planning and Management Committee: Law: 10h00

**Monday, 11** ITS Management and Coordination Committee: 09h00

**Tuesday, 12** Bargaining Forum: 09h00  
Faculty Teaching and Learning Committee: Education: 09h00; Venue: SITE Boardroom  
Farm Committee: Science and Agriculture: 11h00  
Faculty Quality Assurance: Education: 12h00; Venue: SITE Boardroom

**Wednesday, 13** Institutional Ethics Committee: 09h00

**Thursday, 14** Support Service Quality Assurance Committee: 09h00

**Friday, 15** Staff Planning and Appointment’s Committee: 09h00  
Faculty Teaching and Learning Committee: Management and Commerce: 09h00 Venue Seminar Room: PFSA  
Faculty Quality Assurance Committee: Management and Commerce: 12h00 Venue Seminar Room: PFSA

**Monday, 18** **Second Semester Commences**  
*Submission of applications for 2nd semester course registration, additions and cancellations*

**Tuesday, 19** Faculty Teaching and Learning Committee: Social Sciences and Humanities: 10h00  
Faculty Quality Assurance Committee: Social Sciences and Humanities: 12h00  
Enrolment Management Committee: 14h00

**Wednesday, 20** Bargaining Forum: 09h00

**Thursday, 21** Faculty Research and Higher Degrees Committee: Education: 09h00; Venue: SISP Boardroom  
General Committee: Science and Agriculture: 09h00  
School of Business and Enterprise Meeting: 09h00 Venue: SBE Boardroom: East London  
School of Public Management and Development Meeting: 09h00 Venue Seminar Room 3 Bhisho Campus  
Faculty Rules and Regulations: Social Sciences and Humanities: 14h00

**Friday, 22** Council Language Committee: 09h00  
Faculty Board: Law: 10h00

**Monday, 25** **Supplementary Examinations Commence**

**Tuesday, 26**

**Wednesday, 27** Faculty Planning and Management Committee: Education: 09h00; SISP Boardroom  
Management and SRC: 14h00

**Thursday, 28** Skills Development and Employment Equity Committee: 09h00
Faculty Planning and Management Committee: Management and Commerce: 10h00 Seminar Room 3 Bhisho Campus
Science and Agriculture: Research and Higher Degrees: 09h00 - Ethics Committee: 13h30
Faculty Timetable Committee: Social Sciences and Humanities: 14h00
Friday 29 Final date for all 2nd semester registration

Fixed items on the agenda for Faculty meetings:
1. Leave substitutes, if leave approved
2. Visiting lecturers: 2011/2012
3. Conference reports
4. Submission of new academic programmes
5. Faculty SDE Reports
6. Faculty Quality Assurance Committee Report
7. Progress Reports: Master's and Doctoral candidates
## AUGUST

### Monday 1
- Extended Management Team: 09h00

### Tuesday 2
- Rules and Regulation Committee: 09h00
  - School of Business and Enterprise: Research and Higher Degrees: 09h00 Venue SBE Boardroom: East London
  - School of Public Management and Development: Research and Higher Degrees: 09h00 Venue Seminar Room 3: Bhisho Campus

### Wednesday 3
- Institutional Quality Assurance Committee: 09h00

### Thursday 4
- Senate Community Engagement Committee: 09h00
  - Faculty Prospectus Committee: Education: 09h00: Venue: SISP Boardroom
  - Faculty Planning and Management Committee: Social Sciences and Humanities: 10h00
  - Financial Aid Committee: 14h00

### Friday 5
- Prospectus Committee: 09h00

### Monday 8
- Faculty Research and Higher Degrees Committee: Management and Commerce: 09h00 Venue: PFSA Seminar Room
  - Faculty Board: Education: 12h30: Venue: Lecture Room C1, Bisho Campus

### Tuesday 9
- **National Women’s Day: Public Holiday**

### Wednesday 10
- Performance Management System: Quarterly Reviews
  - Faculty Board: Social Sciences and Humanities: 10h00
  - Faculty Planning and Management Committee: Science and Agriculture: 13h30
  - Bargaining Forum: 14h00

### Thursday 11
- Research and Development Committee: 09h00

### Friday 12
- Academic Promotions and Professorial Committee: 09h00

### Monday 15
- Staff Planning and Appointments Committee: 09h00

### Tuesday 16
- Faculty Examinations Committee: Faculty of Education: 09h00
  - Faculty Examinations Committee: Faculty of Law: 09h00
  - Faculty Examinations Committee: Faculty of Social Sciences and Humanities: 09h00
  - Faculty Examinations Committee: Faculty of Science and Agriculture: 09h00
  - Faculty Examinations Committee: Faculty of Management and Commerce: 09h00

### Wednesday 17
- HIH/HEAIDS Institutional Coordinating Committee: 09h00
  - Faculty Board: Management and Commerce: 10h00 Venue C2 Bhisho Campus
  - Faculty Board: Science and Agriculture: 13h30

### Thursday 18
- Remuneration Committee: 09h00
  - Management and NEHAWU: 14h00

### Friday 19
- Central Academic Planning Committee: 09h00

### Monday 22
- Tender Committee: 10h00
  - Time Table Committee: 09h00
  - Career Exhibition week: Alice campus
  - Submission of Faculty documents and minutes to Committee Section: 12h00

### Tuesday 23
- Transformation Forum: 10h00
  - Faculty Research and Higher Degrees: Social Sciences and Humanities: 10h00
  - Career Exhibition week: Alice campus
  - Open Day: East London campus

### Wednesday 24
- Library Committee: 14h00
  - Career Exhibition week: Alice campus
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<td>Audit Committee: 09h00</td>
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<td>ICT Governance Committee: 10h30</td>
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<td>School of Business and Enterprise: Research and Higher Degrees: 09h00 Venue SBE Boardroom: East London</td>
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<td>School of Public Management and Development: Research and Higher Degrees: 09h00 Venue Seminar Room 3: Bhisho Campus</td>
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<td>Science and Agriculture: Research and Higher Degrees: 09h00</td>
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<td>Science and Agriculture: Ethics Committee: 13h30</td>
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<td>Thursday 22</td>
<td>Support Service Quality Assurance Committee: 09h00</td>
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<tr>
<td>Friday 23</td>
<td>School of Business and Enterprise Meeting: 09h00 Venue: SBE Boardroom: East London</td>
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<tr>
<td></td>
<td>School of Public Management and Development Meeting: 09h00 Venue Seminar Room 3: Bhisho Campus</td>
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<tr>
<td></td>
<td>Submission of all Internal Examination Question Papers</td>
<td></td>
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<tr>
<td>Monday 26</td>
<td>Faculty Research and Higher Degrees Committee: Education: 09h00; Venue: SISP Boardroom</td>
<td></td>
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<tr>
<td>Date</td>
<td>Event</td>
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<tr>
<td>Monday 3</td>
<td>Extended Management Team: 09h00</td>
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<tr>
<td>Tuesday 4</td>
<td>Time Table Committee: 09h00</td>
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<tr>
<td></td>
<td>Tender Committee: 10h00</td>
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<tr>
<td>Wednesday 5</td>
<td>Library Committee: 09h00</td>
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<tr>
<td></td>
<td>Faculty Board: Social Sciences and Humanities: 10h00</td>
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<td></td>
<td>Faculty Board: Education: 10h00</td>
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<td></td>
<td>Faculty Board: Science and Agriculture: 13h30</td>
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<tr>
<td>Thursday 6</td>
<td>Research and Development Committee: 09h00</td>
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<tr>
<td></td>
<td>Faculty Prospectus: Social Sciences and Humanities: 10h00</td>
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<tr>
<td>Friday 7</td>
<td>Institutional Forum: 09h00</td>
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<td></td>
<td>Faculty Board: Management and Commerce: 10h00</td>
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<td>Faculty Board: Management and Commerce: 10h00</td>
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<tr>
<td>Monday 10</td>
<td>Prospectus Committee: 09h00</td>
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<tr>
<td>Tuesday 11</td>
<td>Rules and Regulations Committee: 14h00</td>
<td></td>
</tr>
<tr>
<td>Wednesday 12</td>
<td>Academic Promotions and Professorial Committee: 09h00</td>
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</tr>
<tr>
<td>Thursday 13</td>
<td>Submission of Faculty documents and minutes to Committee Section</td>
<td></td>
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<tr>
<td></td>
<td>Management and SRC: 14h00</td>
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<tr>
<td>Friday 14</td>
<td>Staff Planning and Appointments Committee: 09h00</td>
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<tr>
<td>Monday 17</td>
<td>Skills Development and Employment Equity Committee: 09h00</td>
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<td></td>
<td>Management and NEHAWU: 14h00</td>
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<tr>
<td>Tuesday 18</td>
<td>Distribution of SENEX agenda</td>
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<tr>
<td></td>
<td>Central Academic Planning Committee: 09h00</td>
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<td></td>
<td>Senate Teaching and Learning Committee: 14h00</td>
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<tr>
<td>Wednesday 19</td>
<td>Audit Committee: 09h00</td>
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<tr>
<td>Thursday 20</td>
<td>Deans’ Forum: 09h00</td>
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<tr>
<td></td>
<td>Financial Aid Committee: 14h00</td>
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<tr>
<td></td>
<td>Distribution of Finance Committee, ICT Governance Committee and EXCO agenda</td>
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<tr>
<td>Friday 21</td>
<td>HIV/HEAIDS Institutional Coordinating Committee: 09h00</td>
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<tr>
<td></td>
<td><strong>2nd Semester Lectures End</strong></td>
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<tr>
<td>Monday 24</td>
<td>SENEX: 09h00</td>
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<td>Internationalization Advisory Committee: 14h00</td>
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<tr>
<td>Tuesday 25</td>
<td><strong>Submission of Semester Marks</strong></td>
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<tr>
<td>Wednesday 26</td>
<td>Institutional Quality Assurance Committee: 09h00</td>
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<td>Thursday 27</td>
<td>Remuneration Committee: 09h00</td>
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<td></td>
<td>Faculty Research and Higher Degrees Committee: Education: 09h00: Venue: SISP Boardroom</td>
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<tr>
<td></td>
<td>Housing Committee: 14h00</td>
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<tr>
<td>Friday  28</td>
<td>Distribution of Senate agenda</td>
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<tr>
<td>Council HR Committee: 09h00</td>
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<td>Council Language Committee: 09h00</td>
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<tr>
<td>Monday  31</td>
<td>Senate Community Engagement Committee: 09h00</td>
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**Commencement of Final Examinations**

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
</tr>
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<tbody>
<tr>
<td>1.</td>
<td>Progress reports: Master's and Doctoral candidates</td>
</tr>
<tr>
<td>2.</td>
<td>Examiners for Master’s and Doctoral degree candidates</td>
</tr>
<tr>
<td>3.</td>
<td>Names of students who were issued certificates with short courses</td>
</tr>
<tr>
<td>4.</td>
<td>Part-time lecturers appointed for 2012</td>
</tr>
<tr>
<td>5.</td>
<td>Faculty Quality Assurance Committee Report</td>
</tr>
<tr>
<td>6.</td>
<td>Faculty SDE Reports</td>
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# NOVEMBER

<table>
<thead>
<tr>
<th>Day</th>
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<tbody>
<tr>
<td>Tuesday</td>
<td>1</td>
<td>Senate: 12h30</td>
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<tr>
<td>Wednesday</td>
<td>2</td>
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<tr>
<td>Thursday</td>
<td>3</td>
<td>Finance Committee: 08h30</td>
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<td></td>
<td></td>
<td>ICT Governance Committee: 10h30</td>
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<td></td>
<td></td>
<td>EXCO: 12h30</td>
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<tr>
<td>Friday</td>
<td>4</td>
<td>Performance Management System: Final Performance Appraisal/Reviews</td>
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<tr>
<td></td>
<td></td>
<td>Extended Management Team: 09h00</td>
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<tr>
<td>Tuesday</td>
<td>5</td>
<td>Tender Committee: 10h00</td>
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<tr>
<td>Wednesday</td>
<td>6</td>
<td>Faculty Planning and Management Committee: Education: 09h00; SISP Boardroom Faculty</td>
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<tr>
<td></td>
<td></td>
<td>Records and Archives Committee: 09h00</td>
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<tr>
<td>Monday</td>
<td>7</td>
<td>Performance Management System: Final Performance Appraisal/Reviews</td>
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<td>Extended Management Team: 09h00</td>
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<tr>
<td>Tuesday</td>
<td>8</td>
<td>Tender Committee: 10h00</td>
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<tr>
<td>Wednesday</td>
<td>9</td>
<td>Faculty Planning and Management Committee: Education: 09h00; SISP Boardroom Faculty</td>
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<td></td>
<td></td>
<td>Records and Archives Committee: 09h00</td>
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<td>Monday</td>
<td>10</td>
<td>Performance Management System: Final Performance Appraisal/Reviews</td>
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<td>Extended Management Team: 09h00</td>
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<td>Tuesday</td>
<td>11</td>
<td>Tender Committee: 10h00</td>
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<tr>
<td>Wednesday</td>
<td>12</td>
<td>Faculty Planning and Management Committee: Education: 09h00; SISP Boardroom Faculty</td>
</tr>
<tr>
<td>Thursday</td>
<td>13</td>
<td>Records and Archives Committee: 09h00</td>
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<tr>
<td>Monday</td>
<td>14</td>
<td>Events Management Committee: 09h00</td>
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<td>Tuesday</td>
<td>15</td>
<td>Staff Planning and Appointments Committee: 09h00</td>
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<tr>
<td>Wednesday</td>
<td>16</td>
<td>Graduation Committee: 09h00</td>
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<tr>
<td>Thursday</td>
<td>17</td>
<td>Distribution of Council Agenda</td>
</tr>
<tr>
<td>Friday</td>
<td>18</td>
<td>End of Final Examinations</td>
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<tr>
<td>Monday</td>
<td>19</td>
<td>ITS Coordination and Management Committee: 09h00</td>
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<td>Tuesday</td>
<td>20</td>
<td>Enrolment Management Committee: 09h00</td>
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<td>Wednesday</td>
<td>21</td>
<td>Faculty Research and Higher Degrees Committee: Education: 09h00; Venue: SISP Boardroom Faculty</td>
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<tr>
<td>Thursday</td>
<td>22</td>
<td>Transformation Forum: 09h00</td>
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<td>Friday</td>
<td>23</td>
<td>ITS Coordination and Management Committee: 09h00</td>
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<tr>
<td>Monday</td>
<td>24</td>
<td>Faculty Board: Management and Commerce: 10h00 Venue C2 Bhisho Campus</td>
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<td>Faculty Board: Education: 12h30: Venue: Lecture Room C1, Bisho Campus</td>
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<tr>
<td>Tuesday</td>
<td>25</td>
<td>Faculty Planning and Management Committee: Science and Agriculture: 13h30</td>
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<td>Wednesday</td>
<td>26</td>
<td>Faculty Examinations Committee: Faculty of Education: 09h00</td>
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<td>Faculty Examinations Committee: Faculty of Law: 09h00</td>
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<td>Faculty Examinations Committee: Faculty of Social Sciences and Humanities: 09h00</td>
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<td>Faculty Examinations Committee: Faculty of Management and Commerce: 09h00</td>
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<td>Faculty Examinations Committee: Faculty of Science and Agriculture: 09h00</td>
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<tr>
<td>Date</td>
<td>Event Description</td>
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<tr>
<td>Thursday 1</td>
<td>Deans’ Forum: 09h00</td>
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<tr>
<td>Friday 2</td>
<td>Council (Alice campus): 09h00</td>
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<td></td>
<td>Submission of Faculty documents and minutes: 12h00</td>
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<tr>
<td>Monday 5</td>
<td>Extended Management Team: 09h00</td>
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<tr>
<td>Tuesday 6</td>
<td>Distribution of SENEX agenda</td>
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<tr>
<td>Wednesday 7</td>
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<td>Thursday 8</td>
<td>SENEX: 09h00</td>
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<td>Tender Committee: 10h00</td>
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<td>Friday 9</td>
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<tr>
<td>Monday 12</td>
<td>Distribution of Senate agenda</td>
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<td>Tuesday 13</td>
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<tr>
<td>Wednesday 14</td>
<td>Senate: 09h00</td>
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<tr>
<td>Thursday 15</td>
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<td>Friday 16</td>
<td>Day of Reconciliation: Public Holiday</td>
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<td>Monday 19</td>
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<td>Tuesday 20</td>
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<td>Saturday 24</td>
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<tr>
<td>Sunday 25</td>
<td>Christmas Day: Public Holiday</td>
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<tr>
<td>Monday 26</td>
<td>Day of Goodwill: Public Holiday</td>
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<td>Tuesday 27</td>
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<td>Wednesday 28</td>
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<td>Thursday 29</td>
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<td>Friday 30</td>
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</tbody>
</table>
ADMINISTRATIVE STAFF

Mrs Foko Phumza
BA (Rhodes)
Programme Administrator
Contact: 040 608 3408
pfoko@ufh.ac.za

VOLUNTEERING

Ms Pelisa Mgedezi
BSc (Hons.) Business IT (UK)
Project Assistant (PA)
Special Projects
1.2 ACADEMIC STAFF

Mr. M Sibanda (M.A, UK)

Contact: 040 608 3434 (Bhisho)
040 602 2087 (Alice)
mmsibanda@ufh.ac.za or
mmudzamba@ufh.ac.za

Lecturing Responsibilities: Public Administration (PAD 111); Public Administration (PAD 122); Public Administration (PAD 211); Research Methodology (PAD 511).

Dr. T Mle B.A. (Hons); M.A; PhD (U.P.E)

Contact: 040 602 2423
rmle@ufh.ac.za

Lecturing Responsibilities: Public Administration (PAD 111); Public Administration (PAD 211); Public Administration (PAD 222), Human Resource Management (PAD 525), Human Resource Management (PAD 822) Introduction to Public Administration (PAD 701).

Prof. E Ijeoma PhD, (Pret.)

Contact: 040 608 3426 (Bhisho)
eijeoma@ufh.ac.za

Lecturing Responsibilities: Public Administration (PAD 311), Public Policy (PAD 322); Public Financial Management (PAD 513); Development Management (PAD 816); Public Finance (PAD 823); Research Methodology (PAD 811).
Prof. DR Thakhathi PhD, UNISA
Contact: 040 602 2533,

rthakhathi@ufh.ac.za

Lecturing Responsibilities: Leadership & Management (PAD 812), Admin Theories (PAD 813), Admin Theories (PAD 512), Leadership and Management in the Public Sector (PAD 812)

PROJECT OFFICER

Mr. S Maclean (MPA, UFH)
Contact: 040 608 3432

smaclean@ufh.ac.za

AFRICAN EDUCATIONAL TRUST (AET).
### 1.2.1 ADJUNCT PROFFESSORS AND AFFILIATES

<table>
<thead>
<tr>
<th>Names</th>
<th>Email Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prof. R. H Nengwekhulu (PhD)</td>
<td><a href="mailto:sokheno@unisa.ac.za">sokheno@unisa.ac.za</a></td>
</tr>
<tr>
<td>Prof MH Kanyane (D. Admin)</td>
<td><a href="mailto:Kanyane@yahoo.com">Kanyane@yahoo.com</a></td>
</tr>
<tr>
<td>Prof MS Bayat (PhD)</td>
<td><a href="mailto:bayatm@cput.ac.za">bayatm@cput.ac.za</a></td>
</tr>
<tr>
<td>Dr C Ndinda (PhD)</td>
<td><a href="mailto:ndindac@yahoo.com">ndindac@yahoo.com</a></td>
</tr>
<tr>
<td>Dr O Nzewi (PhD)</td>
<td><a href="mailto:ebusoma@yahoo.com">ebusoma@yahoo.com</a></td>
</tr>
<tr>
<td>Dr. V. Naidu (PhD)</td>
<td><a href="mailto:vnaidu@palama.co.za">vnaidu@palama.co.za</a></td>
</tr>
<tr>
<td>Dr. J. Meyer (PhD)</td>
<td><a href="mailto:jan.meyer56@gmail.com">jan.meyer56@gmail.com</a></td>
</tr>
<tr>
<td>Dr. Zandisile M. Dweba (PhD)</td>
<td><a href="mailto:zandidweba@telkomsa.net">zandidweba@telkomsa.net</a></td>
</tr>
</tbody>
</table>
1.3 ASSESSMENT

- Lecturers and learners to note that formative assessment should include at least group work and individual assignments amongst others. This however does not limit the use of other forms of continuous assessment such as peer, self and lecturer assessment, seminars, conferencing, attendance and participation, case studies etc.
- Summative Assessment (Exam) for the first semester and second semester fundamental and core modules will take place in June and end of October respectively. There is an internal and external examiner for each module as well as for the research dissertation. The programme requires a pass mark (of at least 50% in the opinion of the examiners) for all modules including mini-dissertation from both internal and external examiners. Distinction may be conferred if an average of 75% has been obtained in the prescribed modules.

NB. MPA Exit qualifications in the programme: As from 2010, candidates are not allowed to opt to exit with a Postgraduate Diploma after completing all required coursework. This also relates to candidates who are unable to finish their research report in the maximum time allowed (three years).

