PROSPECTUS 2024

SIXTEENTH EDITION

JANUARY 2024

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REGENT Business School

REGENT Business School (Pty) Ltd trading as REGENT Business School (RBS) is registered as a Private Higher Education institution in terms of Section 54(1) (c) of the Higher Education Act, 1997 (Act N°. 101 of 1997), and Regulation 16(4)(a) of the Regulations for the Registration of Private Higher Education institutions, 2002 as reflected on Certificate N°. 2000/HE07/012.

CONTACT DETAILS

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Table of Contents

SECTION A: INSTITUTIONAL DETAILS

1. WELCOME

1.1 Message from the Academic Dean

A warm welcome to REGENT Business School (RBS)!

South Africa and the rest of our continent continue to invest in human capital for our current and future socio-economic development. This is in recognition that education, particularly higher education, offers the greatest hope for a better future for all. We, at RBS, therefore see your decision to register on a programme as the right decision, not only to take control of your own destiny by enhancing your employability or capacity to create employment, but also to contribute to the overall socio-economic development of our country and the rest of Africa.

The programme for which you have registered is one of many in our suite of undergraduate and postgraduate programmes that are accredited by the Council on Higher Education (CHE), which is the higher education regulatory authority in South Africa. By virtue of bilateral protocols between our government and other governments, the programme is also recognised internationally.

Over the past few years, RBS has invested extensively in Information and Communication Technology resources aimed at supporting and enhancing the quality of teaching and learning in a distance mode of delivery. Student-centred teaching and learning continues to underpin our approach to the academic project. The student-centred approach at RBS is focused on ensuring that your personal learning needs are met, and that everything culminates in the successful completion of your programme of study and admission to the fast-growing family of RBS Alumni. Your aim should now be to complete your studies in the minimum prescribed time.

The prospectus is your 'go to' guide for RBS programme details, policies, procedures, venue details, contacts, and other support material to assist in your studies. It is a complimentary resource to the academic calendar for your programme.

Please take time to familiarise yourself with the Academic and Assessment Calendar sent to you as a separate document. The Academic and Assessment Calendar is designed to clearly define the rollout for the academic year ahead, and assist you in grasping the assessment terminology and requirements.

In addition, our academic and student support staff are available to assist you with any further information and support that you may require. We reiterate our commitment to making your studies productive and enjoyable and wish you a successful academic year.

2. INTRODUCTION

Globalisation, rapid technological advances and increased work pressures have heightened competitiveness in the business world. Individuals and organisations are under increasing pressure to ensure that their skills and business strategies are constantly re-aligned to remain at the cutting edge to succeed in a dynamic environment.

People, resources and strategy elements in business are an extremely important part of business, as these determine how well organisations transform and function in the emerging business landscape of the 21st century. RBS has a wealth of experience in delivering local and international management education programmes to students in the Southern African region. RBS ensures local and international relevance of its programmes by periodically reviewing the quality of programme offering. RBS has also partnered with a number of leading educational institutions in Africa, Asia and Europe to ensure it meets international standards and expectations of businesses and individuals.

The programmes listed below have been accredited by the Higher Education Quality Committee (HEQC) of the Council on Higher Education (CHE) and are recorded by the South African Qualifications Authority (SAQA) on the National Qualifications Framework (NQF) and registered with the Department of Higher Education and Training (DHET).

3. LEGAL AND ACCREDITATION STATUS

REGENT Business School (Pty) Ltd trading as REGENT Business School (RBS) is registered as a private higher education institution in terms of Section 54(1)(c) of the Higher Education Act, 1997 (Act N°. 101 of 1997), and Regulation 16(4)(a) of the Regulations for the Registration of Private Higher Education institutions, 2002 as reflected on Certificate N$^{o.}$ 2000/HE07/012, to offer the following programmes:

SAQA ID

- Doctor of Business Administration (DBA)..111312
- Master of Business Administration (MBA(Professional))...97437
- Master of Business Administration in Healthcare Management (MBA(Healthcare Management))………………………………………………………………………………115962
- Bachelor of Commerce Honours (BComHons) 79326
- Bachelor of Commerce Honours in Human Resource Management (BComHons(Human Resource Management)) 111130
- Postgraduate Diploma in Educational Management and Leadership (PGDip(Educational Management and Leadership))..71776
- Postgraduate Diploma in Management (PGDip(Management))...81986
- Postgraduate Diploma in Islamic Finance And Banking (PGDip(Islamic Finance And Banking))………………………………………………………………………………101893
- Post Graduate Diploma in Accounting (PGDip(Accounting)) 101977
- Postgraduate Diploma in Project Management (PGDip(Project Management)) 101913
- Postgraduate Diploma in Digital Marketing (PGDip(Digital Marketing)) 117087
- Postgraduate Diploma in Supply Chain Management (PGDip(Supply Chain Management))………………………………………………………………………………117924
- Bachelor of Commerce in Law (BCom(Law))...110687
- Bachelor of Commerce (BCom(General)) 71778

4. THE VISION

Our vision is to be a leading provider of entrepreneurial, business and management education and to develop business leaders through research and innovation.

5. MISSION STATEMENT

Our mission is to provide accessible, affordable, and quality entrepreneurial, business and management education, responsive to the critical needs of South Africa and the African continent within the context of a dynamic global environment.

The objectives are to:

- Create a congenial working environment for staff and students.
- Recruit prospective students commensurate with the programme's academic requirements within a framework of widened access and equity.
- Increase opportunities for student enrolment.
- Increase the access to programmes enrolled through outreach programmes and utilising the Recognition of Prior Learning (RPL).

- Improve and invest in library and other student support facilities and resources.
- Increase research output of students and staff.
- Enhance the level of technology used to support the delivery of distance learning programmes.
- Regularly review and upgrade the quality of learning material.
- Expand the range of learning programmes to further ensure horizontal and vertical articulation of learning opportunities.
- Continuously monitor and improve the quality of service delivery.

6. LANGUAGE POLICY AND MODE of INSTRUCTION

REGENT Business School accepts and endorses all South African official languages.

REGENT Business Schools language of instruction (teaching and learning) is through the medium of English. English is the medium of instruction, assessment and administration.

The medium of instruction covers written as well as verbal teaching and learning methodology and tools as well as mediating learning technologically.

All module guides, academic calendars as well as other means of communication to students are prepared in English. REGENT Business School will in all instances ensure that no student suffers from unfair and/or bias treatment based on language and in this manner contribute to the national transformation agenda.

Mode of instruction :
REGENT Business School is a distance education provider: hence the mode of instruction is independent study, supported by scheduled support sessions.

7. DIRECTORS, SENIOR MANAGEMENT AND FACULTY

7.1 Directors and Senior Management

Directors
- Prof. Ahmed Shaikh – *CEO*
- Mr. Naseem Kathrada – *COO*
- Mr. Riyadh Soomar – CFO
- Dr. Shahiem Patel – *Academic Dean*
- Dr. Ronel Blom – *Research Dean*
- Mr. Bhanparthab Bisnath - *Registrar*
- Dr. Nadeem Cassim – *Academic Support*
- Dr. Ridwaan Asvat – *Student Services*
- Mrs. Farahana Hussein – *Academic Administration*
- Mr Hoosen Essof – *Students Experience and Innovation*
- Mr Mehboob Vally- *Enterprise Growth*

- Mr Devan Munien – *Quality*
- Mr Irshaad Doolarkhan - *Technology*

Senior Managers

- Mr Mthokozisi Ndlovu
- Mr Stanton Thomas
- Mr Praveen Naidoo
- Dr Kriyanka Moodley
- Prof. Dhiru Soni
- Mr Junaid Khan
- Mr Brandon Govender
- Mr Vikesh Rampadarath
- Mrs Fathima Ussuph

Academic Managers :

- Mrs Pranisha Salikram - School of Management and Commerce
- Dr Daniel Govender - School of Law and Administration
- Dr Rowen Govender - School of Healthcare Management
- Mr Zaakir Ismail - School of Accounting and Finance (Acting)