1.4 REGISTRATION & TUITION FEES

- Registration fees - must be paid prior to registration. The payment of registration fees without the completion and submission of an acceptable registration form does not serve as registration. All registration queries may be directed to 040 608 3403.
- Tuition fees – learners must contact the Student Finance Office for advice on instalment payment prior to the commencement of lectures. Any enquiries pertaining to payments and other financial matters must be directed to this office which can be contacted at the UFH Alice (main) campus (tell: 040 602 2259).

1.5 PROGRAMME SPECIFIC RULES AND REGULATIONS

(Please also refer to the General Rules and Post Graduate Hand Book)

Attendance

- All learners are required to attend all lectures stipulated per timetable provided.
- A learner who does not meet a minimum of 75% attendance per module may be required to repeat the said module in question.
- No leave of absence will be allowed, not even at the request of the employer. Learners who are unable to present themselves for the modules will be expected to repeat the modules in the following year.
- The use of cell phones during lectures or leaving lecture rooms to attend to a call is strictly prohibited.
Matters of personal conduct

Each learner is required to ensure that he or she

- Respects the academic environment.
- Is responsible for the facilities at his/her disposal e.g. computers etc.
- Demonstrates values such as punctuality, responsibility, co-operation etc.
- Accords due respect to lecturers and respects their authority to require assignments as part of the assessment.
- Ensures that he/she is familiar with rules and regulations of the University and the Faculty of Management and Commerce.
- Is responsible for acquiring recommended and prescribed books and materials.
- Takes responsibility for his/her own learning.
- Refrains from irresponsible behaviour (such as intoxication) especially during the course of academic programmes/activities.
- Make use of the established channels for matters or queries.
- Demonstrates maturity and high levels of personal and professional ethics in their dealings with other learners.

Discipline

Any learner who contravenes the provisions of this code as well as those of the University at large will be appropriately dealt with, in accordance with prescribed rules and procedures. The non-signature of this code does not diminish the provisions herein.

The learners have full support, supervision and guidance given through a team of expert resource
1.6 LEARNER SUPPORT SYSTEMS

- **Library**
Learners have access to the university’s three libraries, at the Bhisho campus, Alice and UFH East London. Additionally, learners may make use of libraries at other institutions, where such facilities are accessible.

- **Peer mentorship programme**
Learners will be divided into groups during the course of the programme. This is meant to promote peer support as learners mentor and coach each other as their studies progress.

- **Communication systems**
  a. **Group-emails** – important information may be relayed to learners through e-mail. This facility is also used to promote discussions amongst learners and other resource persons
  b. **Bulk SMS service** – occasionally, SMS messages are forwarded to learners by the institute to again convey messages, and to provide moral support for learners relating to their studies where appropriate.

- **Professional associations**
Learners are encouraged to join various associations that focus on issues relating to Public administration most importantly amongst others, the South African Association for Public Administration and Management (SAAPAM). This will help learners to access useful journals and other materials, information about relevant workshops, colloquiums etc and to engage with people in the field of Public Administration.

**ALSO REFER TO:**
- General rules (especially in Postgraduate matters)
- Faculty Prospectus
- Post Graduate Guide

**NOTE** – where there are contestations, provisions of the General and faculty rules will supersede those contained herein.
1.7 CONTACTS

Head of Department – Professor EOC. IJEOMA

Programme Administrator –Ms Phumza Foko

Tel: 040 608 3407/ 040 608 3403

Fax: 040 608 3408

1.8 OFFICE HOURS

Monday -Thursday: 08h00 – 16h30

Friday: 08h00 – 15h30

Saturday and Sunday – UFH offices are closed during weekends
Modules for Undergraduate Studies
1. 9.1: PAD 111 (a) INTRODUCTION TO PUBLIC ADMINISTRATION

Module Title: Introduction to Public Administration

Module Code: PAD 111

NQF Level: 6

Credit value: 16

Place in Programme: Core in B. Admin HRM & PA

Module Co-coordinator: MR. M. M. SIBANDA

Proposal compiled by (Name): M. M. SIBANDA

Department / Unit: Public Administration

School: Public Management and Development

Faculty: Management and Commerce

PABX No.: 040 608 3434 (Bhisho) 040 602 2087 (Alice)

E-mail: mmsibanda@ufh.ac.za Or mmudzamba@ufh.ac.za

1. Narrative and Purpose of the Module:
On behalf of the Department of Public Administration, I would like to welcome you to the fascinating world of Public Administration, more specifically to the second part of Module PAD 111- Introduction to Public Administration. I hope and trust that we will be able to assist you develop the same passion we have for the discipline during this semester, especially since the subject matter in Public Administration permeates all spheres of everyday life – it is indeed a valuable frame of reference to have in this fast changing world of the science of governance. You are well assured of continued excellent course content, teaching methodology, and lecturing and support staff in the Department. You are therefore urged to make the most of the valuable opportunity you are now presented with to school yourself in this fascinating discipline (Public Administration) and activity (public administration).

Public Administration is largely an applied science, often referred to as a discipline for academic purposes. It is often informed by current events. As a discipline Public Administration focuses attention on teaching, recording and transferring knowledge. Within this context Public Administration is recognized as a discipline in its own right, i.e. an area of study with its own body of knowledge that is at least attempting to develop its own theories (Thornhill, 2008). Cloete, (generally recognized as the founding father of Public Administration in South Africa) for example advocated the generic administrative processes...
approach which mainly focus on the internal work processes of government departments in terms of the six generic functions, namely; policy-making, organizing, financing, HRM, determination of work procedures and control. Of late, as a result of challenges to the traditional bureaucratic public administrations (as an activity) of Max Weber and Woodrow Wilson, these traditional notions have been supplanted by New Public Management (NPM) influenced systems. The new discourse of Public Management advocates the application of a more responsive, accountable, innovative, entrepreneurial approach to the business of government.

The aim of this introductory course is to develop your insights into the world of Public Administration (the discipline) and to the operational area within which public administration (the activity) takes place. I hope and trust that you will find this module meaningful, enjoyable and enriching in your academic, professional and personal life. The module requires you to make use of the library, conduct research, work in groups as teams and participate in class discussions. You are also encouraged to pay attention to the news media as Public Administration is a living and dynamic subject; many changes first appear in the news media before they appear in the books.

Please feel free to consult me or my colleagues whenever you encounter a problem with regard to this module.

1. Purpose of the Course/module
The purpose of PAD 111 is for learners to acquire basic knowledge of Public Administration and Management. The module provides the learner with an understanding of the origins of public administration, principles for carrying out public administration, the environment in which public administration is carried out and the interaction between public administration and its environment.

2. Learning outcomes and associated assessment criteria

Exit level Outcomes – PAD 111

<table>
<thead>
<tr>
<th>1. Describe and explain the theoretical foundation to the study of Public Administration</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Explain the origins of Public Administration as a discipline (classics)</td>
</tr>
<tr>
<td>- The concepts ‘public’ and ‘administration’ are defined and explained.</td>
</tr>
<tr>
<td>- Public administration as an activity is explained.</td>
</tr>
<tr>
<td>- Why Public Administration could be viewed as a separate discipline is explained.</td>
</tr>
<tr>
<td>- The origins, nature scope, development and content of Public Administration are described.</td>
</tr>
<tr>
<td>- Differences and similarities between the public and private sector are identified.</td>
</tr>
<tr>
<td>- The relationship between Public Administration and other sciences is explained.</td>
</tr>
<tr>
<td>- Evolving themes/recent trends in the study of Public Administration are described and explained.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. Explain the influence of environmental factors on public administration, and the rendering of services</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Different environmental categories are described and explained.</td>
</tr>
<tr>
<td>- Various factors resulting from the environment and how these are linked to human needs requiring government action are described and explained.</td>
</tr>
</tbody>
</table>
4. Explain the distinctive nature of public administration in terms of specific, identified guidelines based on accepted normative values and ethical principles conducive to achieving, maintaining and enhancing the general welfare of society
   - The distinctive nature of Public Administration in terms specific identified guidelines in explained.
   - Values and ethical principles conducive to achieving, maintaining and enhancing the ‘good life’ are explained.

5. Describe and explain the nature and place of administration
   - The nature of administration is described and explained.
   - The nature (characteristics) of administration, its meaning, nature and place in public administration is described and explained (e.g. administration as universal phenomenon, as co-operative group effort, as goal oriented action, as generic functions, as apolitical, as enabling functions, as utilizing functions).

6. Describe the constitutional environment and context of public administration in South Africa.
   - Forms of government are described to ascertain the milieu in which public administration is practiced.
   - Key concepts and favourable conditions for consolidative democracy are described.
   - The role and functions of parliament are described.
   - Roles and functions of the executive authority and institutions are identified and described.
   - The role and functions of the judicial authority and institutions in public administration is indicated.
   - The relationship between the three spheres of government is identified and explained.
   - The basic values and principles governing public administration are explained.

7. Explain the activities performed in public administration
   - Policy-making is described and explained.
   - Planning is described and explained.
   - Organising is described and explained.
   - Work procedures are described and explained.
   - Financing is described and explained.
   - Control is described and explained.

8. Describe and explain, the evolving concepts of governance and the New Public Management paradigm
   - The concept of governance is explained
   - The New Public Management (NPM) paradigm is explained and described
a) **Critical Outcomes**

<table>
<thead>
<tr>
<th>Work effectively with others as a member of a team, organization or community</th>
<th>• Assignments are prepared and presented as teams.</th>
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<td>Organise and manage him/herself and his/her activities responsibly and effectively</td>
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<td>Communicate effectively using visual mathematical and or language skills in the modes of oral and/or written presentation.</td>
<td>• Acceptable language is used during seminar presentations, asking and answering questions, as well as in the use of visual aids.</td>
</tr>
</tbody>
</table>

6. **Content Outline**

- Conceptual clarification in P(p)ublic A(a)ministration
- Introduction to the classics of Public Administration
- Public Administration as a discipline and public administration as an activity
- Nature and influence of the changing environment on Public Administration
- Normative guidelines for Public Administration
- Constitutional framework for Public Administration
- Administrative/managerial functions
- Governance and New Public Management (NPM)

7. **Teaching and Learning Methods**

- Formal lectures utilizing electronic and other media
- Tutorials incorporating smaller groups, conducted by senior learners. These tutorials form an integral part of the learning environment of learners. Weekly meetings are held with lecturers and tutors.
- Group collaborative learning based on the Supplemental Instruction (SI) model

8. **Lecture Times and Venue**

- Tuesday 11h40 – 13h20 Lecture Room 100 Psychology Building
- Thursday 10h45 -11h30 Lecture Room 100 Psychology Building

**Small group tutorial**

Small group tutorial sessions are an integral part of the teaching strategy. The objectives of these tutorials are as follows:

- To give learners an opportunity to actively participate in the tutorial exercises
- To allow learners the opportunity to clarify points raised in lectures
- To enable the identification of any problems learners may have
- To encourage issues to be discussed in greater detail than is possible in lectures
To provide feedback arising from the tutorial exercises/tests learners have prepared and submitted for marking by tutors
To enable the tutors to provide feedback to lecturers on the effectiveness of the lectures, and a learner’s individual progress

Tutors fulfil a supportive role and remain a vital link between learners and the lecturer. All tutorials are of 45 minutes duration. The mode of the tutorial sessions will be discussed during the lectures, but it will briefly entail the following:

- An exercise/discussion around the content covered during the past week
- A test that will be marked by the tutor, and will contribute cumulatively to a DP score for each learner.

Assessment Methods

*Formative assessment*

Formative assessments are on-going assessments, reviews, and observations in the classroom, used to improve instructional methods and learner feedback during the teaching and learning process. These will consist of:

- Individual/Group Assignments
- Tutorial Assessment
- Test 50%

*Summative assessment*

Summative assessments are used to determine learner competency, after an educational phase is complete. This will take the form of an Examination Paper. The examination will comprise of a:

- Three (3) Hour Examination 50%

*Final Mark*

- A learner will pass PAD 111 if the total mark (i.e. DP and Exam Mark) for the module is greater than or equal to 50%. A learner will obtain a distinction if the final mark is 75% or more.
- **Subminimum** – a minimum Examination Mark of 40% is required.
- **Supplementary Examination** – Learners, who attain a Final Mark of 45%-49%, may sit for the relevant Supplementary Examination.

*Assessment Information*

There will be one group assignment which is also presented and discussed in class.

Marks are allocated as follows:

- Semester Mark : 100 (Assignment and test mark)
- Examination Mark : 100
- Final Mark : Semester mark + Exam Mark, divided by 2
Learning activities

a. Individual attention where necessary
b. All learners play an active part in class
c. Feedback on tests and assignments

Assessment timetable

Dates for submission of assignments and test dates will be supplied during the course of the semester.

Assignment and project details

- Assignment: You will be given individual and group assignments. Due dates: will be determined during the first week after commencement of lectures (for referencing system see attached)
- Each assignment should be prepared in accordance with the requirements as set out in the guide (Learning experience 1 and 2)
- An assignment cover, which is also a self-evaluation form, must be studied, completed and the assignment must be stapled inside the cover. The assignment cover/self evaluation form contains the minimum requirements for an assignment.
- The mark the learner receives for an assignment will have a significant influence on the class mark and thus also the final mark for the course. Learners should make every effort (including consultation with the lecturers) to meet the requirements set for the assignment.
- The marked assignment will as far as possible be returned to the learner before the next assessment task is due.

The assignment should be of a high standard with logical and lucid requirements for or against matters being discussed. Any opinion expressed must be supported by cogent arguments which have been acknowledged by means of references and footnotes. Learners are advised to beware of personal and other remarks that cannot be substantiated.

Assigned Work

The prescribed component of the course will consist of a class test and a formal individual/group assignment. Learners should note that ALL assignments are compulsory and must be completed by the specified dates. Learners will be given adequate time to complete each assignment. Late assignments will not be accepted. Pieces of work should be the work of individual learners. Any learner who is alleged to have performed a dishonest action relating to any assessment in the course will have a course of action taken against him/her as outlined in the Academic Regulations of the University. Dishonest actions in relation to assessment includes: copying or attempting to copy the work of others; use of or attempting to use information prohibited from use in that form of assessment; submitting the work of another as your own; consciously committing acts of plagiarism, i.e. taking and using another’s thoughts or writings as one’s own with intent to deceive, which occurs when paragraphs, sentences, a single sentence or significant parts of a sentence which are copied directly, are not enclosed in quotation marks and appropriately
referenced in the text; direct quotations may be used, text can also be is paraphrased or summarised, and the source of the material is acknowledged by referencing in the text.

- **Plagiarism** - In summary plagiarism is passing off someone else’s work as your own, which means using information from a source and making it your own ideas. This might be from a published source – a book or an article or the work of another learner or person helping you. This is a serious assessment offence. If you deliberately allow another learner to copy your work, you will also be guilty of an assessment offence. To avoid this, information from a source must be acknowledged. If it is taken word for word from the source, use quotation marks. If you have used your own words you must not use quotation marks but still acknowledge the source.

- You may be penalized for not meeting technical requirements. Particular attention should be given to logical presentation, introduction, structure, grammar and spelling, content, conclusion and, reference techniques.

**Prescribed Texts**


**Recommended Readings**


Official Publications


Pretoria: Government Printer.

Conclusion

On behalf of the Department and myself, I wish you well and hope you will enjoy studying this module. I also hope that you will find this course interesting and that by the end of this module you will have gained a better understanding of Public Administration as an activity of all public institutions, and as a discipline and field of study which significantly contributes to the effective administration and management of public institutions.
1. 9.2 PAD 111(b) INTRODUCTION TO GOVERNANCE / PUBLIC

Module Title : Introduction to governance / Public Administration

Module code : PAD 111

NQF level : 6

Credit value : 16 credits

Place in programme : Fundamental in B. Admin (H.R.M)

Module co-ordinator : DR T.R. Mle, PhD, NMMU

<table>
<thead>
<tr>
<th>Proposal compiled by (Name)</th>
<th>DR T.R. Mle</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department / Unit</td>
<td>Public Administration</td>
</tr>
<tr>
<td>Faculty:</td>
<td>Management &amp; Commerce</td>
</tr>
<tr>
<td>PABX No.</td>
<td>040 608 2423 / 2356</td>
</tr>
<tr>
<td>E-mail :</td>
<td><a href="mailto:tmle@ufh.ac.za">tmle@ufh.ac.za</a></td>
</tr>
</tbody>
</table>

The purpose of this module is to enable the learner who does not have the relevant work experience to acquire basic knowledge of Public Administration and management and the concept of governance.
<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Assessment Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explain the theoretical foundation to the study of Public Administration</td>
<td>• The origin, nature, scope, development and contents of the discipline are explained.</td>
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<td>• The relationship between Public Administration and other Sciences is explained.</td>
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<tr>
<td>Explain the activities performed in public administration</td>
<td>• Planning is described.</td>
</tr>
<tr>
<td></td>
<td>• Organizing is explained.</td>
</tr>
<tr>
<td></td>
<td>• Control is analysed.</td>
</tr>
<tr>
<td></td>
<td>• Staffing is explained</td>
</tr>
<tr>
<td></td>
<td>• Work procedures are described.</td>
</tr>
<tr>
<td></td>
<td>• Financing is explained</td>
</tr>
<tr>
<td></td>
<td>• Policy-making is explained</td>
</tr>
<tr>
<td>Analyse the values attributed to public administration</td>
<td>• The basic values and principles governing public administration are explained.</td>
</tr>
<tr>
<td>Describe the Constitutional framework for public administration</td>
<td>• The relationship between the three spheres of government is identified and explained.</td>
</tr>
<tr>
<td></td>
<td>• Institutions that promote constitutional democracy are described.</td>
</tr>
<tr>
<td></td>
<td>• The principles for transforming public service delivery are applied.</td>
</tr>
<tr>
<td></td>
<td>• The role of trade unions in public administration</td>
</tr>
</tbody>
</table>

**Critical outcomes**

<table>
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</table>
Content Outline

- Introduction to governance
- Basic values and principles governing public administration and management
- Theories of Public Administration
- Transforming Public Service delivery.

Instructional Methods

- Lectures
- Group discussions
- Assignments

Assessment

- Assignments 50%
- 3 hour exam paper 50%
**1. 9.3 PAD 122: LOCAL GOVERNMENT & ADMINISTRATION**

**Module Title:** Local Government & Administration  
**Module Code:** PAD 122  
**NQF Level:** 5  
**Credit value:** 16  
**Place in Programme:** Core Module

**Module Coordinator:** M.M. SIBANDA MA, UK

<table>
<thead>
<tr>
<th>Proposal compiled by (Name)</th>
<th>MM. SIBANDA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department / Unit</td>
<td>Public Administration</td>
</tr>
<tr>
<td>School</td>
<td>Public Management and Development</td>
</tr>
<tr>
<td>Faculty:</td>
<td>Management and Commerce</td>
</tr>
<tr>
<td>PABX No.</td>
<td>040 608 3434 (Bhisho) 040 602 2087 (Alice)</td>
</tr>
<tr>
<td>E-mail:</td>
<td><a href="mailto:mmsibanda@ufh.ac.za">mmsibanda@ufh.ac.za</a> Or <a href="mailto:mmudzamba@ufh.ac.za">mmudzamba@ufh.ac.za</a></td>
</tr>
</tbody>
</table>

**Narrative and Purpose of the Module:**

The transformation to a democratic South Africa ushered in significant changes in the configuration of the state. In the Republic of South Africa government is constituted as national, provincial and local spheres, which are distinctive, interdependent and interrelated. Local Government is that sphere of government consisting of municipalities. It is closest to its constituents and it renders a wide range of services that materially affect the lives of inhabitants of each municipality. The system of Local Government and Administration that came into effect after the 2000 municipal elections ushered in a paradigm shift in the political, administrative and managerial milieu of Local Government Administration in South Africa. Of particular interest and worth noting, in this new dispensation is the current enabling pieces of legislation which provide for frameworks for the governance and administration of the local sphere of government *inter alia* The Constitution of South Africa, 1996, *the Municipal Structures Act, 1998* and *the Municipal Systems Act, 2000*. What this implies is that local government can best be coherently studied and understood against the background of the Constitution of the Republic of South Africa, 1996 (“the Constitution) and other enabling pieces of legislation emanating thereof.
The aim of this part of the module is therefore to enable learners to acquire specific skills and competences on the context and nature of the new dispensation in Local Government and Administration in South Africa.

Learning objectives and outcomes:

- **Learning objectives**
  1. To analyse the Constitutional context of the system of Local Government and Administration in South Africa.
  2. To identify and analyse the categories and types of municipalities.
  3. To identify and describe the objects, powers and functions of municipalities.
  4. To identify, describe and analyse the structures and functionaries (elected and appointed) in local government.
  5. To provide basic knowledge, understanding and appreciation of local government matters.
  6. To enable learners to be in a position to make essential and critical decisions with regard to municipal affairs for effective service delivery.

- **Learning outcomes and Associated Assessment Criteria**

<table>
<thead>
<tr>
<th>Exit level Outcomes — Local Government and Administration</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Describe and explain the constitutional context of the system of local government administration in South Africa</td>
</tr>
<tr>
<td>• Describe and explain historical perspectives and legislative framework of local government</td>
</tr>
<tr>
<td>• Identify, describe and explain Categories and types of municipalities.</td>
</tr>
<tr>
<td>• Identify and describe objects, powers and functions of municipalities</td>
</tr>
<tr>
<td>• Identify and describe local government matters contained in Schedule 4 Part, B and Schedule 5, Part, B.</td>
</tr>
<tr>
<td>• Describe various categories of municipalities (Category A, B and C)</td>
</tr>
<tr>
<td>• Identify, describe and explain powers and functions of local government internal structures and functionaries (Speakers, Mayors, executive mayors, Committee Systems)</td>
</tr>
<tr>
<td>• Describe and explain code of ethics (conduct) for elected and appointed officials in local government</td>
</tr>
<tr>
<td>• Explain, describe and discuss the role of the community in local government</td>
</tr>
<tr>
<td>• Analyse the developmental role of Local Economic Development in the local sphere of government in South Africa</td>
</tr>
<tr>
<td>• Explain and discuss Integrated Development Planning as a principal strategic tool that informs and guides municipal planning</td>
</tr>
</tbody>
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Critical Outcomes:

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<tr>
<th>The learner must demonstrate the ability to collect, analyze, critically evaluate and apply the knowledge gained</th>
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<td>Meet all deadlines for assignments, group discussions and examination.</td>
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<td>The learner should demonstrate the ability to work with other learners as member of a team.</td>
<td>Prepare and present assignment and group discussion as member of a team.</td>
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</table>

Content outline:

- Historical perspectives and legislative framework of local government
- Overview of the Constitutional Context- the spheres of government
- Characteristics, objects, powers and functions of local government
- Local government models –demarcation process –Metropolitan, District, Local Councils and Traditional Authorities (Categories)
- The Council, Councillors and Council activities
- Types of municipalities and their executive systems
- Integrated Development Planning (IDP) and Local Economic Development (LED)
- Public/Community participation in local government

Teaching-learning Methods

- Formal lectures utilizing electronic and other media
- Module Handouts
- Assignment Writing
- Presentations and Group Discussions.

Assessment Methods

**Formative assessment**

Formative assessments are on-going assessments, reviews, and observations in the classroom, used to improve instructional methods and learner feedback during the teaching and learning process. These will consist of:

- Individual/Group Assignments
- Test **50%**
**Summative assessment**

Summative assessments are used to determine learner competency, after an educational phase is complete. This will take the form of an Examination Paper. The examination will comprise of a:

- Three (3) Hour Examination 50%

**Final Mark**

- A learner will pass if the total mark (i.e. DP and Exam Mark) for the module is greater than or equal to 50%. A learner will obtain a distinction if the final mark is 75% or more.
- **Subminimum** – a minimum Examination Mark of 40% is required.
- **Supplementary Examination** – Learners, who attain a Final Mark of 45%-49%, may sit for the relevant Supplementary Examination.

**Prescribed Material/Recommended Readings**

**Compulsory Reading**

<table>
<thead>
<tr>
<th>Content</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic</td>
<td>References</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>------------</td>
</tr>
</tbody>
</table>
| • Internal Structures and functionaries                              | • Municipal Structures Act, Sections 42-82.  
                               • Craythorne, 1997. pp. 107-120  
| • Public/Community participation                                     | • Craythorne, 1997. 145-172  
                               • Municipal Systems Act Sections, 16-22. |
| • Integrated Development Planning (IDP) and service delivery         | • Zybrands, 2006 pp.133-159  
                               • Davids, et al. 2005 pp135-138  
                               • Craythorne, 145-172  
                               • Fox and van Rooyen, 2004 (eds) pp.131-140  
                               • Van der Waldt, et al. 2007 pp.95-106 |
| • Local Economic Development (LED)                                   | • Reddy, et al. 1996 pp.176-197  
                               • Van der Waldt, et al. 2007 pp.133-145  
                               • Local Economic Development Policy Paper  
                               • The Local Authority’s role in Local Economic Development (LED): A handbook for Councillors and officials |
| • Co-operative governance and intergovernmental relations (IGR)      | • Constitution, 1996. Sections, 40, 41, and 154.  
| • Code of conduct (Municipal Staff Members)                         | • Municipal Systems Act Schedule, 2.  
                               • Municipal Structures Act, Schedule 5.  
                               • Cloete & Thornhill, 2005. pp. 84. |
Recommended Readings


Official Publications


### Narrative and Purpose of the Module:

The transformation to a democratic South Africa ushered in significant changes in the configuration of the state. In the Republic of South Africa government is constituted as national, provincial and local spheres, which are distinctive, interdependent and interrelated. Local Government is that sphere of government consisting of municipalities. It is closest to its constituents and it renders a wide range of services that materially affect the lives of inhabitants of each municipality. The system of Local Government and Administration that came into effect after the 2000 municipal elections ushered in a paradigm shift in the political, administrative and managerial milieu of Local Government Administration in South Africa. Of particular interest and worth noting, in this new dispensation is the current enabling pieces of legislation which provide for frameworks for the governance and administration of the local sphere of government *inter alia* the *Municipal Structures Act, 1998* and the *Municipal Systems Act, 2000*. This implies that local government can only be coherently studied and understood against the background of the Constitution of the Republic of South Africa, 1996 (“the Constitution) and other enabling pieces of legislation emanating thereof.
The aim of this part of the module is therefore to enable learners to acquire specific skills and competences on the context and nature of the new dispensation in Local Government and Administration in South Africa.

Learning objectives and outcomes:

- **Learning objectives**
  - To analyse the Constitutional context of the system of Local Government and Administration in South Africa
  - To analyse the constituent concepts and objectives for decentralization
  - To identify and explain the advantages and disadvantages of decentralization in the South African Local Government context
  - To analyse the demarcation process at the local sphere of government
  - To describe and explain the concept of sustainable development at local government level
  - To describe the role of the community in local government
  - To analyse the role of local government in Local Economic Development (LED)
  - To analyse Integrated Development Planning (IDP) as a planning tool and poverty alleviation strategy in local government
  - To explain and discuss measures and practices for co-operative government and Intergovernmental Relations (IGR) at the local sphere of government

- **Learning outcomes and Associated Assessment Criteria**

<table>
<thead>
<tr>
<th>Exit level Outcomes – PUB 211- Local Government and Administration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe and explain the constitutional context of the system of local government administration in South Africa</td>
</tr>
<tr>
<td>Justify the rationale for decentralization within the context of powers and functions of local government and constitutional imperatives for developmental local government</td>
</tr>
<tr>
<td>Identify and describe the various models of local government in terms of the demarcation process and enabling legislation</td>
</tr>
<tr>
<td>Explain and discuss measures and practices for co-operative government and Intergovernmental Relations (IGR) at the local sphere of government</td>
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<td>Describe and explain the concept of sustainable development within the context of enabling legislation at the local sphere of government</td>
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Critical Outcomes:

| The learner must demonstrate the ability to collect, analyze, critically evaluate and apply the knowledge gained | Participate in class. Prepare, present and submit assignments on due dates. Prepare and write examination. |
| The learner should be able to organize and manage his/her activities responsibly and effectively. | Meet all deadlines for assignments, group discussions and examination. |
| The learner should demonstrate the ability to work with other learners as member of a team. | Prepare and present assignment and group discussion as member of a team. |

Content outline:

- Overview of the Constitutional Context - the spheres of government
- Political Executive institutions, national, provincial, local - decentralization and democracy
- Developmental local government
- Local government models – demarcation process – Metropolitan, District, Local Councils and Traditional Authorities
- Integrated Development Planning (IDP)
- Local Economic Development (LED)
- Co-operative government and Intergovernmental Relations (IGR)
- Sustainable Development (SD)

Teaching-learning Methods

- Formal lectures utilizing electronic and other media
- Tutorials incorporating smaller groups, conducted by senior learners. These tutorials form an integral part of the learning environment of learners. Weekly meetings are held with lecturers and tutors.
- Group collaborative learning based on the Supplemental Instruction (SI) model

Lecture Times and Venue

- Monday 11h40 – 13h20 Lecture Room 100 Psychology Building
- Wednesday 0950 - 10h35 Lecture Room 100 Psychology Building

Small group tutorial

Small group tutorial sessions are an integral part of the teaching strategy. The objectives of these tutorials are as follows:

- To give learners an opportunity to actively participate in the tutorial exercises
- To allow learners the opportunity to clarify points raised in lectures
- To enable the identification of any problems learners may have
- To encourage issues to be discussed in greater detail than is possible in lectures
- To provide feedback arising from the tutorial exercises/tests learners have prepared and submitted for marking by tutors
To enable the tutors to provide feedback to lecturers on the effectiveness of the lectures, and a learner’s individual progress, tutors fulfil a supportive role and remain a vital link between learners and the lecturer. All tutorials are of 45 minutes duration. The mode of the tutorial sessions will be discussed during the lectures, but it will briefly entail the following:

- An exercise/discussion around the content covered during the past week
- A test that will be marked by the tutor, and will contribute cumulatively to a DP score for each learner.

**Assessment Methods**

**Formative assessment**

Formative assessments are on-going assessments, reviews, and observations in the classroom, used to improve instructional methods and learner feedback during the teaching and learning process. These will consist of:

- Individual/Group Assignments
- Tutorial Assessment
- Test 50%

**Summative assessment**

Summative assessments are used to determine learner competency, after an educational phase is complete. This will take the form of an Examination Paper. The examination will comprise of:

- Three (3) Hour Examination 50%

**Final Mark**

- A learner will pass PUB 211 if the total mark (i.e. DP and Exam Mark) for the module is greater than or equal to 50%. A learner will obtain a distinction if the final mark is 75% or more.
- Subminimum – a minimum Examination Mark of 40% is required.
- Supplementary Examination – Learners, who attain a Final Mark of 45%-49%, may sit for the relevant Supplementary Examination.
### Prescribed Material/Recommended Readings

#### Compulsory Reading

<table>
<thead>
<tr>
<th>Content</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The concept of decentralization</td>
<td>- Reddy, 1996 (ed) p.6</td>
</tr>
<tr>
<td>• Reasons for decentralization</td>
<td>- Kotze, 1997 (ed) pp.25-26</td>
</tr>
<tr>
<td>• Arguments for and against decentralization to lower level governments</td>
<td>- van der Walt, et al. 2007</td>
</tr>
<tr>
<td></td>
<td>- Reddy, 1996 (ed) pp.7-8</td>
</tr>
<tr>
<td></td>
<td>- Reddy, 1996 (ed) p.17</td>
</tr>
<tr>
<td></td>
<td>- De Villiers, 1992 pp. 73-76</td>
</tr>
<tr>
<td></td>
<td>- Reddy, 1996 (ed) pp.17-21</td>
</tr>
<tr>
<td></td>
<td>- Davids, et al. 2005 pp. 59-60</td>
</tr>
<tr>
<td></td>
<td>- Parnell, et al. 2002 pp.79-88</td>
</tr>
<tr>
<td></td>
<td>- van der Waldt, et al. 2007 p.52</td>
</tr>
<tr>
<td>• Powers and functions of district municipalities</td>
<td>- Municipal Structures Act, 1998 Sections 83 (3) and 84</td>
</tr>
<tr>
<td>• Integrated Development Planning (IDP) and service delivery</td>
<td>- Zybrands, 2006 pp.133-159</td>
</tr>
<tr>
<td></td>
<td>- Craythorne, 145-172</td>
</tr>
<tr>
<td></td>
<td>- Fox and van Rooyen, 2004 (eds) pp.131-140</td>
</tr>
<tr>
<td></td>
<td>- van der Waldt, et al. 2007 pp.95-106</td>
</tr>
<tr>
<td>• Co-operative government and Intergovernmental Relations (IGR)</td>
<td>- Williams, 2001 (eds) pp.207-231</td>
</tr>
<tr>
<td></td>
<td>- Levy and Tapscot, 2001 (eds) pp.1-21</td>
</tr>
<tr>
<td></td>
<td>- Murray, 2001 (eds) pp.66-83</td>
</tr>
<tr>
<td></td>
<td>- Cloete and Thornhill, 2005 pp.57-75</td>
</tr>
<tr>
<td>• Local Economic Development (LED)</td>
<td>- Reddy, et al. 1996 pp.176-197</td>
</tr>
<tr>
<td></td>
<td>-Van der Waldt, et al. 2007 p.94</td>
</tr>
</tbody>
</table>

**Prescribed Texts**


**Recommended Readings**


**Official Publications**


**Journals**

Learners are also expected to consult Journals for latest scholarly research work in *Local Government and Administration*. The main Journals in Public Administration in South Africa are:

- Journal of Public Administration
- Administratio Publica
- Politea
- Journal of Public Affairs

*Note: The December 2008 Volume of the Journal of Public Administration is of critical importance to this module. It is a Special Issue on Local Government.*
1. 9.5 PAD 211(b): HUMAN RESOURCE MANAGEMENT

Module Title: Human Resource Management
Module Code: PAD 211
NQF Level: 6
Credit value: 8
Place in Programme: Core in B. Admin HRM & Public Administration

Module Co-ordinator: Dr T.R. Mle PhD, NMMU

<table>
<thead>
<tr>
<th>Proposal compiled by (Name)</th>
<th>Dr. T.R. MLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department / Unit</td>
<td>Public Administration</td>
</tr>
<tr>
<td>School</td>
<td>Public Management and Development</td>
</tr>
<tr>
<td>Faculty:</td>
<td>Management and Commerce</td>
</tr>
<tr>
<td>PABX No.</td>
<td>040 608 3434 (Bhisho) 040 6022423 (Alice)</td>
</tr>
<tr>
<td>E-mail:</td>
<td><a href="mailto:tmle@ufh.ac.za">tmle@ufh.ac.za</a></td>
</tr>
</tbody>
</table>

Narrative and Purpose of the Module:

On behalf of the department, I welcome you to the Human Resource Management Module in the Department of Public Administration. I hope and trust that you will find this module meaningful, enjoyable and enriching in your professional and personal life. The module requires you to make use of the library, read and analyse legislation applicable to Human Resource Management in the public sector, conduct research, work in groups as teams and participate in class discussions. You are also encouraged to pay attention to the news media as Public Administration is a dynamic subject. Many changes first appear in the news media before they appear in the books. It is important that you adopt a positive attitude and make sure that you are well motivated.

Please feel free to consult me or my colleagues whenever you encounter a problem with regard to this module.
Purpose of Module

The purpose of this Module is to develop in learners skills necessary to the management of human resources in the public sector

Learning Outcomes and Associated Assessment Criteria

<table>
<thead>
<tr>
<th>Exit Level Outcomes – PAD 211 – Human Resources Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe and explain the characteristics, nature and content of the public Human Resource process.</td>
</tr>
<tr>
<td>• The place of the Human Resource process in Public Administration is explained</td>
</tr>
<tr>
<td>• The nature and contents of the public Human Resource process is explained</td>
</tr>
<tr>
<td>• Enabling functions that must be carried out to ensure effective and efficient performance of the steps in the Human Resource process are described and explained</td>
</tr>
</tbody>
</table>

Describe and explain both the legislative framework and the Human Resource systems within which the Human Resource functions take place.

- The role of legislative institutions and political office-bearers in the Human Resource process is explained
- The right of existence of centralized Human Resource institutions is explained
- The functions and authority of the centralized Human Resource institutions at national, provincial and local levels is explained
- The role played by Human Resource sections, departmental Human Resource officers, chief officials and supervisors in an effective Human Resource process is described
- Significant labour legislation affecting the Human Resource function at national, provincial and local government spheres is discussed

Describe and explain related steps in the provision of human resources.

- Place and nature of Human Resource provision is explained
- Human Resource provision as a step in the Human Resource process is described and explained
- Related steps in Human Resource provision are described
- Steps in human resource determination are described and explained
- The recruitment process is explained
- Components of the selection process are described and explained
Describe and explain Human Resource training and development as a step in Human Resource utilization

- The need for an induction programme for new employees is explained
- Training and development of employees is explained
- Related steps in training and development are identified, discussed and explained

Describe and explain Human Resource utilization.

- Performance management is discussed and analysed
- The appraisal and management of work performance is explained
- Approaches to leadership in Human Resource administration are described
- The concept of motivation and motivation theories of Maslow, Herzberg, McClelland and Vroom are explained, described and applied to public Human Resource management
- Administrative arrangements for the execution of processes of discipline and punishment are described and explained
- The functions, goals and structures of labour Unions are explained and described
- Cultural diversity and change management in public Human Resource management is explained and described

Critical Outcomes

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<thead>
<tr>
<th>Work effectively with others as a member of a team, organization or community</th>
<th>Assignments are prepared and presented as teams.</th>
</tr>
</thead>
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<tr>
<td>Organise and manage him/herself and his/her activities responsibly and effectively</td>
<td>Deadlines for the submissions of assignments and tasks are met.</td>
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<td>Collect, analyse, organize and critically evaluate information</td>
<td>Seminar papers and assignments should be submitted properly written, displaying critical analysis with the technical requirements correctly applied.</td>
</tr>
<tr>
<td>Communicate effectively using visual, mathematical and or language skills in the modes of oral and/or written presentation.</td>
<td>Acceptable language is used during seminar presentations, asking and answering questions, as well as in the use of visual aids.</td>
</tr>
</tbody>
</table>
Content Outline

- Nature and content of the Human Resource process
- Legislative framework and Human Resource systems within the Human Resource function
- Human Resource provision
- Human Resource Training and Development (HRTD)
- Utilisation of HR

Teaching-learning Methods

- Formal lectures utilizing electronic and other media
- Tutorials incorporating smaller groups, conducted by senior students. These tutorials form an integral part of the learning environment of students. Weekly meetings are held with lecturers and tutors.
- Group collaborative learning based on the Supplemental Instruction (SI) model

Lecture Times and Venue

- Monday 11h40 – 13h20 Lecture Room 100 Psychology Building
- Wednesday 0950 - 10h35 Lecture Room 100 Psychology Building

Small group tutorial

Small group tutorial sessions are an integral part of the teaching strategy. The objectives of these tutorials are as follows:

- To give learners an opportunity to actively participate in the tutorial exercises
- To allow students the opportunity to clarify points raised in lectures
- To enable the identification of any problems students may have
- To encourage issues to be discussed in greater detail than is possible in lectures
- To provide feedback arising from the tutorial exercises/tests students have prepared and submitted for marking by tutors
- To enable the tutors to provide feedback to lecturers on the effectiveness of the lectures, and a student’s individual progress

Tutors fulfil a supportive role and remain a vital link between students and the lecturer. All tutorials are of 45 minutes duration. The mode of the tutorial sessions will be discussed during the lectures, but it will briefly entail the following:

- An exercise/discussion around the content covered during the past week
- A test that will be marked by the tutor, and will contribute cumulatively to a DP score for each student.
Assessment Methods

Formative assessment

Formative assessments are on-going assessments, reviews, and observations in the classroom, used to improve instructional methods and student feedback during the teaching and learning process. These will consist of:

- Individual/Group Assignments
- Tutorial Assessment
- Test 50%

Summative assessment

Summative assessments are used to determine student competency, after an educational phase is complete. This will take the form of an Examination Paper. The examination will comprise of a:

- Three (3) Hour Examination 50%

Final Mark

- A student will pass PUB 211 if the total mark (i.e. DP and Exam Mark) for the module is greater than or equal to 50%. A student will obtain a distinction if the final mark is 75% or more.
- **Subminimum** – a minimum Examination Mark of 40% is required.
- **Supplementary Examination** – Students, who attain a Final Mark of 45%-49%, may sit for the relevant Supplementary Examination.

Prescribed Material/Recommended Readings

Books


Legislation


**Government White Papers**


**Government Regulations**

Narrative and Purpose of the Module:

Organisation or organizing (the later referring to the process) may be regarded as the systematic arranging or ordering of separate entities or parts or units. Organisation therefore implies that people can be arranged into units and sub-units in such a manner that a common goal can be achieved. Hence organization involves people and one can agree with March and Simon (1958) that organizational structure is influenced by the reaction of those who comprise its components. Organisation is people working together. It is a structure of anticipated individual behaviour. The concept “organization” thus has a much broader meaning than generally understood. It not only entails particular structural aspects, but also the interacting relations between the people who form these units and sub-units, as well as their cooperation, noncooperation and coordination, including matters such as leadership, power and authority. It can therefore be accepted that the cooperation between people, to achieve a particular objective could entail three possible phenomena, viz; the establishment of an orderly hierarchy, the ordering of behavioural relationships between the supervisor and the subordinate(s) and the allocation of activities (functions) to particular individuals.

Organising (the process or function) hence brings about the orderly functioning of a particular institution and therefore the predetermined objectives can be achieved.
By means of organizing, a particular organization is created for a particular institution. According to Cloete (1974:8) Public Administration implies “...a combination of generic functions and functional activities”. Organising represents one of the generic administrative functions, and organisation studies is a sub-discipline of Public Administration which describes and explains the organising function.

The aim of this part of the module is therefore to familiarise learners with the basic concepts, theories and schools of thought in organisation studies and their applicability to public sector institutions.

Learning objectives and outcomes:

Learning objectives

- To describe and explain organising and organisation
- To describe and explain organising as a generic administrative and management function.
- To describe and explain the classical, neoclassical and contemporary theoretical-philosophical basis of organisations
- To describe and explain critical aspects to be considered in the practical execution of organising.
- To provide basic knowledge, understanding and appreciation of organisational development and effectiveness.
- To explain the determinants of organisational efficiency and effectiveness in goal pursuit.