REGENT Business School Committee Structure:
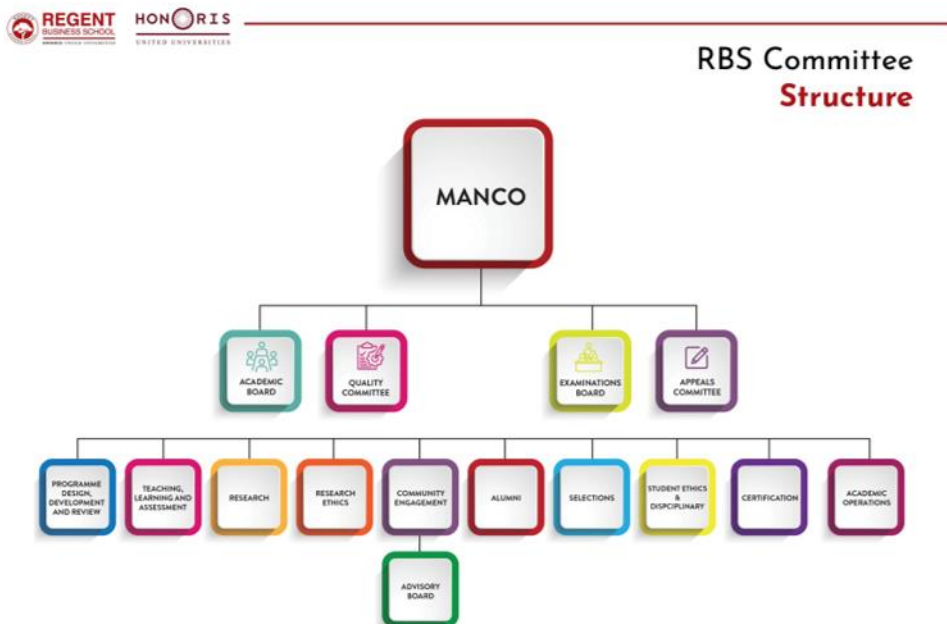
7.2 Faculty

Full Time Academic Staff	
Professor Dhiru Soni	Doctor of Philosophy
Professor Mohseen Ebrahim	Doctor of Philosophy
Dr Ronel Blom (Research Dean)	Doctor of Philosophy (Education Policy)
Professor Osman Seedat	Master of Business Administration
Mr Shaheen Khan	Master of Business Administration
Dr Sayed Rehman	Doctor of Business Administration
Dr Abner Mthembu	Doctor of Business Administration
Ms Suveera Singh	Master of Social Science
Ms Dheshni Marimuthu	Master of Social Science
Ms Carol Hlengiwe Mazibuko	Master of Commerce: Supply Chain Management
Dr Daniel Govender	Doctor of Public Administration (Honorary)
Ms Pranisha Salikram	Bachelor of Commerce Honours in Accounting
Ms Devina Dawkinun	Bachelor of Commerce Honours in Economics
Dr Rowen Govender	PhD in Medical Science
Dr Shahiem Patel (Dean)	PhD of Philosophy: Leadership
Dr Kriyanka Moodley	Doctor of Philosophy
Ms Munirah Osman	Master of Law in Constitutional and Human Rights Law
Mr Zenzele Mzimela	Master of Accounting, Chartered Accountant (South Africa)
Mr Hezekiel Dlamini	Master of Business Administration
Ms Ngokuhle Simelane	Master of Science in Agricultural and Applied Economics
Ms Rookaya Abdulla	Bachelor of Laws (LLB) and Admitted Attorney
Ms Nabeela Rachied	Master of Social Science
Dr Nadeem Cassim	PhD in Social Science
Professor Philip Stegen	Bachelor of Commerce Honours in Accounting, Chartered Accountant (South Africa)
Mrs Fatima Lockhat	Bachelor of Law