Learning outcomes and Associated Assessment Criteria

<table>
<thead>
<tr>
<th>Exit level Outcomes – Organisation Theories</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe and explain organizing as an administrative function and the various consecutive steps in the organizational process.</td>
</tr>
<tr>
<td>Describe and explain the creation of work units as an enabling function.</td>
</tr>
<tr>
<td>Describe and explain theories of public organizations showing their relevance in today’s public sector.</td>
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<tr>
<td>Describe and explain organizational structural design, dimensions of organizational structure and the impact of the environment on organizational structure.</td>
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</tbody>
</table>
- delegation
- centralization/decentralization
- coordination)

Describe and explain organizational development and effectiveness

- organizational effectives- the concept
- Models of organizational effectives: systems-resource model; goal model; participant-satisfaction model
- organisational culture/climate

Critical Outcomes:

<table>
<thead>
<tr>
<th>The learner must demonstrate the ability to collect, analyze, critically evaluate and apply the knowledge gained</th>
<th>Participate in class. Prepare, present and submit assignments on due dates. Prepare and write examination.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The learner should be able to organize and manage his/her activities responsibly and effectively.</td>
<td>Meet all deadlines for assignments, group discussions and examination.</td>
</tr>
<tr>
<td>The learner should demonstrate the ability to work with other learners as member of a team.</td>
<td>Prepare and present assignment and group discussion as member of a team.</td>
</tr>
</tbody>
</table>

Content outline:

- Organizing as an administrative function
- Creation of work units
- Organisational systems for creation of work units
- Theories and models of Organisation
- Organisational design and Structure
- Organisational development (OD) and Organisational effectiveness

Teaching-learning Methods

- Formal lectures utilizing electronic and other media
- Tutorials incorporating smaller groups, conducted by senior learners.
- These tutorials form an integral part of the learning environment of learners.
- Weekly meetings are held with lecturers and tutors.
- Module Handouts
- Assignment Writing
- Presentations and Group Discussions
- Group collaborative learning based on the Supplemental Instruction (SI) model
Lecture Times and Venue

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Small group tutorial

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**Final Mark**

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Prescribed Material/Recommended Readings

Recommended Readings


1. 9.7 PAD 222(b): PUBLIC FINANCIAL MANAGEMENT

**MODULE TITLE**  
Public Financial Management

**MODULE CODE**  
PAD 222

**NQF LEVEL**  
6

**CREDIT VALUE**  
8

**LECTURER**  
Dr TR Mle

**MODULE COORDINATOR**  
DR TR Mle PhD, NMMU

**Welcome**

On behalf of the department I welcome you to the Public Financial Management in the Department of Public Administration. I hope and trust that you will find this module meaningful, enjoyable and enriching in your professional and personal life. This module introduces you to democratic principles for public financial management, budgeting, legislative control over public financial management, tenders, contract and stores administration. To gain the most out of this module you are expected to make use of the library, find and read recommended texts, acquaint yourself with the legal and enabling framework in public financial management, work in groups as teams and participate in class discussions. It is important that you adopt a positive attitude and make sure that you are well motivated.

Please feel free to consult me or my colleagues whenever you encounter a problem with regard to this module.

**LEARNING COMPONENT**

**Structure of the course/module:** This module, Public Financial Management, Code PAD 222 is a core module in the Bachelor of Administration (Public Sector Management & Administration) (62001)

**Level descriptors of course/module:** NQF level: 6

**Purpose of the Course/Module**

The purpose of this module is to introduce learners to general financial matters, guidelines for democratic financial management and the role of the legislature in public financial management so that they may acquire skills which will enable them to ensure effective and efficient utilization of financial resources.
Learning outcomes and associated assessment criteria

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Associated Assessment Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify and explain the concept, elements and developments in public financial</td>
<td>• Concepts in the theory of financial management are explained.</td>
</tr>
<tr>
<td>management.</td>
<td>• Elements of public financial management are identified and explained.</td>
</tr>
<tr>
<td></td>
<td>• Developments in public financial management are identified and discussed.</td>
</tr>
<tr>
<td></td>
<td>• Components of public financial management are discussed and explained.</td>
</tr>
<tr>
<td></td>
<td>• Approaches to the study of public financial management, contemporary developments in and</td>
</tr>
<tr>
<td></td>
<td>budgeting and financial reform in South Africa are discussed and explained.</td>
</tr>
<tr>
<td>Explain general financial matters in public financial management.</td>
<td>• Equitable share and allocation of revenue is explained.</td>
</tr>
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<td></td>
<td>• Functions of the Financial and Fiscal Commission are explained.</td>
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<td></td>
<td>• Provincial and local financial matters are identified and explained.</td>
</tr>
<tr>
<td>Identify and explain guidelines for democratic financial management.</td>
<td>• Participatory and representative democracy and the democratic principles as guidelines for</td>
</tr>
<tr>
<td></td>
<td>public financial management are identified and explained.</td>
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<tr>
<td></td>
<td>• Accountability in public financial management is described and explained.</td>
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<tr>
<td></td>
<td>• Public financial management legislation and other controls are identified and their functional</td>
</tr>
<tr>
<td></td>
<td>application explained and discussed.</td>
</tr>
<tr>
<td>Analyse the functions of the budget and the role of the role-players in financial</td>
<td>• The concept ‘budget’ is explained.</td>
</tr>
<tr>
<td>management</td>
<td>• Characteristics and particular elements of budgets are identified and explained.</td>
</tr>
<tr>
<td></td>
<td>• The budget process is explained.</td>
</tr>
<tr>
<td></td>
<td>• Components of budgeting are identified and explained.</td>
</tr>
<tr>
<td></td>
<td>• The organizational hierarchy in budgeting and financial management is identified and explained.</td>
</tr>
<tr>
<td></td>
<td>• The functional systems within budgeting and financial management are identified.</td>
</tr>
<tr>
<td></td>
<td>• The roles and functions of role-players (National treasury, Minister of Finance, The Auditor</td>
</tr>
<tr>
<td></td>
<td>General, The Accounting Officer, Financial Managers, Departmental</td>
</tr>
</tbody>
</table>
### Critical Outcomes

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</tr>
</tbody>
</table>

### 1. Content Outline

1. The concept and theory of public financial management.
2. Democratic principles for public financial management
3. Legislative control of public financial management
4. Budgeting
5. Tenders, contracts and stores administration

### 2. Teaching and Learning Methods

- Lectures
- Group discussions/presentations
3. **Assessment Methods**

Both your year mark and examination mark will be taken into consideration when calculating your final mark. In order to pass, a final mark of 50% is required. The final mark will be calculated using the following criteria:

**Continuous assessment:**
- Assignment presentations, class participation, assignments, class tests: 50%
- Summative assessment: 3 hour examination paper: 50%

4. **Learning activities**
   - Individual attention where necessary
   - All learners play an active part in class
   - Feedback on tests and assignments

5. **Resources**
   - Library
   - Online resources: http:www.ufh.ac.za/library/index.html

6. **Laboratory work/ Practical work/Experiential learning/Cooperative Education**

   It is strongly recommended that you gain public sector work experience through placements during your vacation in government departments. Should you require a letter of recommendation, please feel free to contact your lecturer.

7. **Roles and Responsibilities of the learner**
   - Always attend classes regularly and punctually
   - Active participation in class activities
   - Group/team work responsibilities
   - Adherence to submission dates
   - Participate in student evaluation of lecturer and module
   - Engage in self-directed learning
   - Identify own learning style
   - Identifying your reading ability and improving it through the University support services such as the TLC
   - Seek assistance when necessary
8. Roles and responsibilities of the Lecturer
   - Prepare for lectures
   - Will attend all scheduled lectures and if not possible alternative arrangements will be communicated to class
   - Identify and assist learners and give guidance when necessary
   - Be fair to all learners
   - Undertake to give assessment feedback timeously and before the next assessment task is due.
   - Refer learner to relevant support service structures with the university
   - Liaise with the TLC and the QMA Unit for the evaluation of the course/module

9. Assessment Information (Administration)
There will be one group assignment which is also presented and discussed in class.

Marks are allocated as follows:

   Semester Mark: 100 (Assignment and test mark)
   Examination Mark: 100
   Final Mark: Semester mark + Exam Mark =200/2

10. Readings

10.1 Recommended Readings


Legislation


Government Regulations


11. Conclusion

On behalf of the Department and myself, I wish you well and hope you will enjoy studying this module. I also hope that you will find this course interesting and that by the end of this module you will have gained a better understanding of general financial matters, guidelines for democratic principles for financial management and the role of the legislature in public financial management.

Do not hesitate to ask if there is anything you do not understand.
1. 9.8 PAD 311: PUBLIC POLICY

<table>
<thead>
<tr>
<th>Module Title</th>
<th>PUBLIC POLICY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module Code</td>
<td>PAD 311</td>
</tr>
<tr>
<td>NQF</td>
<td>6</td>
</tr>
<tr>
<td>Credit Value</td>
<td>16</td>
</tr>
<tr>
<td>Place in programme</td>
<td>Administration</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Module Coordinator/Facilitator</th>
<th>PROFESSOR EOC IJEOMA (PhD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proposal compiled by</td>
<td>EOC IJEOMA</td>
</tr>
<tr>
<td>Department / Unit</td>
<td>Public Administration</td>
</tr>
<tr>
<td>School</td>
<td>Public Management and Development</td>
</tr>
<tr>
<td>Faculty</td>
<td>Management and Commerce</td>
</tr>
<tr>
<td>PABX NO:</td>
<td>040 608 3426 (Bhisho)</td>
</tr>
<tr>
<td>E-mail:</td>
<td><a href="mailto:eijeoma@ufh.ac.za">eijeoma@ufh.ac.za</a></td>
</tr>
</tbody>
</table>

Narratives and Purpose of the Module:

Policy making as an administrative function is performed in a multi-goal and multi-programme environment where the legislative authority, officials and members of the public each play an interactive role in the promotion of the general welfare. Therefore, it can be accepted that all the participants will take part in the control process. The results of this state of affairs are that in every institution there will always be numerous participants in the control process. No step in the control process can be undertaken without the participants working together as a team to ensure the well being of the inhabitants. In this unit the role that the various participants play in the control process to ensure suitable services of an acceptable quality will be explained.
LEARNING OBJECTIVES AND CRITICAL EXPECTED OUTCOMES

Learning Objectives
The course in Public Management and Administration is aimed at

- Conceptualize and contextualize Policy and Public policy making
- Reflect policy making cycle, policy making, implementation and monitoring and evaluation
- Understand the Theory and Practice of Policy making
  - Decision making theories (rational decision making, incremental decision making etc)
  - System Theory
  - Monitoring and evaluation

Learning outcomes may include:

At the completion of the course a student should be able to

- Argue policy making issues theoretically and practically
- Apply the theories of decision making and policy making in context
- Formulate well reasoned arguments on Policy Making dynamics from a global and local perspective.

<table>
<thead>
<tr>
<th>Critical Learning Outcomes</th>
<th>Associated Assessment Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Students must demonstrate a general understanding of Policy Making</td>
<td>• You are responsible for all the topics in the module.</td>
</tr>
<tr>
<td>• Students should also demonstrate an understanding of dynamics of Policy making cycle</td>
<td>• You are expected to work on your own or to form a study group.</td>
</tr>
<tr>
<td>• Though not compulsory at the undergraduate level, students are expected to demonstrate a</td>
<td>• At least ten sources (books, articles, official documentation, etc) should be consulted.</td>
</tr>
<tr>
<td>team player skills within a working group,</td>
<td></td>
</tr>
<tr>
<td>• Students at this level should begin to demonstrate some research skills</td>
<td>• The sources that you consult should not be older than three years.</td>
</tr>
<tr>
<td>• Students must become analytical and independent in thinking and writing</td>
<td>• Students must prepare individual 15 pages assignment.</td>
</tr>
<tr>
<td>• Students must demonstrate a general understanding of Public Management and</td>
<td>• The lecturer must receive a copy of the assignment on a predetermined date and time.</td>
</tr>
<tr>
<td>Administration at this end of undergraduate study</td>
<td></td>
</tr>
</tbody>
</table>
CONTENT OUTLINE:

POLICY MAKING BY THE LEGISLATIVE INSTITUTIONS

A. Policy making by the legislatures in spheres of government in South Africa
B. South African parliament as the legislature authority in the national sphere of government
C. Limitations to the parliamentary policy-making
D. Policy making authority in the provincial sphere of government
E. Policy making authority in the local sphere of government
F. Policy making by commissions of enquiry

Instructional Methods:

- Formal lectures utilizing electronic and other media
- Tutorials incorporating smaller groups, conducted by senior learners. These tutorials form an integral part of the learning environment. Regular meetings are held with lecturers and tutors
- Group collaborative learning based on the supplemental instruction (SI) model

Lecture Times and Venue: Please refer to the time table

- Module hand-outs and
- Assignment

Assessment Methods:

- Individual/Group Assignment
- Test
- Examination

Marks allocated as follows:

Semester Mark: 100% (Assignment and Test marks)
Examination Mark: 100%
Final Mark: Semester Mark + Exam Mark divided by 2.

PREScribed MATERIALS AND READINGS

1. De Villiers, PFA and MH Meiring: The Essence of being a municipal councillor (Port Elizabeth: University of Port Elizabeth; School for Public Administration and Management, publication 2, 1995).
14. De Villiers, PFA and MH Meiring: The Essence of being a municipal councillor (Port Elizabeth: University of Port Elizabeth; School for Public Administration and Management, publication 2, 1995).
1. 9.9 PAD 322: PUBLIC MANAGEMENT AND ADMINISTRATION

Module Title: PUBLIC MANAGEMENT AND ADMINISTRATION
Module Code: PAD 322
NQF: 6
Credit Value: 16
Place in programme: Administration

Module Coordinator/Facilitator: PROFESSOR EOC IJEOMA (PhD)
Proposal compiled by: EOC IJEOMA
Department / Unit: Public Administration
School: Public Management and Development
Faculty: Management and Commerce
PABX NO: 040 608 3426 (Bhisho)
E-mail: eijeoma@ufh.ac.za

Narratives and Purpose of the Module:

Public Management and Administration is an eclectic science. This implies that the discipline of Public Management and Administration utilizes aspects of a variety of sciences on which to base its study and the operations of the field of activity. This section of the course is aimed at concluding the candidate’s knowledge to the introductory discipline of Public Management and Administration which came with its concepts, principles and theoretical framework. This module serves as a foundation for other subjects within the broad discipline of Public Management and Administration for the post-graduate course.
LEARNING OBJECTIVES AND CRITICAL EXPECTED OUTCOMES

Learning Objectives

The course in *Public Management and Administration* is aimed at

- Identifying a Public Management and Administrative issues relevant to the study
- Describing and evaluating Management and Administrative theories that have been developed by theoreticians from various social science disciplines
- Determining the relevance of particular theories to the current requirements of the discipline and the work environment of the public sector manager
- Ensuring that the student of Public Administration is conversant with the scope of theories forming the basis of the discipline
- Enabling the practitioner of public administration to offer scientifically founded arguments for Management/administrative managerial decisions and actions.

Learning outcomes may include:

At the completion of the course a student should be able to

- Argue Management/Administrative issues scientifically
- apply scientific principles in Management/Administering a section, division or department
- Identify the theoretical base of the discipline of Public Management and Administration and its practical application.
- Undertake scientifically based research into Management and administrative matters
- Formulate well reasoned arguments on Management and Administrative matters in the workplace.

<table>
<thead>
<tr>
<th>Critical Learning Outcomes</th>
<th>Associated Assessment Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students must demonstrate a general understanding of Public Management. And Administration</td>
<td>You are responsible for all the topics in the module.</td>
</tr>
<tr>
<td>Students should also demonstrate an understanding of dynamics of Public Management and Administration in South Africa</td>
<td>You are expected to work on your own or to form a study group.</td>
</tr>
<tr>
<td>Though not compulsory at the undergraduate level, students are expected to demonstrate a team player skills within a working group,</td>
<td>At least ten sources (books, articles, official documentation, etc) should be consulted.</td>
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<td>Students must prepare individual 15 pages assignment.</td>
</tr>
<tr>
<td>Students must demonstrate a general understanding of Public Management and Administration at this end of undergraduate study</td>
<td>The lecturer must receive a copy of the assignment on a predetermined date and time.</td>
</tr>
</tbody>
</table>
CONTENT OUTLINE:

Defining the following terminology

- Administration; Management; Public Administration; Public Management; Theory; Systems

Selected Administrative/management approaches and theories

- Bureaucracy
- Organization theories
- Classical and neoclassical
- Contingency
- Matrix
- Motivation theories e.g. Maslow; Herzberg & McClelland
- Leadership
- Communication
- Planning
- Contemporary

Clarifying and discussing

Public Management: Policy and policy making; Organization; Financial matters; Human resources; Control; Checking; Accountability; Public administrative interface; Professionalism; Decision-making; Value framework of public administration

Instructional Methods:

- Formal lectures utilizing electronic and other media
- Tutorials incorporating smaller groups, conducted by senior learners. These tutorials form an integral part of the learning environment. Regular meetings are held with lecturers and tutors
- Group collaborative learning based on the supplemental instruction(SI) model

Lecture Times and Venue: Please refer to the time table

- Module hand-outs and
- Assignment

Assessment Methods:

- Individual/Group Assignment
- Test
- Examination
Marks allocated as follows:

Semester Mark: 100% (Assignment and Test marks)

Examination Mark: 100%

Final Mark: Semester Mark + Exam Mark divided by 2.

PRESCRIBED MATERIALS AND READINGS


*Constitution of the Republic of South Africa, 1996*

Internet and relevant websites

**COMPULSORY READING**


J.L. van Schaik: Pretoria (ninth revised edition)


Southern Books: Halfway House (revised edition)


**RECOMMENDED READING**


POST-GRADUATE PROGRAMMES
1.10 ADMISSION REQUIREMENTS

1. HONOURS PROGRAMME

Honours degree admissions need to comply with other relevant requirements of the University of Fort Hare including:
(a) A 3 year junior degree or its equivalent
(b) 65% and above aggregate marks at junior degree level
(c) And any other requirement that may be determined by the Department of Public Administration

2. MPA PROGRAMME

MPA needs to comply with other relevant requirements of the University of Fort Hare including:
(a) An honours degree or its equivalent obtained at least three (3) year earlier.
(b) At least three year work experience at Managerial levels (Professional Degree for Public sector practitioners)
(c) A proposal indicating the candidate’s research interest
(d) And any other requirement that may be determined by the Department of Public Administration

3. M.ADMIN PROGRAMME

M.Admin. needs to comply with the University of Fort Hare general admission requirements including:
(a) An honours degree or its equivalent
(b) 65% aggregate mark at Honours level
(c) Pure full research degree (Academic degree and may not require extensive work experience at managerial level
(d) A proposal indicating the candidate’s research interest
(e) Any other requirements that may be determined by the Department of Public Administration.
4. D.ADMIN. PROGRAMME

Doctor of Administration (Public Administration) needs to comply with the University of Fort Hare general admission requirements including 
(a) An M.Admin degree or its equivalent
(b) An MPA degree or its equivalent (with at least three year Post-MPA Managerial experience)
(c) Any other Masters Degree other than M.Admin and MPA (At least five years Post Masters experience)
(d) 65% aggregate mark obtained at Masters level
(e) A proposal indicating the candidate’s research interest
(f) Proven capability to conducting a research
(g) And any other requirement that may be determined by the Department of Public Administration
Modules
For
Honours Studies
1. 9.10 PAD 511: RESEARCH METHODOLOGY

Module Title: Research Methodology
Module Code: PAD 511
NQF Level: 7
Credit value: 32
Place in Programme: Core in B. Admin (Honours) Public Administration

Module Co-ordinator: MR. M.M. SIBANDA MA, UK

<table>
<thead>
<tr>
<th>Proposal compiled by (Name)</th>
<th>MR. M.M. SIBANDA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department / Unit</td>
<td>Public Administration</td>
</tr>
<tr>
<td>School</td>
<td>Public Management and Development</td>
</tr>
<tr>
<td>Faculty</td>
<td>Management and Commerce</td>
</tr>
<tr>
<td>PABX No.</td>
<td>040 608 3434 (Bhisho) 040 602 2087 (Alice)</td>
</tr>
<tr>
<td>E-mail</td>
<td><a href="mailto:mmsibanda@ufh.ac.za">mmsibanda@ufh.ac.za</a> or <a href="mailto:mmudzamba@ufh.ac.za">mmudzamba@ufh.ac.za</a></td>
</tr>
</tbody>
</table>

Narrative and Purpose of the Module:

Research is a systematic and intensive process of carrying on a scientific method of analysis. The scientific method in problem solving can be conceptualized as an informal application of problem identification, hypothesis formulation, observation, analysis and conclusion. Within this context research can be defined as the systematic analysis and recording of phenomena that may lead to the development of generalizations, principles, or theories resulting in prediction and possibly ultimate control of events. As such research is directed toward the solution of a problem. The ultimate goal being, to discover cause-effect relationships between variables though researchers, often have to settle for the useful discovery of a systematic relationship because the evidence of cause-and effect relationship is insufficient. As a form of inquiry research emphasises the development of generalizations, principles, or theories that will be helpful in predicting future occurrences. It usually goes beyond the specific objects, groups, or situation investigated and infers characteristics of a target population from the sample observed. As such research is more than information retrieval, the simple gathering of information. It is based upon observable or verifiable experiences or empirical evidence. This therefore means that, research should be carefully recorded and reported. Each important term is defined, limiting factors are recognized, procedures are described in detail, references are carefully documented, results are empirically recorded and conclusions are presented with scholarly caution and restraint.
The purpose of this Module is therefore to introduce the learner to basic concepts and procedures of research. It focuses on developing research skills by exposing learners to both qualitative and quantitative methods, for a balanced and comprehensive grounding in research. The Module is therefore specifically and deliberately designed to provide learners with a logical step-by-step sequence involved in identifying a research problem through to research reporting.

Learning objectives and outcomes:

Learning objectives

- Learners should be able to:

1. Define research
2. Collect, present, analyse and interpret research data
3. Use a variety of procedures to identify and locate unresolved problems in a selected sub-field of the discipline of Public Administration
4. Construct directional and non-directional hypothesis to a given research problem
5. Construct a research question and sub-questions that relate to an identified research problem in Public Administration
6. Conduct a review of related literature on a chosen topic in Public Administration
7. Evaluate research literature so as to identify possible biases, contaminations, evaluate significance of findings, limitations and delimitations
8. Identify the population and estimate the sample size needed for a chosen research problem in Public Administration
9. Use acceptable sampling procedures to select a sample
10. Describe types of validity and reliability and identify which of the validity and reliability should be determined for the chosen research problem
11. Construct instruments of research for data collection, such as the questionnaire, interview guide and observation schedules
12. Discuss ethical principles involved in conducting research with subjects.
13. Write an acceptable research proposal for an identified problem in Public Administration
14. Write a scholarly and scientific research report
### Learning outcomes and associated assessment criteria

<table>
<thead>
<tr>
<th>Exit Level Outcomes – PAD 511- Research Methodology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explain the meaning of terms in research and explain the relationship between scientific theory and research.</td>
</tr>
<tr>
<td>• Defining research and explaining different ways of knowing.</td>
</tr>
<tr>
<td>• Explaining and illustrating aspects of research.</td>
</tr>
<tr>
<td>• Explaining philosophical paradigms underlying research.</td>
</tr>
<tr>
<td>• Identifying and explaining characteristics of scientific research.</td>
</tr>
<tr>
<td>• Identifying variables and constants.</td>
</tr>
<tr>
<td>• Defining variables and identifying and explaining the relationship between dependent and independent variables.</td>
</tr>
<tr>
<td>• Identifying and explaining types of research</td>
</tr>
</tbody>
</table>

### Identify and demarcate a research problem and formulate hypotheses or research questions. |

<table>
<thead>
<tr>
<th>Identify and demarcate a research problem and formulate hypotheses or research questions.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Identifying sources of topics for scientific research.</td>
</tr>
<tr>
<td>• Identifying a research problem and stating it scientifically.</td>
</tr>
<tr>
<td>• Explaining hypotheses and their use in research.</td>
</tr>
<tr>
<td>• Identifying and formulating hypotheses for identified problems</td>
</tr>
</tbody>
</table>

### Explain the functions of literature review in research and utilize the most effective format for organizing the scientific review of literature for the identified problem. |

<table>
<thead>
<tr>
<th>Explain the functions of literature review in research and utilize the most effective format for organizing the scientific review of literature for the identified problem.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Demonstrate an understanding of the place of literature review in research.</td>
</tr>
<tr>
<td>• Explain and demonstrate ways of reviewing literature.</td>
</tr>
<tr>
<td>• Reviewing literature for the identified and demarcated research problem</td>
</tr>
</tbody>
</table>

### Exit Level Outcomes – PAD 511- Research Methodology |

<table>
<thead>
<tr>
<th>Exit Level Outcomes – PAD 511- Research Methodology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify and explain different research designs and select the most appropriate design for the identified problem.</td>
</tr>
<tr>
<td>• Defining and explaining research design.</td>
</tr>
<tr>
<td>• Identifying and explaining the place of research designs in the research process.</td>
</tr>
<tr>
<td>• The major qualitative research strategies/ designs are explained</td>
</tr>
<tr>
<td>• Identifying and explaining differences between quantitative and qualitative research designs.</td>
</tr>
<tr>
<td>• Identifying and explaining the research design for the identified and demarcated problem</td>
</tr>
</tbody>
</table>

### Explain the concept of sampling and its importance as a step in the research process and select the most appropriate sampling technique for the identified problem. |

<table>
<thead>
<tr>
<th>Explain the concept of sampling and its importance as a step in the research process and select the most appropriate sampling technique for the identified problem.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The meaning of sampling and related concepts (universe/population) is explained.</td>
</tr>
<tr>
<td>• Explaining the need for sampling from a population.</td>
</tr>
<tr>
<td>• Defining population units and sample.</td>
</tr>
<tr>
<td>• Identifying and explaining types of sampling.</td>
</tr>
</tbody>
</table>
- The reason for the use of sampling and representativeness of samples is explained.
- Probability and non-probability sampling techniques are identified and explained.
- Identifying the population, sample and sampling techniques for the identified problem.
- Knowledge of population, sample, and sampling procedures for the identified problem is demonstrated and applied.

**Demonstrate an understanding of the aspects of measurement fundamental to quantitative and qualitative data collection instruments.**

- Quantitative and qualitative data collection techniques are explained and applied to the research problem.
- An understanding of qualitative and quantitative data collection techniques is demonstrated and applied to the identified research problem.
- Different types of quantitative data collection techniques are identified and explained.
- The concept of measurement, validity and reliability of measuring instruments and levels of measurement is explained.
- Types of data collection methods related to the quantitative paradigm are identified and discussed.
- The questionnaires as a data collection technique is explained and discussed.
- Data collection methods related to the qualitative research are described and explained.
- The interview as a data collection technique is described and explained.
- Questionnaires and interview schedules are designed for the identified problem.

**Exit Level Outcomes – PAD 511- Research Methodology**

**Demonstrate an understanding of data analysis techniques for quantitative and qualitative data and interpret collected data for the identified problem**

- An understanding of levels of measurement in research is demonstrated.
- The logic and techniques for qualitative data analysis are described, explained and demonstrated.
- Quantitative data analysis is explained.
- The appropriate data analysis technique is identified, described and applied for the identified research problem.

**Demonstrate an understanding of the various components of a research proposal.**

- The value of a research proposal is explained.
- Different sections of a research proposal are identified and explained.
- The basic elements of a research proposal are described and explained.
- Knowledge of acceptable scientific writing style is demonstrated.
- Technical aspects of scientific proposal writing are demonstrated.
- A research proposal which is logical, coherent and technically acceptable is written for the identified research problem.
Unit 9
Identify sections of a research report and demonstrate an understanding of report writing by complying with the technical requirements for research report writing.

- Different sections of a research report are identified and explained.
- Elements of a research report are identified and explained.
- The logic of the research report is discussed and demonstrated.
- Technical aspects of report writing are explained and demonstrated.
- An acceptable research report is written for assessment.

Critical Outcomes:

<table>
<thead>
<tr>
<th>The learner must demonstrate the ability to collect, analyze, critically evaluate and apply the knowledge gained</th>
<th>Participate in class. Prepare, present and submit assignments on due dates. Prepare and write examination.</th>
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<tr>
<td>The learner should be able to organize and manage his/her activities responsibly and effectively.</td>
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<td>The learner should demonstrate the ability to work with other learners as member of a team.</td>
<td>Prepare and present assignment and group discussion as member of a team.</td>
</tr>
</tbody>
</table>

Content Outline

Introduction to Research Methods

- What is Research
- Characteristics of research
- Types of research
- Research paradigms
- The research process

The research problem

- Reviewing the literature
- Formulating a research problem
- Identifying variables
- Constructing hypothesis

Conceptualising the Research design

- The research design
- Selecting a study design
Constructing instruments of data collection

- Data collection techniques
- Validity and reliability of research instruments

Selecting a Sample

- Concept of sampling and sampling theory
- Types of sampling: random/probability sampling designs; non-random/non-probability sampling designs; mixed sampling designs.

Research proposal writing

- Sections of a proposal
- Acceptable format in Public Administration

Data Collection

- Ethical issues in data collection
- The pilot study

Data processing

- Displaying data/Data Presentation
- Data analysis

Research report writing

- Sections of an honours research project

Teaching and Learning Methods

- Lectures
- Group discussions/presentations
- Seminars
- Readings and Individual Presentations
Assessment Methods

Formative assessment

Formative assessments are on-going assessments, reviews, and observations in the classroom, used to improve instructional methods and learner feedback during the teaching and learning process. These will consist of:

- Individual/Group Assignments
  - Tutorial Assessment
  - Test 50%

Summative assessment

Summative assessments are used to determine learner competency, after an educational phase is complete. This will take the form of an Examination Paper. The examination will comprise of a:

- Three (3) Hour Examination 50%

Final Mark

- A learner will pass PAD 511 if the total mark (i.e. DP and Exam Mark) for the module is greater than or equal to 50%. A learner will obtain a distinction if the final mark is 75% or more.
- Sub minimum – a minimum Examination Mark of 40% is required.
- Supplementary Examination – There shall be no Supplementary Examination for Honours Modules.

Assigned Work

The prescribed component of the course will consist of a Class Test and formal individual/group assignments. You may be penalized for not meeting technical requirements. Particular attention should be given to logical presentation, introduction, structure, grammar and spelling, content, conclusion and, reference techniques.

Learners should note that ALL assignments are compulsory and must be completed by the specified dates. Learners will be given adequate time to complete each assignment. Late assignments will not be accepted. Pieces of work should be the work of individual learners. Any learner who is alleged to have performed a dishonest action relating to any assessment in the course will have a course of action taken against him/her as outlined in the Academic Regulations of the University.

Dishonest actions in relation to assessment includes: copying or attempting to copy the work of others; use of or attempting to use information prohibited from use in that form of assessment; submitting the work of another as your own; consciously committing acts of plagiarism, i.e. taking and using another’s thoughts or writings as one’s own with intend to deceive, which occurs when paragraphs, sentences, a single sentence or significant parts of a sentence which are copied directly, are not enclosed in quotation marks and appropriately referenced in the text.
Direct quotations may however be used, text can also be is paraphrased or summarized form, and the source of the material is acknowledged by in-text.

Plagiarism –

- In summary plagiarism is passing off someone else’s work as your own, which means using information from a source and making it your own ideas. This might be from a published source – a book or an article or the work of another learner or person helping you. This is a serious assessment offence.
- If you deliberately allow another learner to copy your work, you will also be guilty of an assessment offence.
- To avoid this, information from a source must be acknowledged. If it is taken word for word from the source, quotation marks are used.
- If you have used your own words you must not use quotation marks but still acknowledge the source.

Prescribed Texts


Recommended Readings


1. 9.11 PAD 512: ADMINISTRATIVE THEORY

Module Title: Administrative theory
Module Code: PAD 512
NQF Level: 7
Credit value: 16 Credits
Place in Programme: Core Module

Module co-ordinator: Prof DR Thakhathi
Proposal compiled by (Name): Prof DR Thakhathi
Department / Unit: Public Administration
School: Public Management & Development
Faculty: Management & Commerce
PABX No.: 040 608 3426/3403
E-mail:

Narrative and Purpose of the Module:

Is Public Administration a theory or a science? What is the difference between a theory and hypothesis? How do you differentiate between Public Administration & public administration? How do you differentiate between Public Administration and Public Management? What is the historical genesis of Public Administration? Are JJN Cloete six generic processes a theory or just processes? Identify one classical administrative theory and discuss its application in today’s Public Administration. What informs Public administration as a science? Is Public Administration a profession or a general field of study? Can Politics/Administration dichotomy be justifiable in today’s Public Administration? What are loci and foci of Public administration? Discuss the interdisciplinary perspective of Public Administration. Is reconciliation between Douglas McGregor’s Theory X and Theory Y possible? This array of questions will be interrogated in class. A learner is encouraged to read more work from different perspectives in respond to questions posed. The learner is also encouraged to feel free to ask questions in class, as upon the conclusion of this module, the learner has to enhance the theorx with praxis.

The fact that you come from a practical situation, evidently shows that the level of participation in class will be boasted.

In fact, participation in class is compulsory, and should show that we are really performing business unusual to grapple with critical public financial affairs. Group work, syndicates, tutorials and a test will form part of the instruments amongst others to assess the commitment, involvement, understanding and assimilation of the learners in class. So 100%
attendance during the block is required to guarantee the success of the formative assessment to be concluded by summative assessment in October/November 2010 examination.

Learning objectives and outcomes:

**Learning objectives**

- Identify appropriate theories relevant to the study of Public Administration.
- Ensuring that the learner of Public Administration is conversant and up to date with the scope of theories forming the basis for the discipline.
- The learner should be in position to defend the existence of Public administration theories and its practice.

**Learning outcome**

- Be in position to contribute towards shaping the theoretical base of the discipline.
- Identify the theoretical foundation of the discipline of Public Administration and apply it in the practice of the activities of public administration and management

**Critical Outcomes:**

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**Content outline:**

- Theorex & Praxis
- What Public administration is?
- Public Administration as opposed to public administration
- Public administration as a science or an art
- Loci & Foci of Public Administration
- Ecology and context of Public Administration
- Historical genesis of Public Administration
- Classical versus Contemporary scholars
- Public administration versus Public Management

**Teaching-learning Methods**

- Block release sessions
- Module handouts
• Assignment writing and Colloquia
• Presentation and Group discussions

Assessment Methods

• Individual assignments 20%
• Group assignment and Group discussions 10%
• Test 20%
• Three Hour Examination 50%

READINGS


Coetzee, J Introduction to Public Administration, Pretoria: Van Schaik (selected portion)


Wilson, W (1887) The study of Administration, Political Science Quarterly
1.9.12 PAD 513: PUBLIC FINANCIAL MANAGEMENT

Module Title: PUBLIC FINANCIAL MANAGEMENT
Module Code: PAD 513 (HONOURS)
NQF: 7
Credit Value: 16
Place in programme: CORE MODULE

Module Coordinator/Facilitator: PROFESSOR EOC IJEOMA (PhD)
Proposal compiled by: EOC IJEOMA
Department / Unit: Public Administration
School: Public Management and Development
Faculty: Management and Commerce
PABX NO: 040 608 3426 (Bhisho)
E-mail: eijeoma@ufh.ac.za

Narratives and Purpose of the Module:
Public Financial Management PAD 513 as a post graduate course is structured to build the student’s capabilities in the areas of basic and applied research, report writing and presentations on topics around Public Financial Management. This course will not only challenge students to become conversant in the theoretical as well as practical aspects of the topics assigned to them, but will also expose students on other topics presented by their colleagues in class. Capital as a major factor of production may be either human or financial. But for the purpose of this study, issues around financial capital and its management will form its core. And in most cases, finance is usually scarce while the demand for services outweighs the available of financial resources hence the need for the study of public financial management. The module is aimed at introducing financial management principles and practice to students at this level and at the same time expose them ho possible alternatives in taken financial management decisions especially in the public sector work environment.

LEARNING OBJECTIVES AND CRITICAL EXPECTED OUTCOMES

Learning objectives of the module among other things that may be determined by the course co-ordinator includes the following:

- To understand some major theories and principles of Public Financial Management.
- To understand legislation and policy documents regarding Public Financial Management in South Africa.
Learning outcomes may include:

- To give an introductory critical analysis of the Public Financial Management
- To understand the utilization of good Financial Management practice for better Public service delivery.

<table>
<thead>
<tr>
<th>Critical Learning Outcomes</th>
<th>Associated Assessment Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Students must demonstrate a general understanding of introduction to Public Financial Management.</td>
<td>• You are responsible for the topic(s) allocated to you.</td>
</tr>
<tr>
<td>• Students should also demonstrate an understanding of Public Financial Management in South Africa</td>
<td>• You are expected to work as a group</td>
</tr>
<tr>
<td>• Students must demonstrate a team player skills within a working group</td>
<td>• At least ten sources (books, articles, official documentation, etc) should be consulted. Keep in mind that the sources will be verified.</td>
</tr>
<tr>
<td>• Students must demonstrate some research for development skills</td>
<td>• The sources that you consult should not be older than three years.</td>
</tr>
<tr>
<td>• Students must become analytical and independent in thinking</td>
<td>• You must prepare an abstract (summary).</td>
</tr>
<tr>
<td>• Students must demonstrate a general understanding of the module at a postgraduate level</td>
<td>• The lecturer must receive a copy of the paper prior to presentation</td>
</tr>
</tbody>
</table>

COURSE OUTLINES:

1. Concepts, aims and principles of public finance
2. Government and the distribution of income
3. Role players in financial resource management
4. Budgeting, budgeting techniques and systems
5. Internal control and accounting
6. Accountability
7. Policy documents relating to financial management
8. Local government finance
9. Sources of income for government and intergovernmental fiscal relations
10. Budget reform

Instructional Methods:

- Block release sessions
- Module hand-outs and research
- Presentation and Group discussion
- Assignment
Assessment Methods:

- Presentation 100%
- Assignment 100%
- Compilation of reader 100%

**Total 300% divide by 3: 100% to Qualify for exams**

**NOTE:** Candidate who does not obtain an average of 50%, as stipulated in regulations, will not qualify to progress to the next stage of the study.

**Semester Mark 100%**

**Exams 100%**

**Final mark:** 200%/2

**PRESCRIBED MATERIALS AND READINGS:** Not yet available.

**A. Paper (Assignment)**

1. You are responsible for the topic allocated to you.
2. You have to prepare (two copies) on the topic.
3. At least ten sources (books, articles, official documentation, etc.) should be consulted and put into the reader. Keep in mind that the sources will be verified.
4. The sources that you consult should not be older than five years.
5. From the reader you must prepare a paper (Assignment).
6. The paper (assignment) must be typed, not less than 15 pages and not longer than 20 pages, and **distributed at least a week before the contact session** among your fellow candidates.
7. One (1) copy of the paper will be made available to the fellow candidates and it is the responsibility of the fellow candidates to make copies should they require more or detailed information. Therefore it is important that your contact details appear on the front page of the paper.
8. Marks will be allocated for the paper
9. **Hand in dates for Paper:** No late hand in will be accepted and will therefore not be graded.
10. If you have withdrawn from the course, please contact the relevant lecturer, Prof. Edwin Ijeoma or Mrs. Phumza Foko as soon as possible.

**B. Review of Books and Articles**

1. Every candidate must review at least 5 articles/books recently published in the field of financial management.
2. The candidate must present article/book review in class on the last day of the contact session for marks. Copies of the review must be handed out to fellow candidates.
C. **Presentation**

1. Each candidate must present the typed assignment on the day indicated in the programme.
2. Only 20 minutes will be allowed for presentation and 40 minutes for discussion.
3. No reading of the paper will be allowed. Marks will be allocated for the presentation.

D. **Examination**

You will be examined on the topics listed. It is therefore important that your paper must meet with examination standards.

E: **Wishing you an enjoyable study**
1. **NARATIVE AND PURPOSE OF THE MODULE**

Local Government and Administration is one of the modules which provide critical skills to the functioning of Municipalities and all dynamics including direct and indirect challenges for local government to achieve its objectives. Data show that there exist critical skills shortages to cause local government in South Africa to perform its constitutional mandate and meet its objects through statutory demarcated geographic area. The situation is exacerbated by a plethora of (as well as) other challenges including financial viability, poor tax base, bad governance and lack of management and leadership vision. The introduction of this module aims to bridge this skills gap and find ways to confront the existing and envisaged challenges and find solutions.

The learner is encouraged to feel free to ask questions in class and engage in discussions in preparation for ploughing back the expertise gained when back at the work place. Participation in class is compulsory. Group work and tutorial activities will form part of the instruments, amongst others, to assess the commitment, involvement, understanding and assimilation of learners in class. So 100% attendance during the block teaching is required to guarantee the success of assessments both formative and summative.

2. **LEARNING OBJECTIVES**

- To understand the basics and dynamics of local government
- To understand and interpret local government as being developmental in nature – South African context.
3. LEARNING OUTCOME

-To be in a position to make crucial and critical decisions with regards to municipal processes for effective service delivery within the applicable legal framework.

4. CRITICAL OUTCOMES

-The learner must demonstrate the ability to collect, analyze, critically evaluate and apply the knowledge gained

-The learner should be able to organize and manage his / her activities responsibly and effectively

-The learner should demonstrate the ability to work with other students as a member of a team

-The learner must be able to participate in class, prepare, present and submit assignments and or papers on due date as well as prepare and write examination

-Meet all deadlines for assignments, group discussions and examination

-Prepare and present assignments and group discussions as a member of a team

-Finally the learner must demonstrate the understanding how local government works in South Africa.

5. CONTENT OUTLINE

5.1 Introduction
   - Origins of local government
   - Forms and types of local government
   - Relationship with other spheres of government

5.2 System of Municipal Governance and Administration – South African context – Constitutional Democracy
   5.2.1 Spheres of Local government
      - Relationships with other spheres of government
      - Relationships with other tiers / arms of government (Category B and Districts/Legislature/parliament/Judicial and Executive arms of government)

5.2.2 Powers and functions of Municipalities in line with the Objects of Local Government

5.2.3 Legislative and Executive Authority including the impact of Traditional Institutions

5.2.4 Roles of Municipal Office Bearers and Officials (management and staff)

5.2.5 Political/Administrative Interface

5.3 Planning Resource mobilization and allocation, budget implementation, accountability and monitoring, reporting and evaluation (IDP and the budget).