Part Time Academic Staff	
Dr David Joseph	Doctor of Philosophy
Dr Suresh Ramdial	Doctor of Philosophy
Dr Suleman Moolla	Doctor of Philosophy
Ms Razak Aarifa	Master of Business Administration
Mrs Khadija Kharsany	Master of Business Administration
Dr Rajendra Naidoo	Doctor of Philosophy
Ms Fadeela Kirsten	Master of Business Administration
Mr S Mohanlall	Master of Business Administration
Mr Ebrahim Nassar	Master of Business Administration
Ms Fathima Joosab	Bachelor of Commerce Honours in Accounting, Chartered Accountant (South Africa)
Ms Heshma Kara	Bachelor of Commerce Honours in Accounting
Ms Sanaya Meherjina	Master of Commerce: Economics
Mr Stuart Noble	Bachelor of Commerce Honours in Accounting, Chartered Accountant (South Africa)
Mr Goolam Gani	Bachelor of Commerce Honours in Accounting, Chartered Accountant (South Africa)
Ms Romaana Karodia	Bachelor of Commerce Honours in Accounting, Chartered Accountant (South Africa)
Professor Nicholas Wood	Master of Business Leadership, Doctor of Philosophy, Chartered Accountant (South Africa)
Ms Maryanne Kisten	Master of Project Management
Mr Cassim Seedat	Bachelor of Commerce Honours in Accounting
Ms Elizabeth Scheepers	Master of Business Administration
Mr V Mashakada	MSC: Financial Engineering
Ms B Mangena	Master of Commerce in Economic Development and Leadership
Mr Moses Mashingaidze	Master of Business Administration
Ms Aneesa Peerbhai	Bachelor of Commerce Honours in Accounting, Master of Commerce (Taxation) Chartered Accountant (South Africa)
Ms Feroza Joossub	Bachelor of Accounting Sciences - Honours, Chartered Accountant (South Africa)
Mr Rishal Govan	Master of Business Administration
Dr Esme van Dyk	Doctor of Philosophy: Management
Dr Rishaad Ebrahim	Doctor of Business Leadership
Dr Thembikile Ntshakala	Doctor of Philosophy
Dr Alan Weimann	Doctor of Education
Dr Gerhard van Wyk	Doctor of Technology: Marketing
Dr Ndumiso Tshuma	Doctor of Philosophy: Public Health
Dr Izekiel Nohumba	Doctor of Philosophy in Business Administration

Dr Erard Farrel	Doctor of Philosophy
Dr Gerald Thaver	Doctor of Business Leadership
Mrs. Louise Niemand	Master of Business Administration
Dr. George Hove	PhD
Mr Suraj Haruna	Master of Business Administration
Dr. Shamola Pramjeeth	PhD - Commerce
Dr Shihomeka Sadrag Panduleni	PHD in Culture and Communication
Dr Ephraim Monde Faku	Doctor of Public Affairs
Dr Genevieve Bakam	PhD in Quality and Operations Management
Dr Kassian T.T. Amesho	Doctor Technologiae (DTech): Business Administration
Dr Bongani Ngwenya	Doctor of Philosophy
Dr Nellie Naranjee	Doctorate in Health Sciences
Dr Shayhana Ganesh	Medical Doctor, Doctor of Philosophy in Public Management and Economics and a Doctorate in Management Studies
Dr Robert Pfumbudzayi Machera	Doctor of Philosophy in Economic and Management Sciences with Business Administration
Dr Patrick Mupambwa	Doctor of Philosophy- Marketing
Dr Prathana Amrithlal	Doctor of Business Administration
Ms Farida Lavangee	Bachelor of Commerce Honours in Accounting, Chartered Accountant (South Africa)
Dr Sekgaphane Mamohau	PhD in Management of Technology and Innovation
Prof Joel Chigada	PhD- Information Science
Prof Chunderpal Singh	Doctorate in Philosophy
Dr Ilesanmi Kehinde Damilola	Doctorate in Economics
Prof Ahmed Sadeq Adam	Doctor of Administration.
Dr Stephen Moyo	Doctor of Philosophy
Ms Renee Moodley	Master of Business Administration
Mr Kavish Singh	MCom Marketing
Mr Ismail Sheikh	Master of Business Administration
Ms Debra Lalla	Master of Business Administration
Ms Illona du Plessis	Master of Management
Ms Janescia Naicker	Master of Commerce
Mr Adam Ismail	Master of Business Administration
Ms Neha Mungal	Honours Degree in Management / Bachelor of Commerce: Economics"
Mr Ashraf Hansrot	Bcom Hons Management, Bcom Marketing, PGDip Higher Education
Mr Arnold Ponela	B.Com, B.Com. Hons
Ms Vino Moodley	B.Compt, MBA
Dr Sharon Vasuthevan	PhD (Nursing), M. Sc. B. Nursing
Dr Penny Orton	PhD Nursing; M.Nursing, B.Hons (Nursing), B.A., Diploma in Nursing