5.4 Intergovernmental Relations and Co-operative Governance
5.5 Developmental Local Government (Linkages with other spheres of Government)

5.6 Five Year Local Government Strategic Agenda and the new Turnaround Local Government Strategy

5.7 Legislation and the Constitution

6. TEACHING / LEARNING METHODS

- Block release sessions
- Module handouts
- Assignment writing
- Presentation and Group Discussions

7. ASSESSMENT METHODS

- Individual assignments (20%)
- Group assignments and group discussions (10%)
- Test (20%)
- Three Hour Examination (50%)

8. READINGS / REFERENCES

Bahl, R & Smoke, P, (2003), Restructuring Local Government Finance in Developing Countries, Edward Elgar Publishing, Massachusetts, USA.


Republic of South Africa, Municipal Finance Management Act, Act 56 of 2003


Republic of South Africa, South African Revenue Services Act, Act 34 of 1997


1.9.14 PAD 525: HUMAN RESOURCE MANAGEMENT

Module Title : Human Resource Management
Module Code : PAD 525
NQF level : 7
Credit value : 16 credits
Place in programme : Core in B. Admin (Honours)

Module Co-ordinator : Dr T.R. Mle PhD, NMMU

<table>
<thead>
<tr>
<th>Proposal compiled by (Name)</th>
<th>Dr T.R. Mle</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department / Unit</td>
<td>Public Administration</td>
</tr>
<tr>
<td>Faculty:</td>
<td>Management &amp; Commerce</td>
</tr>
<tr>
<td>PABX No.</td>
<td>040 608 2423</td>
</tr>
<tr>
<td>E-mail :</td>
<td><a href="mailto:tmle@ufh.ac.za">tmle@ufh.ac.za</a></td>
</tr>
</tbody>
</table>

Purpose of the module

The purpose of this module is to enable students to acquire specific skills and applied competence for continued personal growth, gainful economic activity, and rewarding contributions to enterprises, the economy and society. The qualification will provide significant numbers of graduates in Human Resources Management with practical public sector and leadership skills. It will equip them with innovative ways of thinking and doing things which will ensure proper management of human resources thus enhancing service delivery.

<table>
<thead>
<tr>
<th>Learning outcomes</th>
<th>Associated assessment criteria</th>
</tr>
</thead>
</table>
| Perform job analysis | - Basic elements of an analysis programme are identified.  
                      - The end products of job analysis are described.  
                      - The major methods of job analysis are identified.  
                      - Techniques useful in writing job descriptions are cited. |
<table>
<thead>
<tr>
<th>Topic</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recruit employees</td>
<td>• The recruitment process is described.</td>
</tr>
<tr>
<td></td>
<td>• The need for human resource planning is identified.</td>
</tr>
<tr>
<td></td>
<td>• The filling of vacancies with internal and external job applicant is analyzed.</td>
</tr>
<tr>
<td>Carry out employee induction</td>
<td>• An induction programme for new employees is described.</td>
</tr>
<tr>
<td></td>
<td>• An induction programme for new employees is designed.</td>
</tr>
<tr>
<td></td>
<td>• Evaluation of the induction programme is explained.</td>
</tr>
<tr>
<td></td>
<td>• The elements of an induction programme are described.</td>
</tr>
<tr>
<td>Carry out performance appraisal and</td>
<td>• The evaluation and developmental objectives of performance appraisal are explained.</td>
</tr>
<tr>
<td>performance management</td>
<td>• Common appraisal problems are identified and the major performance appraisal methods are described.</td>
</tr>
<tr>
<td></td>
<td>• A programme of performance appraisal is designed and evaluated.</td>
</tr>
<tr>
<td>Explain training, development and career</td>
<td>• The major purposes of training and development of employees are identified.</td>
</tr>
<tr>
<td>management of employees</td>
<td>• The differences and similarities between employees training and management development are explained.</td>
</tr>
<tr>
<td></td>
<td>• On the job and away from the job training and development techniques are identified.</td>
</tr>
<tr>
<td></td>
<td>• The elements necessary for a successful career management, function are described.</td>
</tr>
<tr>
<td></td>
<td>• The problems that confront employees when seeking to advance their careers are analyzed.</td>
</tr>
<tr>
<td></td>
<td>• The challenges confronting organizations when training staff are identified.</td>
</tr>
<tr>
<td>Analyze the compensation systems and</td>
<td>• The link between pay, motivation and performance is explained.</td>
</tr>
<tr>
<td>benefits</td>
<td>• The different types of incentive systems are identified.</td>
</tr>
<tr>
<td></td>
<td>• The executive compensation methods are explained.</td>
</tr>
<tr>
<td></td>
<td>• The underlying principles involved in the design and maintenance of compensation and benefits system are analyzed.</td>
</tr>
<tr>
<td>Maintain health and safety of employees</td>
<td>• Job stress warning signs and methods of care are identified.</td>
</tr>
<tr>
<td></td>
<td>• The investment of employers in employees wellness programme is clarified.</td>
</tr>
<tr>
<td></td>
<td>• The provisions of the relevant legislation are described.</td>
</tr>
</tbody>
</table>
| Fully describe trade unions, collective bargaining and grievance procedure | • Effective accident prevention programmes are explained.  
• Many issues that confront human resource managers regarding the health and safety of employees are identified.  
• The Labor Relations Act (Act 66 of 1995) with amendments is described.  
• The functions, goals and structures of Labor Unions are explained.  
• The major power tactics used by labor and management are identified.  
• The grievance procedures are explained.  
• The methods used to end an impasse are cited. |
|---|---|
| Carry out disciplinary measures, counsel and make dismissal decisions | • The various sources of poor performance are identified.  
• Effective disciplinary techniques are explained.  
• Ways of avoiding disciplinary problems are identified.  
• Procedures for carrying out a dismissal decision tactfully and according to law are identified. |

### Critical outcomes

<table>
<thead>
<tr>
<th>Work effectively with others as a member of the team, organisation or community</th>
<th>• Assignments are prepared and presented as teams</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organise and manage him/herself and his/her activities responsibly and effectively</td>
<td>• Deadlines for the submission of assignments and tasks are met</td>
</tr>
<tr>
<td>Collect, analyse, organise and critically evaluate information</td>
<td>• Seminar papers should be submitted properly written, displaying critical analysis with the technical apparatus correctly used</td>
</tr>
<tr>
<td>Communicate effectively using visual mathematical and/or language skills in the modes of oral and/or written presentation</td>
<td>• Acceptable language is used during seminar presentations, asking and answering questions, as well as in the use of visual aids</td>
</tr>
</tbody>
</table>
Content outline

- Provision of human resources
- Support/Maintenance functions
- Training and development
- Utilisation of human resources
- Legislation applicable to human resources management
- Performance management
- Measuring the effectiveness of the National Anti – Corruption Hotline
- Managing Conflicts of interest in the Public Service
- Affirmative Action
- Towards a single Public service
- Employee Assistance Programmes (EAP)
- Labour Relations

Instructional methods

- Seminars
- Group discussions

Assessment

- Seminar presentations / Assignments / Tests 50%
- 3 Hour examination paper (externally moderated) 50%

Compulsory Readings

Books


**Legislation**

- Code of Conduct for Public Servants (Public Service Commission).
- Single Public Service Bill, 2007
- Public Service Staff Code (April 1995).
- Public Service Regulations 2001.
- Public Service Amendment Bill, 2006
- White Paper on the Transformation of the Public Service, 1995
- State of the Public Service Reports
- State of the Nation Address
- Resolution 7/ 2002
Modules
For
Master of
Public Administration
(MPA)
1. 9.15 PAD 701: INTRODUCTION TO PUBLIC ADMINISTRATION

Module Title : Introduction to Public Administration
Module Code : PAD 701
NQF level : 8
Credit value : 8 credits
Place in programme : Fundamental in M.P.A./PGD

Module co-ordinator : Dr T.R. Mle PhD NMMU

Proposal compiled by (Name) : Dr T.R. Mle
Department / Unit : Public Administration
Faculty: : Management & Commerce
PABX No. : 040 608 2423 / 040 602 2356
E-mail: : tmle@ufh.ac.za
Short description of proposal : New module 2002

The purpose of this module is to enable the learner who does not have the relevant work experience to acquire basic knowledge of Public Administration and Management and the concept of governance.

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Assessment Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explain the theoretical foundation to the study of Public Administration</td>
<td>• The origin, nature, scope, development and contents of the discipline are explained.</td>
</tr>
<tr>
<td></td>
<td>• Differences and similarities between the public sector and the private sector are identified.</td>
</tr>
<tr>
<td></td>
<td>• The relationship between Public Administration and other Sciences is explained.</td>
</tr>
</tbody>
</table>
| Explain the activities performed in public administration | • Planning is described.  
• Organizing is explained.  
• Control is analysed.  
• Work procedures are described.  
• Financing is explained.  
• Policy-making is analysed. |
| Analyse the values attributed to public administration | • The different values of public administration e.g. transparency, accountability, efficiency and effectively are described. |
| Describe the Constitutional framework for public administration | • The relationship between the three spheres of government is identified and explained.  
• The basic values and principles governing public administration are explained.  
• Institutions that promote constitutional democracy are described.  
• The principles for transforming public service delivery are applied.  
• The role of Trade Unions in public institutions is explained. |

**Critical outcomes**

| Work effectively with others as a member of the team, organisation or community | • Assignments are prepared and presented as teams |
| Organise and manage him/herself and his/her activities responsibly and effectively | • Deadlines for the submissions of assignments and tasks are met |
| Collect, analyse, organise and critically evaluate information | • Seminar papers should be submitted properly written, displaying critical analysis with the technical apparatus correctly used |
| Communicate effectively using visual mathematical and/or language skills in the modes of oral and/or written presentation | • Acceptable language is used during seminar presentations, asking and answering questions, as well as in the use of visual aids |
**Content Outline**

- Theories of Public Administration
- Introduction to governance
- Processes of Public Administration
- Basic values & principles governing Public Administration & Management
- Transformation of the Public Service
- Ethics and Accountability

**Instructional Methods**

- Lectures
- Group discussions

**Assessment**

- Tests, assignments 50%
- 3 hour exam paper (externally moderated) 50%
1. 9.16 PAD 811: RESEARCH METHODOLOGY

Module Title: Research Methodology
Module Code: PAD 811
NQF Level: 8
Credit value: 8 Credits
Place in Programme: Core Module
Module co-ordinator: Professor E. Ijeoma (PhD)

<table>
<thead>
<tr>
<th>Proposal compiled by (Name)</th>
<th>EOC IJEOMA</th>
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</thead>
<tbody>
<tr>
<td>Department / Unit</td>
<td>Public Administration</td>
</tr>
<tr>
<td>School</td>
<td>Public Management &amp; Development</td>
</tr>
<tr>
<td>Faculty:</td>
<td>Management &amp; Commerce</td>
</tr>
<tr>
<td>PABX No.</td>
<td>040 608 3426/3403</td>
</tr>
<tr>
<td>E-mail:</td>
<td><a href="mailto:eijeoma@ufh.ac.za">eijeoma@ufh.ac.za</a></td>
</tr>
</tbody>
</table>

Narrative and Purpose of the Module:

In the verbatim words of Thornhill (2003), one of the primary requirements a postgraduate learner has to meet, is the competence to do research, formulate arguments logically and reach scientifically defendable conclusions. It is imperative for every postgraduate learner to have a mastery of skills and techniques required for research and report writing of either a dissertation or a thesis. The module is structured to fulfil the intention of helping the learner to gain these mastery skills.

The fact that you come from a practical situation, evidently shows that the level of participation in class will be boasted. In fact, participation in class is compulsory, and should show that we are really a nation at work to grapple with critical research issues.

Group work, syndicates, tutorials and a test will form part of the instruments amongst others to assess the commitment, involvement, understanding and assimilation of the learners in class.

So 100% attendance during the block is required to guarantee the success of the formative assessment to be concluded by summative assessment in October/November 2010 examination.
Learning objectives and outcomes:

**Learning objectives**

- To understand the basics & dynamics of research
- To understand and be able to write scientific reports.

**Learning outcome**

“The learner should be in position to command authority to write a research proposal under a supervisor for which it will culminate into full dissertation during the final stage”.

**Critical Outcomes:**

<table>
<thead>
<tr>
<th>The learner must demonstrate the ability to collect, analyze, critically evaluate and apply the knowledge gained</th>
<th>Participate in class. Prepare, present and submit assignments on due dates. Prepare and write examination.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The learner should be able to organize and manage his/her activities responsibly and effectively.</td>
<td>Meet all deadlines for assignments, group discussions and examination.</td>
</tr>
<tr>
<td>The learner should demonstrate the ability to work with other learners as member of a team.</td>
<td>Prepare and present assignment and group discussion as member of a team.</td>
</tr>
</tbody>
</table>

**Content outline:**


Part 1: Managing your research

- Section 1: Preparing your research
  - Chapter 1: Getting started
  - Chapter 2: You and your supervisor
- Section 2: Planning your research
  - Chapter 4: The research proposal
- Section 3: The research process
  - Chapter 6: The literature review
  - Chapter 7: Conducting fieldwork
- Section 4: The research product
  - Chapter 8: Writing the thesis
(Part 2: Resource chapters)

Chapter 10: Research design map
Chapter 11: Research proposal: Examples
Chapter 12: Understanding basic computer terminology
Chapter 13: Resources for literature reviews
Chapter 14: Referencing
Chapter 15: Research ethics

Teaching-learning Methods

- Block release sessions
- Module handouts
- Assignment writing and Colloquia
- Presentation and Group discussions

Assessment Methods

- Individual assignments 20%
- Group assignment and Group discussions 10%
- Test 20%
- Three Hour Examination 50%

PRESCRIBED TEXT (In Asterisk) AND OTHER READINGS


Alberts, N (2004) Research Methodology for Post Graduate Learners, Notes, University of Pretoria


Young, P.V (1956) *Scientific Social surveys and research*. USA: Prentice-Hall, INC
1. 9.17 PAD 812 : LEADERSHIP AND MANAGEMENT IN THE PUBLIC SECTOR

Module Title : Leadership and Management in the Public Sector
Module Code : PAD 812
NQF : Level 9
Credit Value : 16
Place in Programme : first year Level

Module Co-ordinator/Facilitator : Prof. DR Thakhathi PhD, UNISA

<table>
<thead>
<tr>
<th>Module compiled by (Name)</th>
<th>Prof. DR Thakhathi</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department / Unit</td>
<td>Public Administration</td>
</tr>
<tr>
<td>Faculty:</td>
<td>Management and Commerce</td>
</tr>
<tr>
<td>PABX No.:</td>
<td>040 602 2284/2533</td>
</tr>
<tr>
<td>E-mail:</td>
<td>Prof DR Thakhathi</td>
</tr>
</tbody>
</table>

Purpose of the Module:

The purpose of this module is to develop and build leadership skills, knowledge and competences that will prepare them to deal with challenges and complexities of the Public Service administration and management.
<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Associated Assessment Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe the role, functions and duties of leaders within the public sectors</td>
<td>Demonstrate knowledge and understanding of the roles and functions of leaders in public sectors.</td>
</tr>
<tr>
<td>Demonstrate knowledge and understanding of management and leadership processes in their areas of operation.</td>
<td>Skilful engagement of relevant managerial and leadership processes is demonstrated</td>
</tr>
<tr>
<td>Exercise skills strategic planning and participate fully in each activities within the strategic process</td>
<td>Exercise and Display functional strategic plans that are time bound</td>
</tr>
<tr>
<td>Display skills and knowledge of quality management systems that can produce quality products and results</td>
<td>Demonstrate skills of quality management that produce results of productivity</td>
</tr>
<tr>
<td>They must know the different styles of leaders and various approaches to management</td>
<td>Describe clearly the different styles of leadership and how and when to use them in a practical setting</td>
</tr>
<tr>
<td>Demonstrate understanding and utilization of different styles of leaders and various approaches to management</td>
<td>Analyse clearly the different styles of leadership and how and when to use them in a practical setting</td>
</tr>
</tbody>
</table>

**Content Outline:**

**Learning Unit 1**

- Introduction, Definitions of leadership
- Skills and competences of leaders
- Principles of leadership
- The leadership Ecology
- The Introduction Public Service and Public Administration

**Learning Unit 2**

- The 21 irrefutable laws of leadership
- Qualities of leadership

**Learning Unit 3**

- The value of Interactive Leadership

**Learning Unit 4**

- Leading at higher level
Learning Unit 5

- Leadership, Effective Management and Service Delivery

Learning Unit 6

- Implementing a Quality Management System

Learning Unit 7

- Strategic Planning Process

Learning Unit 8

- Strategies of Good Leadership

Learning Unit 9

- Leading in the mist of transformation

Learning Unit 10

- The role of leaders as change agents

Instructional Methods:

- Lecturing
- Tutorial group discussion
- Individual assignments
- Case Studies
- Case presentations

Assessment:

Formative assessment

- Assignments
- Group discussions
- Role play
- Tests
Summative assessment

- Three hour theory paper

Prescribed material and Readings:

A: Books

Stephen Covey: The 8th Habit-from Effectiveness to Greatness: Simon & Schutter, London: 2004
John Tibane: Do it because you can: Knowres Publishing; 2002: Randburg
John Maxwell: Becoming a person of Influence: 1997: Maxwell Motivation: California
John Kotter: Our Iceberg is melting: McMillan, 2006: John Kotter
John C Maxwell: The 21 irrefutable Laws of leadership: 2007, USA, Tennessee
1. 9.18 PAD 813: ADMINISTRATIVE THEORY

Module Title: Administrative theory
Module Code: PAD 813
NQF Level: 8
Credit value: 16 Credits
Place in Programme: Core Module

Module co-ordinator: Prof DR Thakhathi
Proposal compiled by (Name) Prof DR Thakhathi
Department / Unit Public Administration
School Public Management & Development
Faculty: Management & Commerce
PABX No. 040 608 3426/3403
E-mail:

Narrative and Purpose of the Module:

Is Public Administration a theory or a science? What is the difference between a theory and hypothesis? How do you differentiate between Public Administration & public administration? How do you differentiate between Public Administration and Public Management? What is the historical genesis of Public Administration? Are JJN Cloete six generic processes a theory or just processes? Identify one classical administrative theory and discuss its application in today’s Public Administration. What informs Public administration as a science? Is Public Administration a profession or a general field of study? Can Politics/Administration dichotomy be justifiable in today’s Public Administration? What are loci and foci of Public administration? Discuss the interdisciplinary perspective of Public Administration. Is reconciliation between Douglas McGregor's Theory X and Theory Y possible? This array of questions will be interrogated in class. A learner is encouraged to read more work from different perspectives in respond to questions posed.

The learner is also encouraged to feel free to ask questions in class, as upon the conclusion of this module, the learner has to enhance the theorex with praxis.

The fact that you come from a practical situation, evidently shows that the level of participation in class will be boasted. In fact, participation in class is compulsory, and should show that we are really performing business unusual to grapple with critical public financial affairs.
Group work, syndicates, tutorials and a test will form part of the instruments amongst others to assess the commitment, involvement, understanding and assimilation of the learners in class. So 100% attendance during the block is required to guarantee the success of the formative assessment to be concluded by summative assessment in October/November 2010 examination.

**Learning objectives and outcomes:**

**Learning objectives**

- Identify appropriate theories relevant to the study of Public Administration.
- Ensuring that the learner of Public Administration is conversant and up to date with the scope of theories forming the basis for the discipline.
- The learner should be in position to defend the existence of Public administration theories and its practice.

**Learning outcome**

- Be in position to contribute towards shaping the theoretical base of the discipline.
- Identify the theoretical foundation of the discipline of Public Administration and apply it in the practice of the activities of public administration and management

**Critical Outcomes:**

<table>
<thead>
<tr>
<th>The learner must demonstrate the ability to collect, analyze, critically evaluate and apply the knowledge gained</th>
<th>Participate in class. Prepare, present and submit assignments on due dates. Prepare and write examination.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The learner should be able to organize and manage his/her activities responsibly and effectively.</td>
<td>Meet all deadlines for assignments, group discussions and examination.</td>
</tr>
<tr>
<td>The learner should demonstrate the ability to work with other learners as member of a team.</td>
<td>Prepare and present assignment and group discussion as member of a team.</td>
</tr>
</tbody>
</table>

**Content outline:**

- Theorex & Praxis
- What Public administration is?
- Public Administration as opposed to public administration
- Public administration as a science or an art
- Loci & Foci of Public Administration
- Ecology and context of Public Administration
- Historical genesis of Public Administration
- Classical versus Contemporary scholars
- Public administration versus Public Management
Teaching-learning Methods

- Block release sessions
- Module handouts
- Assignment writing and Colloquia
- Presentation and Group discussions

Assessment Methods

- Individual assignments 20%
- Group assignment and Group discussions 10%
- Test 20%
- Three Hour Examination 50%

READINGS


Coetzee, J Introduction to Public Administration, Pretoria: Van Schaik (selected portion)


Wilson, W (1887) The study of Administration, Political Science Quarterly
# 1. 9.19 PAD 814: INFORMATION TECHNOLOGY FOR PUBLIC SECTOR MANAGERS

<table>
<thead>
<tr>
<th><strong>Module Title</strong></th>
<th>INFORMATION TECHNOLOGY FOR PUBLIC SECTOR MANAGERS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Module Code</strong></td>
<td>PAD814</td>
</tr>
<tr>
<td><strong>NQF Level</strong></td>
<td>9</td>
</tr>
<tr>
<td><strong>Credit value</strong></td>
<td>8</td>
</tr>
<tr>
<td><strong>Place in Programme</strong></td>
<td>Year 2</td>
</tr>
<tr>
<td><strong>Module co-ordinator</strong></td>
<td>Dr. J Meyer</td>
</tr>
</tbody>
</table>

| **Proposal compiled by (Name)**          | Dr. J Meyer                                       |
| **Department / Unit**                    | Public Administration                             |
| **School**                               | Public Management and Administration              |
| **Faculty:**                             | Management & Commerce                             |
| **PABX No.**                             | 040 608 7071                                       |
| **E-mail:**                              | jan.meyer56@gmail.com                             |

## Narrative and Purpose of the Module:

The increasing focus on information technologies in all parts of society means that those individuals in the public sector need to be aware of its impact. This module therefore gives the learner an overview of information technology, and the various critical topical areas, which have the potential to directly impact on the public sector individual’s engagement with peers and the public whom they serve. Governments across the globe are increasingly seeking ways of harnessing the power of ICTs to improve service delivery.

## Critical outcomes:

<table>
<thead>
<tr>
<th>The learner must demonstrate the ability to collect, analyze, critically evaluate and apply the knowledge gained</th>
<th>Participate in class. Prepare, present and submit assignments on due dates. Prepare and write examination.</th>
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</thead>
<tbody>
<tr>
<td>The learner should be able to organize and manage his/her activities responsibly and effectively.</td>
<td>Meet all deadlines for assignments, group discussions and examination.</td>
</tr>
</tbody>
</table>
Content outline:

Unit One: Introduction to Information Technology and Information Systems
- Computers and Information processing
- Information Technology Infrastructure
- Network and telecommunications technologies

Unit Two: Strategic role of Information Systems
- Influence of IT in the Organization

Unit 3: IT Governance

Unit 4: Management of e-Government
- Approaches to management of e-Government
- E-Government strategies
- Management of public data and information
- Emerging management issues for e-government
- e-Government system life cycle
- e-Government risk assessment and mitigation

Unit 5: ICT Legislation in Government
- Electronic Communications Act, 2005 (Act 36 of 2005)
- Promotion of Access to Information Act, 2000 (Act 2 of 2000)
- Regulation of Interception of Communications and Provision of Communication Act, 2009)

Teaching-learning Methods

This course will be taught in a one week block session and comprise a lecture-led and interactive theoretical component in the morning session.

Assessment Methods

- Individual written assignment (30%)
- Group assignment and group discussions (10%)
  3 Hour Examination (60%)

The 3 hour examination is a theoretical written paper.

The dates for submission of the assignments will be detailed on the assignment sheets provided. The assignment sheets will detail if they are electronic or paper-based submissions.
Recommended Readings (Prescribed textbook in bold and asterisk)


1. NARRATIVE AND PURPOSE OF THE MODULE

Local Government and Administration is one of the modules which provide critical skills to the functioning of Municipalities and all dynamics including direct and indirect challenges for local government to achieve its objectives. Data show that there exist critical skills shortages to cause local government in South Africa to perform its constitutional mandate and meet its objectives through statutory demarcated geographic area. The situation is exacerbated by a plethora of (as well as) other challenges including financial viability, poor tax base, bad governance and lack of management and leadership vision. The introduction of this module aims to bridge this skills gap and find ways to confront the existing and envisaged challenges and find solutions.

The learner is encouraged to feel free to ask questions in class and engage in discussions in preparation for ploughing back the expertise gained when back at the work place. Participation in class is compulsory. Group work and tutorial activities will form part of the instruments, amongst others, to assess the commitment, involvement, understanding and assimilation of learners in class. So 100% attendance during the block teaching is required to guarantee the success of assessments both formative and summative.
2. LEARNING OBJECTIVES
   - To understand the basics and dynamics of local government
   - To understand and interpret local government as being developmental in nature – South African context.

3. LEARNING OUTCOME
   - To be in a position to make crucial and critical decisions with regards to municipal processes for effective service delivery within the applicable legal framework.

4. CRITICAL OUTCOMES
   - The learner must demonstrate the ability to collect, analyze, critically evaluate and apply the knowledge gained
   - The learner should be able to organize and manage his / her activities responsibly and effectively
   - The learner should demonstrate the ability to work with other students as a member of a team
   - The learner must be able to participate in class, prepare, present and submit assignments and or papers on due dates as well as prepare and write examination
   - Meet all deadlines for assignments, group discussions and examination
   - Prepare and present assignments and group discussions as a member of a team
   - Finally the learner must demonstrate the understanding how local government works in South Africa.

5. CONTENT OUTLINE
   5.1 Introduction
      - Origins of local government
      - Forms and types of local government
      - Relationship with other spheres of government

   5.2 System of Municipal Governance and Administration – South African context – Constitutional Democracy
      5.2.1 Spheres of Local government
         - Relationships with other spheres of government
         - Relationships with other tiers / arms of government (Category B and Districts/Legislature/parliament/Judicial and Executive arms of government)

      5.2.2 Powers and functions of Municipalities in line with the Objects of Local Government

      5.2.3 Legislative and Executive Authority including the impact of Traditional Institutions

      5.2.4 Types of Municipalities as practiced in the Republic of South Africa

      5.2.5 Roles of Municipal Office Bearers and Officials (management and staff)

      5.2.6 Political/Administrative Interface

   5.3 Planning Resource mobilization and allocation, budget implementation, accountability and monitoring, reporting and evaluation (IDP and the budget).

   5.4 Intergovernmental Relations and Co-operative Governance
5.5 Developmental Local Government (Linkages with other spheres of Government)
5.6 Five Year Local Government Strategic Agenda and the new Turnaround Local Government Strategy
5.7 Legislation and the Constitution

6. TEACHING / LEARNING METHODS
- Block release sessions
- Module handouts
- Assignment writing
- Presentation and Group Discussions
- Research paper

7. ASSESSMENT METHODS
- Individual assignments (10%)
- Group assignments and group discussions (10%)
- Test (20%)
- Research paper (10%)
- Three Hour Examination (50%)

8. READINGS / REFERENCES
Bahl, R & Smoke, P, (2003), Restructuring Local Government Finance in Developing Countries, Edward Elgar Publishing, Massachusetts, USA.


Republic of South Africa, Municipal Finance Management Act, Act 56 of 2003


Republic of South Africa, South African Revenue Services Act, Act 34 of 1997


1.9.21 PAD 816: DEVELOPMENT MANAGEMENT

Module Title : DEVELOPMENT MANAGEMENT
Module Code : PAD 816 (MASTER OF PUBLIC ADMINISTRATION)
NQF : 8
Credit Value : 10 Credits
Place in programme : CORE MODULE

Module Coordinator/Facilitator
Proposal compiled by : EOC IJEOMA
Department / Unit : Public Administration
School : Public Administration and Development
Faculty : Management and Commerce
PABX NO: 040 608 3426 (Bhisho)
E-mail: eijeoma@ufh.ac.za

NARRATIVES AND PURPOSE OF THE MODULE:

Following the original concepts of development which emphasises the national and regional ability to progress from one level of social-economic situation to another within a given domestic or its related global configuration. South Africa as a debatable developmental state, saddled with issues of underdevelopment in most cases as a result of its historical past need to be put into context. The development management module is envisaged to provide the background knowledge of development, its philosophies and core management paradigms that lays foundations for the subject.

Development Management as the name imply tends to create a progressive or retrogressive understanding of a socio-economic system. Factors that constitute issues of development management in South Africa and policy lessons from elsewhere in the world would be considered with a view to reviewing the costs and benefits of socio-economic development, how it should be managed and how its management can alleviate poverty and consequently improve the living standards of all South Africans.

The module is aimed at imparting a high level skill in analysing some basic principles and concepts in Development Management and further exposes students to possible policy alternatives in taking development driven public decisions.

LEARNING OBJECTIVES AND CRITICAL EXPECTED OUTCOMES
Learning objectives of the module among other things that may be determined by the course co-ordinator includes the following:

- To understand some major theories and principles of Development Management.
- To understand legislation and policy documents regarding development in South Africa.

Learning outcomes may include:

- To give critical analysis of the South Africa’s peculiar development issues
- To understand the utilisation of the South African development strategic policy instruments, methods and techniques.

<table>
<thead>
<tr>
<th>Critical Learning Outcomes</th>
<th>Associated Assessment Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Students must demonstrate a general understanding of Development Studies.</td>
<td>• You are responsible for the topic(s) allocated to you.</td>
</tr>
<tr>
<td>• Students should also demonstrate an understanding of the South African development trajectory</td>
<td>• You have to prepare a reader on the topic.</td>
</tr>
<tr>
<td>• Students must demonstrate a team player skills within a working group</td>
<td>• At least twenty sources (books, articles, official documentation, etc) should be consulted and put into the reader. Keep in mind that the sources will be verified.</td>
</tr>
<tr>
<td>• Students must demonstrate some research for development skills</td>
<td>• The sources that you consult should not be older than three years.</td>
</tr>
<tr>
<td>• Students must become analytical and independent in thinking</td>
<td>• From the reader you must prepare an abstract (summary).</td>
</tr>
<tr>
<td>• Students must demonstrate a general understanding of the module at a postgraduate level</td>
<td>• The lecturer must receive a copy of the paper and also a copy of the reader</td>
</tr>
</tbody>
</table>

Content Outline:

1. Development Theory in the Post-war Period with emphasis on Modernization Theory and Dependency theory (Rapley, Chapter 1)
2. The fruits of Post-war development strategies (Rapley, Chapter 2)
3. From modernization to sustainable development (Swanepoel & De Beer, Unit 2)
4. Neoclassical Reform in Practice (Rapley, Chapter 4)
5. Political Economy of Development with specific reference to international obstacles to development states (Rapley, Chapter 6)
6. The challenges of sustainable development (Elliott, Chapter 2)
7. Sustainable development in South Africa: an assessment (Use Elliot, Chapter 6)
8. Science, technology transfer and underdevelopment (Dwivedi, Chapter 4)

9. The first four decades of development theory and administration (Dwivedi, Chapter 1)

10. Sustainable urban livelihoods (Elliot, Chapter 5).

**Instructional Methods:**

- Block release sessions
- Module hand-outs and research
- Presentation and Group discussion
- Assignment

**Assessment Methods:**

- Presentation 100%
- Assignment 100%
- Compilation of reader 100%
- Total 300%/3

**NOTE:** Candidate who does not obtain an average of 50%, as stipulated in regulations, will not qualify to progress to the next stage of the study.

- Year mark: 100%
- Exams: 100%
- Final mark: 200%/2

**PREScribed MATERIALS AND READINGS**

**A. Reader and Paper (Assignment)**

1. You are responsible for the topic allocated to you.

2. You have to prepare a reader (two copies) on the topic.

3. At least twenty sources (books, articles, official documentation, etc.) should be consulted and put into the reader. Keep in mind that the sources will be verified.

4. The sources that you consult should not be older than five years.

5. From the reader you must prepare a paper (Assignment).

6. The paper (assignment) must be typed, not less than 25 pages and not longer than 35 pages, and distributed at least a week before the contact session among your fellow candidates.
7. The lecturer must receive two (2) hard copies of the paper and one (1) copy of the reader. The paper must also be provided electronically to the lecturer at: eijeoma@ufh.ac.za

8. One (1) copy of the reader will be made available to the fellow candidates and it is the responsibility of the fellow candidates to make copies of the reader should they require more or detailed information. Therefore it is important that your contact details appear on the front page of the paper.

9. Marks will be allocated for the paper

10. Hand in dates for Paper and Reader: No late hand in will be accepted and will therefore not be graded.

11. If you have withdrawn from the course, please contact the relevant lecturer, Prof. Edwin Ijeoma or Mrs. Phumza Foko as soon as possible.

B. Review of Books and Articles
3. Every candidate must review at least 5 articles/books recently published in the field of financial management.
4. The candidate must present article/book review in class on the last day of the contact session for marks. Copies of the review must be handed out to fellow candidates.

C. Presentation
1. Each candidate must present the typed assignment on the day indicated in the programme.
2. Only 20 minutes will be allowed for presentation and 40 minutes for discussion.
3. No reading of the paper will be allowed. Marks will be allocated for the presentation.

D. Examination
You will be examined on the topics listed. It is therefore important that your paper must meet with examination standards.

E. Wishing you an enjoyable study
1. 9.22 PAD 822: HUMAN RESOURCE MANAGEMENT

Module Title : Human Resource Management
Module Code : PAD 822
NQF : 8
Credit Value : 16 credits
Place in Programme : Core in Masters of Public Administration\PGD

Module Co-ordinators` : Dr T.R. Mle PhD, NMMU
Proposal compiled by (Name) : Dr T.R. Mle
Department / Unit : Pub. Admin
Faculty: : Management & Commerce
PABX No. : 040 608 2423
E-mail: : tmle@ufh.ac.za

Purposed of the Module

The purpose of this module is to provide public sector managers with skills required to manage human resources in the public sector in an efficient and effective manner. The qualification will provide a significant number of graduates in Human Resources Management with practical public sector and leadership skills. It will equip them with innovative ways of thinking and doing things in the process of service delivery.
<table>
<thead>
<tr>
<th>Learning outcomes</th>
<th>Associated assessment criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Perform job analysis</td>
<td>• Basic elements of an analysis programme are identified.</td>
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<td>• The end products of job analysis are described.</td>
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<td></td>
<td>• The major methods of job analysis are identified.</td>
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<td></td>
<td>• Techniques useful in writing job descriptions are cited.</td>
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<tr>
<td>Recruit employees</td>
<td>• The recruitment process is described.</td>
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<tr>
<td></td>
<td>• The need for human resource planning is identified.</td>
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<tr>
<td></td>
<td>• The filling of vacancies with internal and external job applicant is analyzed.</td>
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<tr>
<td>Carry out employee induction</td>
<td>• An induction programme for new employees is described.</td>
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<tr>
<td></td>
<td>• An induction programme for new employees is designed.</td>
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<tr>
<td></td>
<td>• Evaluation of the induction programme is explained.</td>
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<tr>
<td></td>
<td>• The elements of an induction programme are described.</td>
</tr>
<tr>
<td>Carry out performance appraisal and</td>
<td>• The evaluation and developmental objectives of performance appraisal are explained.</td>
</tr>
<tr>
<td>performance management</td>
<td>• Common appraisal problems are identified and the major performance appraisal methods are described.</td>
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<td>• A programme of performance appraisal is designed and evaluated.</td>
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<tr>
<td>Explain training, development and career management of</td>
<td>• The major purposes of training and development of employees are identified.</td>
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<tr>
<td>employees</td>
<td>• The differences and similarities between employees training and management development are explained.</td>
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<td></td>
<td>• On the job and away from the job training and development techniques are identified.</td>
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<td>• The elements necessary for a successful career management, function are described.</td>
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<tr>
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<td>• The problems that confront employees when seeking to advance their careers are analyzed.</td>
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<tr>
<td></td>
<td>• The challenges confronting organizations when training staff are identified.</td>
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<tr>
<td>Explain the compensation systems and benefits</td>
<td>• The link between pay, motivation and performance is explained.</td>
</tr>
<tr>
<td></td>
<td>• The different types of incentive systems are identified.</td>
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<td></td>
<td>• The executive compensation methods are explained.</td>
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<td></td>
<td>• The underlying principles involved in the design and maintenance of compensation and benefits system is discussed.</td>
</tr>
<tr>
<td>Maintain health and safety of employees</td>
<td>• Job stress warning signs and methods of care are identified.</td>
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<td></td>
<td>• The investment of employers in employees wellness programme is clarified.</td>
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<td></td>
<td>• The provisions of the relevant legislation are described.</td>
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<td></td>
<td>• Effective accident prevention programmes are</td>
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<tr>
<td><strong>Critical outcomes</strong></td>
<td></td>
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<tr>
<td><strong>Work effectively with others as a member of the team, organisation or community</strong></td>
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<tr>
<td>Assignments are prepared and presented as teams</td>
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<tr>
<td><strong>Organise and manage him/herself and his/her activities responsibly and effectively</strong></td>
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<tr>
<td>Deadlines for the submission of assignments and tasks are met</td>
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<tr>
<td><strong>Collect, analyse, organise and critically evaluate information</strong></td>
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<tr>
<td>Seminar papers should be submitted properly written, displaying critical analysis with the technical apparatus correctly used</td>
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<tr>
<td><strong>Communicate effectively using visual mathematical and/or language skills in the modes of oral and/or written presentation</strong></td>
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<tr>
<td>Acceptable language is used during seminar presentations, asking and answering questions, as well as in the use of visual aids</td>
<td></td>
</tr>
</tbody>
</table>
Content Outline

- Public Service Transformation and Human Resource Management
- Support / maintenance functions
- Provision of human resources
- Training and development
- Affirmative Action
- Utilisation of human resources
- Legislation applicable to human resources management
- Performance Management
- Accelerated Service Delivery
- Managing conflicts of interest in the Public Service
- Measuring the effectiveness of the national Anti-corruption Hotline
- Towards a single Public service

Instructional Methods

- Self-study packages
- Expository lectures
- Student-led seminars and group discussions
- Focus Group discussions
- Assignments
- Tests

Assessment

- Individual academically researched paper/assignment/case study/project utilizing scientific methodology (10-20 pages with at least 20 references) plus student lead seminars/oral presentation
  Group academically researched paper/ assignment/ case study/ project 50%
- 3 Hour Examination Paper 50%

Note: The examination will be externally moderated for quality assurance purposes.

Books


**Official Publications**

1) Public Service Regulations, 2001  
3) Public Service Amendment Bill, 2006  
5) The White paper on Transforming Public Service Delivery., 1997  
10) Code of Conduct for the Public Service - chapter M  
11) Single Public Service Bill, 2007  
12) State of the Public Service Reports  
13) State of the Nation Address  
15) Resolution 7/ 2002
1. 9.23 PAD 823: PUBLIC FINANCIAL MANAGEMENT

Module Title : PUBLIC FINANCIAL MANAGEMENT
Module Code : PAD 823
NQF : 8
Credit Value : 10 Credits
Place in programme : CORE MODULE

Module Coordinator/Facilitator : PROFESSOR EOC IJEOMA (PhD)

Proposal compiled by EOC IJEOMA
Department / Unit Public Administration
School Public Management and Development
Faculty Management and Commerce
PABX NO: 040 608 3426 (Bhisho)
E-mail: eijeoma@ufh.ac.za

Narratives and Purpose of the Module:

It has become obvious in every sector of both Public and Business sectors of every entity, organisations, national, provincial and local governments, that the need for skills in financial management has taken a centre stage. The reason is not farfetched. In a simple economic system, there exist issues of factors of production namely, land, labour, capital and entrepreneurship. Capital as a major factor of production may be either human or financial. But for the purpose of this study, issues around financial capital and its management will form its core. And in most cases, finance is usually scarce while the demand for services outweighs the available of financial resources hence the need for the study of public financial management.

The module is aimed at imparting a high level skill of financial management principles and practice to students at this level and at the same time expose them to possible alternatives in taken financial management decisions especially in the public sector work environment.
LEARNING OBJECTIVES AND CRITICAL EXPECTED OUTCOMES

Learning objectives of the module among other things that may be determined by the course co-ordinator includes the following:

- To understand some major theories and principles of public sector financial management.
- To recognise and apply financial legislation and policy documents regarding financial management in South Africa.

Learning outcomes may include:

- To give critical analysis of the financial management in the South African Public Sector (Keep in mind the pre-1999 financial process).
- To understand the utilisation of the budget to improve service delivery and productivity (methods and techniques).

<table>
<thead>
<tr>
<th>Critical Learning Outcomes</th>
<th>Associated Assessment Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Students must demonstrate an understanding of the Public Financial Management</td>
<td>- You are responsible for the topic(s) allocated to you.</td>
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<tr>
<td>- Students should also demonstrate budgeting systems and its allocated activities</td>
<td>- You have to prepare a reader on the topic.</td>
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<tr>
<td>- Students must demonstrate a team player skills within a working group</td>
<td>- At least twenty sources (books, articles, official documentation, etc) should be consulted and put into the reader. Keep in mind that the sources will be verified.</td>
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<td>- Students must become analytical and independent in thinking</td>
<td>- From the reader you must prepare an abstract (summary).</td>
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<tr>
<td>- Students must demonstrate a general understanding of the module at a postgraduate level</td>
<td>- The lecturer must receive a copy of the paper and also a copy of the reader</td>
</tr>
</tbody>
</table>
Content Outline:

1. Theories and principles of public sector financial management.
2. Good governance in public sector financial management.
3. The competition between socio-economic developmental needs and political desires.
5. Financial accountability, monitoring and reporting.
7. The utilisation of the budget to improve service delivery and productivity (methods and techniques).
8. Does budgeting techniques and budgeting systems ensure accountability and service delivery?
9. Analyse financial management in government departments and the different role players for public financial management and administration (Use PFMA and other Treasury documents as guide)
10. Provide an explanation of the technical problems in budgeting and develop a strategy to minimise the problems.
11. The measurement of economy, efficiency and effectiveness in public finance.
12. Critically analyse the role of the government in poverty relief programmes and the relation to public financial management (Use practical examples and practices).

Instructional Methods:

- Block release sessions
- Module hand-outs and research
- Presentation and Group discussion
- Assignment
Assessment Methods:

- Presentation 100%
- Assignment 100%
- Compilation of reader 100%

Total 300%/3

NOTE: Candidate who does not obtain an average of 50%, as stipulated in regulations, will not qualify to progress to the next stage of the study.

Semester mark: 100%
Exams: 100%
Final mark: 200%/2

PREScribed MATERIALS AND READINGS

A. Reader and Paper (Assignment)

1. You are responsible for the topic allocated to you.
2. You have to prepare a reader (two copies) on the topic.
3. At least twenty sources (books, articles, official documentation, etc.) should be consulted and put into the reader. Keep in mind that the sources will be verified.
4. The sources that you consult should not be older than five years.
5. From the reader you must prepare a paper (Assignment).
6. The paper (assignment) must be typed, not less than 25 pages and not longer than 35 pages, and distributed at least a week before the contact session among your fellow candidates.
7. The lecturer must receive two (2) hard copies of the paper and one (1) copy of the reader. The paper must also be provided electronically to the lecturer at: eijeoma@ufh.ac.za
8. One (1) copy of the reader will be made available to the fellow candidates and it is the responsibility of the fellow candidates to make copies of the reader should they require more or detailed information. Therefore it is important that your contact details appear on the front page of the paper.
9. Marks will be allocated for the paper
10. Hand in dates for Paper and Reader: No late hand in will be accepted and will therefore not be graded.
11. If you have withdrawn from the course, please contact the relevant lecturer, Prof. Edwin Ijeoma or Ms. Phumza Foko as soon as possible.
B. Review of Books and Articles
5. Every candidate must review at least 5 articles/books recently published in the field of financial management.
6. The candidate must present article/book review in class on the last day of the contact session for marks. Copies of the review must be handed out to fellow candidates.

C. Presentation
1. Each candidate must present the typed assignment on the day indicated in the programme.
2. Only 20 minutes will be allowed for presentation and 40 minutes for discussion.
3. No reading of the paper will be allowed. Marks will be allocated for the presentation.

D. Examination
You will be examined on the topics listed. It is therefore important that your paper must meet with examination standards.

E: Wishing you an enjoyable study
### 1. 9.24 PAD 824: PROJECT MANAGEMENT

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Project Management/ Monitoring &amp; Evaluation</th>
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<tr>
<td>Module Coordinator/Facilitator</td>
<td>Prof RH NENGWEKHULU, PhD ((PRET.))</td>
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<tr>
<th>Learning Outcomes</th>
<th>Associated Assessment Criteria</th>
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<tr>
<td>The learner must demonstrate the ability to collect, analyze, critically evaluate and apply the knowledge gained</td>
<td>Participate in class. Prepare, present and submit assignments on due dates. Prepare and write examination.</td>
</tr>
<tr>
<td>The learner should be able to organize and manage his/her activities responsibly and effectively.</td>
<td>Meet all deadlines for assignments, group discussions and examination.</td>
</tr>
<tr>
<td>The learner should demonstrate the ability to work with other learners as member of a team.</td>
<td>Prepare and present assignment and group discussion as member of a team.</td>
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Content Outline:

MODULE A

PROJECT PLANNING

1. **Overview**

A comprehensive approach to project planning, management and Evaluation includes: identifying needs and problems, setting out development objectives, selecting priority areas for investment, designing effective, (price/marketing), policies, mobilizing resources for investment as well as instituting an effective monitoring and evaluation system. Careful project preparation before commitment of expenditure is the most important means of ensuring efficient and economic use of capital funds and improves the changes of on-schedule implementation.

2. **Course Objectives**

- To develop participants’ skills so that they can identify and prepare viable development projects for incorporation in rural development programmes.
- To reach the techniques of implementing, monitoring and valuating development projects.
- More specifically, to reach the participants so that they are capable of planning and managing development projects including the skills for designing viable projects based on the needs of their districts/provinces/nation.

3. **Course Content**

3.1 **Necessity for project Planning and Meaning of Planning**

3.1.1 Project Planning Approach

3.1.2 Need for Planning and importance

3.2 **Definitions and use of terms**

- Planning
- Projects, Programmes and Sectors
- -Relations between Projects and Plans
- Policies, Objectives, Goals and Targets

4. **Project Identification**

Project Identification in terms of:

- National/Sectorial needs
- Local Community needs
• Physical, Social and Economic environment
• Prioritisation of needs
• Research, participation by the people

MODULE B

PROJECT APPRAISAL

One basic problem in development is that whereas the needs of society are not limited, investible resources- money, labour and material resources to meet those needs are limited. There should be a judicious use of resources. The objective of this section aims at giving participants the necessary decision tools and techniques of choosing the best and most viable project given a number of projects.

1. Appraisal and Feasibility
   • Discounting and Compounding
   1.1 Non Discounted Measures
   • Pay back period
   • Capital/Output ratio
   • Cost effective
   1.2 Discounted Measures

1.3 Determination of Projects’ Worth
   • Payback period
   • Sensitivity Analysis
   • Net present Worth
   • Internal Rate of Return
   • Cost on Capital
   • Cost Effectiveness Analysis
   • Cash Flow Analysis

2. Project Preparation and Formulation

2.1 Initial Preparations
   • Physical Resource flow plan
   • Financial Resource flow plan
   • Estimated costs of the inputs and services
   • Estimated market demand for inputs
   • Criteria of Requirement for non-marketable out-puts (mostly social services).
2.2 Project Formulation

2.2.1 Project Design: Detailed descriptions in terms of:

- Technical inputs
- Managerial and Administrative aspects
- Commercial and Financial Aspects
- Social and Political Aspects

3. Project Location

Many kind of projects—agricultural, industrial and commercial have to be located in terms of geographical space. Transport costs, nearness to the market, nearness to the sources of raw materials and other inputs have to be considered in relation to the location of the project if the project is to be viable. In the same way, the location of services projects (such as health and education facilities) have to be considered in relation to the population densities. The participants will be taught the appropriate skills for choosing the most suitable location for projects.

31. Commercial Projects:

Influencing factors:

- Raw materials
- Markets
- Transport, Labour, Capital etc.

3.2 Non-Commercial Projects

Influencing factors:

- Political Consideration
- Population densities
- National policies and objectives
- Service-distance criteria
- Other considerations

4. Programming

Specific Objective

Given one unit of project, a number of tasks have to be accomplished both on daily and periodical basis. Moreover, given a programme (a number of projects) certain projects have to be started first and so on.
4.2 Control Techniques

- Programme Planning Methods
- Some strategy for planning projects
- Some Critical Path Methods (CPM)
- Planning, Programming, Budgeting and Systems Analysis (PPBS)
- Programme Evaluation and Review Techniques (PERT)
- Work/Breakdown Structure (WBS)
- Gent Charts
- Frame for Project Control and Evaluation

4.3 Programming Techniques

- Identifying Priority tasks
- Prioritisation of tasks
- Presentation of tasks over time

MODULE C

PROJECT IMPLEMENTATION

1. This module focuses on techniques or successful project implementation
   1.1 Project Implementation and operation
   1.2 Types of Implementation
   1.3 Approaches to implementation
   1.4 Problems in Project Implementation
   1.5 Project Implementation Techniques

MODULE D

PROJECT MONITORING AND MONITORING TECHNIQUES

1. This module focuses on project monitoring and monitoring techniques
   1.1 Purpose of monitoring
   1.2 Approaches to monitoring
   1.3 Monitoring Techniques
   1.4 Methodological difficulties in monitoring
MODULE E

PROJECT EVALUATION

1. This module is aimed at introducing participants to evaluation techniques.
   1.1 Purpose of Project Evaluation
   1.2 Approaches to Project Evaluation
   1.3 Techniques for systematic Evaluation
   1.4 Methodological problems of Evaluation

MODULE F

PRODUCTIVITY MANAGEMENT AND IMPROVEMENT

1.1 Philosophy of productivity
1.2 Productivity Analysis
1.3 Productivity Improvement Techniques
1.4 Implementation of techniques for productivity improvement
1.5 Measuring productivity
1.6 The essence of productivity in the public sector
1.7 Productivity in the South African public sector
1.8 Managing and improving productivity in the public sector

Instructional Methods:

Tutorials; self-study packages; lectures; student-led seminars and case analysis

Assessment:

- Individual academically researched paper/assignment/case study/project utilizing scientific methodology (10 – 15 pages with at least 20 references) plus student lead seminars/oral presentation 25%
- Formative Tests 25%
- Student workplace portfolio/Portfolio evaluation of other students assessments 5%
- Group work/peer evaluation 25%
1. 9.25 PAD 825: INTERGOVERNMENTAL RELATIONS

Module Title: Intergovernmental Relations
Module Code: PAD825
NQF: 8
Credit Value: 10
Place in programme: Elective in MPA

Module Co-ordinator/Facilitator: Professor RH Nengwekhulu, PhD, (PRET.)

Proposal compiled by (Name): Prof RH Nengwekhulu
Department / Unit: Public Administration
Faculty: Faculty of Management & Commerce
PABX No.: 040 608 3403
E-mail: pfoko@ufh.ac.za

Purpose of the Module:

<table>
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<th>Learning Outcomes</th>
<th>Associated Assessment Criteria</th>
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<tbody>
<tr>
<td>1. The learners should be able to demonstrate an understanding of key concepts as well as the approaches to intergovernmental relations</td>
<td>Identify and differentiate between the approaches to intergovernmental relations.</td>
</tr>
<tr>
<td>2. The learners should be able to understand the most important administrative issues in intergovernmental relations.</td>
<td>Describe how the nature of the state influences intergovernmental relations.</td>
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Content Outline

1. The theory of Intergovernmental Relations
   • *What is IGR?*
     Perspectives on the definition and/or explanation of IGR will be outlined.
   • *IGR concepts*
     The IGR concepts of co-operative governance, federalism and forms of federalism, the sphere-tier debate, unitarism as well as multi-jurisdictional and sub-national government will be explained. These will be explained within the context of the form of state as a determinant.
• The IGR Authority Models
   The three key authority models for IGR will be explained and related to the various SA historical periods.

• The factors that influence IGR and the Normative Guidelines for IGR will be described.

2. the Historical Background of the SA IGR system
• Scramble for Africa
   The impact of colonization on the regionalization of Africa and therefore the various human settlements and spatial development nodal points will be outlined within an IGR framework.
   The four Constitutional Acts of South Africa will be discussed in terms of how the dictated IGR development.

3. Centres of Authority, Government and Governance
   The importance and/or role of the various power centres in IGR will be outlined. These are: Legislatures, the Executive, Traditional Leaders, Organs of State, Civil Society Organizations and Multilateral bodies/protocols.

4. The SA IGR environment
   The various IGR structures in South Africa will be described within the interrelated, distinct and yet interdependent IGR paradigm. The IDP process will be used as key discussion driver of this mandate. This will focus on
   - National/Provincial;
   - Provincial/Local;
   - National/Local;
   - Provincial/Provincial;
   - Local/Local and
   - Organs of State

5. IGR and Regional Integration
   The importance of IGR in fostering regional economic integration will be dealt with. The role of institutions like SADC and the AU will be highlighted. The impact of IGR in creating regional harmony in trade and investment will be outlined.

Instructional Methods:

Tutorials; self-study packages; lectures; student-led seminars and case analysis

Assessment:

• Individual academically researched paper/assignment/case study/project utilizing scientific methodology (10 – 15 pages with at least 20 references) plus student lead seminars/oral presentation 25%
• Formative Tests 25%
• Student workplace portfolio/Portfolio evaluation of other students assessments 25%
• Group work/peer evaluation 25%
COMPULSORY READINGS

Journals

1. Journal of Public Administration, South Africa

Books


RECOMMENDED READINGS


15. Division of Revenue Act (DORA) of 2003.
1. Identification

1. Title Page

Title page should identify the learner (name & surname, learner ID number), the course/module (title and code), the facilitator/lecturer of the course, the programme of study and the institution as follows:

- Assignment Topic
- Module Code & Title
- Learner (s) Surname & Initial (s), Learner Number & Contact Number
- Name of Lecturer
- Last Date of Submission
Example of Title Page

University of Fort Hare

Assignment Topic

By
Surname, Initials, Learner Number, Contact Number

An Assignment Prepared in Partial Fulfilment of the Requirements of...

Module PAD: 222 – ORGANISATION THEORY

in the
Department of Public Administration

Lecturer: ...

Submission Date: ...
2. Table of Contents

Table of contents outlines the parts into which the assignment is divided containing the following:

- Headings and subheadings which must be numbered, at least three maxim strings (e.g.)
  1.
    1.1
    1.1.1
- Pages must be correctly numbered (i.e must correspond with numbers in the Assignment text)

3. Contents of Assignments

3.1 Introduction

- The introduction identifies the topic
- Where required the problem/issue to be discussed is defined and explained
- This includes definition of terms which involves the defining of important concepts that are central to the discussion
- The necessity for the discussion/explanation/description of the topic is explained concisely.
- The aims/objective(s)/purpose of the assignment is explained
- The approach to writing the assignment is indicated/explained

In the main introduction identifies the topic to be discussed where the problem or issues to be addressed are defined and briefly explained. It includes the background of the argument, as well as the specific objectives of the assignment and overall writing approach of the learner.

3.2 Body of Assignment

- Main text contains the in-depth discussion of the topic under several headings and sub-headings where applicable, clarifying theoretical perspectives and providing arguments. Issues and discussions should be presented and discussed objectively, coherently and rationally and structured as follows:

3.2.1 Headings:

- The first heading after the introduction will be numbered
- A suitable description is provided to reflect the essence of the contents of the rubric
- A rubric under a suitable heading usually consists of a number of paragraphs dealing with a specific section of the topic
- A paragraph contains a particular argument/explanation/description
- One sentence paragraphs should therefore be avoided
Note:

- Arguments reflect an author’s own interpretation of facts obtained through research/reading
- Direct quotations can be used **ONLY on condition** that the author phrases an argument in an exceptional manner that could lose its essence if it is rephrased and such quotations must be short.
- The argument under a main rubric can be ended with a deduction which reflects the main arguments of the research contained in the particular section of the assignment
- The last sentence or sentences should lead the reader to the next heading, thus, the different sections should be logically linked together

[3.2.2 Further Headings if appropriate]

- In the subsequent sections of the assignment the topic is discussed in a logical manner.
- Different headings should reflect main subtopics and should form a logical train of thought.
- The assignment should consist of **scientific arguments**, properly researched and provided with required references to prove the facts have been obtained from acknowledged sources.
- Discussion/explanation/description of the topic should clearly indicate that the writer is in command of the subject.
- The various arguments should always relate to the topic of the assignment.
- Do not be caught in topics that are interesting or on which information is readily available, but have no bearing on the central theme of the topic.
- Arguments forwarded should illustrate the ability of the writer to identify the essence of arguments by other authors or experts on the issue.
- Arguments should be evaluated; positive and negative aspects presented.
- Ensure that one sided arguments are avoided.
- The more sources consulted, the less the danger of providing one-sided arguments.
- Each section under an appropriate heading should end off with a brief deduction to indicate the particular section’s contribution to the topic as a whole.
- **Remember** that each main section should lead the reader to the next main heading by way of one or perhaps two linking sentences.

**NB Citation**

In any academic assignment, the sources/literature used should be acknowledged. A reference list should be included at the end of assignments and must include all literature consulted and cited in the assignment text. In any scholarly work, the source from which you directly quote or from which additional/effective/disputed/less-known information has been gathered, must be acknowledged. The technique you must apply is Harvard, for example: (Marx, 1981: 34), which means the following:
• Marx is the surname of the author;
• 1981 is the date of publication of the source;
• The colon stands for ‘page(s)’, if you use more than one page you write the following
  (1981: 34-36);
• 34 is the number of the page where the quotation/information/fact(s) can be found;
• If you use direct quotation (exactly the same words as the author) you place the
  sentence or phrase between “...........”
• If you use the same idea without using the author’s exact words or paraphrasing you
  write: Marx (1981: 34) at the beginning of the paragraph or (Marx, 1981:34) at the
  end of the paragraph.

4. Conclusion

• A conclusion reflecting relevant issues in the topic should be provided.
• A conclusion is not a summary of all arguments in the assignment. It is a reflection of
  the most significant findings relating to the topic under discussion.
• No quotations or references are normally included, as no new arguments should be
  included in this section of the assignment.
• Only matters already discussed can be referred to.
• As with the introduction, the conclusion is normally short, as it reflects only the major
  findings or proof regarding arguments already made.

1. Bibliography

A list of all the resources consulted for the compilation of an assignment must be provided.
Do not include sources that have not actually been consulted or which did not contain any
relevant information that could be used in the assignment. The list of sources consulted
should be in alphabetical order, and could if the number of sources warrants a division, be
divided into e.g. books, articles, official publications, interviews etc.

• A list of references should be compiled based on the sources consulted.
• Do not include sources that have not been consulted.
• List of sources consulted should be alphabetized and should not be numbered or
  bulleted.
• The Harvard referencing technique should be used both in the cited work in the
  content and also in the bibliography.

5.1 Examples of Harvard Referencing:

• Books:
Surname of author; Initials(s); Year of publication; Title of book; Place of publication; Name
of publisher
A new dispensation. Dotsquare Publishing.

Co.
• Journals:
Surname of author; Initial(s); Year of publication; “Title of the article”; Name of journal; Volume number; Issue number of journal; Inclusive page numbers of the cited article.


• Dissertation or Thesis:

2. Precautions with regard to technical aspects of the assignment

2.1 Language:
• Should be grammatically acceptable and academically sound
• Assignment should be editorially acceptable (i.e. regarding the use of punctuation, (full stops, colons, commas, capital letters etc)
• An impersonal style is used in a scientific assignment
• Therefore avoid using “I” or “me”
• Avoid the use of terms such as “in my opinion” as they reflect a subjective view, which is not scientifically based
• Use short and clear sentences as far as possible
• Long sentences tend to be cumbersome and unintelligible

2.2 Typing:
• Assignments should be neatly typed in *1.5 spacing* with *Arial Font size 12*
• A left margin of at least 3cm should be allowed
• Assignments should be *justified*
• Carefully check for typing, as typographical and syntactical errors are unacceptable in a scientific assignment
• Paragraphs should be clearly separated and headings correctly numbered.

2.3 Plagiarism
• You commit plagiarism when you present someone else’s ideas (published or unpublished) as if they were your own
• It is a problem for all academic institutions. Many learners do not realise that it is a serious offence
• It can lead to suspension from the University, criminal charges or civil claims.

2.4 Authors’ ideas may be contained in:
• **Written Texts** – journal articles, books, theses, dissertations, magazines, notes, course material, learner projects and assignments
• **Visual Text** – books on fine art, graphics, photographs etc.
• **Spoken Text** – speeches, audio recordings, lectures, interviews etc.
• Other – music compositions, lyrics, CDs and DVDs, CD ROMs etc
• Refer to General Prospectus rules for clarity on plagiarism

2.5 Evaluation of Assignments

Assignments are normally broadly evaluated based on the following:

• Typing, word processing and typographical quality and style
•Logic of arguments/explanations/descriptions and handling of topic
• Relevance of material to the topic
• Evidence of wide relevant reading and research
• Knowledge and mastery of assignment topic and subject
• Referencing and evidence showing proof of supporting facts used
• Scientific document (familiarity with academic (scholarly) writing)

2.6 Submission of assignments

Assignments should reach the Lecturer no later than the due date. It is for this reason that learners are urged to develop and maintain a culture of adhering to timeframes and stipulated dates of submission/deadlines as part of developing sound work ethic to promote personal and organisational efficiency and effectiveness in the public service or other work environments. Assignments must be physically handed in to the Programme Administrator or the lecturer concerned, and no one else, unless clearly stated by the Course facilitator concerned in the course outline. No electronic submission of the assignment are acceptable, unless under exceptional circumstance, even done so, it is the responsibility of the learner to ensure that the assignment (especially if e-mailed/couriered) has indeed been received and confirmed by the Programme Administrator or course facilitator. Late submissions of assignments and other stipulated works will not be entertained and if accepted, the learner/s in question shall be severely penalised.
# ALICE CAMPUS
## B. ADMIN FIRST SEMESTER

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## BISHO & ALICE 2011 FIRST SEMESTER

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| BLOCK 2 | ALICE: MORNING  
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# BISHO & ALICE 2011 SECOND SEMESTER

**B. ADMIN (HONS.)**

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MPA
## BISHO 2011 FIRST SEMESTER

**ADVANCED CERTIFICATE IN PUBLIC ADMINISTRATION FOR COMMUNITY SERVICE**

**GROUP: LEGISLATURE**

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**1ST SEMESTER EXAMINATIONS COMMENCE**

06 June - 24 June 2011
# BISHO 2011 SECOND SEMESTER MPA MASTER TIME TABLE

**(FIRST YEAR MAINSTREAM)**

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2nd SEMESTER EXAMINATIONS COMMENCE 31 OCTOBER- 18 NOVEMBER
# BISHO 2011 FIRST SEMESTER MPA MASTER

(SECOND YEAR MAINSTREAM)

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