Prospectus

Ms Elsa Benade	MBA
Prof Penelope Engel-Hills	D. Tech (Radiography)
Professor Logan Naidoo	Doctorate in Administration
Dr Joseph Makanda	Doctorate in Conflict and Peace Studies
Mr Bakhetsile Mangena	Masters in Commerce in Economic Development and Leadership
Ms Devi Luxmi Farrel	Master of Business Administration
Ms Manzil Ramkissoon	Bachelor of Laws (LLB) and Admitted Attorney
Mr Muhammad Talha Kazi	Bachelor of Laws (LLB)
Adv. Asha Ramgobin	Master of Laws International Human Rights Law from Lund University Sweden (LLM) and Advocate
Mr Msizi Gwala	Master of Accounting, Chartered Accountant (South Africa)
Ms Rayna Patel	Bachelor of Commerce Honours in Accounting, Chartered Accountant (South Africa)
Mr Yamkela Rini	Master of Accounting, Chartered Accountant (South Africa)
Ms Beverly Bartlett	Masters in Science (MSc- Organisational Psychology)
Mrs Lameshree Pillay	Master of Accounting, Chartered Accountant (South Africa)
Mr Avishkar Maharaj	Master of Business Administration
Mr. Bradley Bell	Post-grad Diploma in Public Management
Mr Imtiyaz Mohammed	Post Grad Diploma in Business Practice
Mrs Fathima Salajee	Bachelor of Commerce Honours - Chartered Accountant (South Africa)
Ms Karen Wu	Post Graduate Diploma in Accounting
Ms Kalsie Govender	Bachelor of Commerce in Marketing and Human Resource Management
Mr Kuda Runwayo	Bachelor of Commerce in Accounting
Mrs Keshika Govender	MCOM in Accounting
Mr Mobeen Emmamally	Master of Business Administration
Mr Nduduzo Ngidi	Master of Commerce: Supply Chain Management,
Dr. Sheeren Saloojee	Doctorate in Education [PhD]: Teacher Development
Mrs Saloshini Naidoo	Master of Business Administration
Mrs Talia Gilbert	Masters in Taxation
Mr Shingirai Changunda	PGDip in Data Analytics and Business Intelligence
Mrs Vumazonke Nomawethu	Master of Marketing
Ms. Robyn Niemack	Master of Business Administration
Dr. Marilene van Biljon	PhD in Accounting Sciences
Mr. Eugene Cohn	MBA in Healthcare Management

Ms. Natalia Nell	Higher Certificate in Practice Management, Diploma Marketing Management
Dr. Keelan Jagaran	PhD in Biochemistry
Dr. Deshanta Naicker	PhD in Clinical Medicine
Ms. Maya Govind	Master's degree in Corporate Law
Mr. Sajid Ebrahim	Master of Business Administration
Ms Tasmiyah Naroth	Bachelor of Laws (LLB) and Admitted Attorney
Professor Philip Stegen	Bachelor of Commerce Honours in Accounting, Chartered Accountant (South Africa)
Mr. Dwain Bailey	MBA
Mr. Thula Mngoma	MTech : Business Administration
Ms. Zahraa Paruk	PGDA
Dr.McPowell Fombang	PhD in Development Finance
Mr. Busani Gumede	Honours in HRM
Ms. Leenika Ballraj Rampersadh	Master of Business Administration
Mr. Ravin Baburam	Master of Business Administration
Mr. Ivyne Mpofu	PGD Applied Accounting Sciences, Accounting and Business Management

SECTION B: PROGRAMME SPECIFIC DETAILS

8.   DETAILS OF PROGRAMMES OFFERED

8.1 Doctor of Business Administration (DBA)

NQF Level: 10   **Credits: 360**

Minimum Duration: 36 months

8.1.1   Purpose Of The Qualification

The purpose of the qualification is to produce doctoral candidates (scholars and researchers) who will contribute to the body of knowledge in the broad discipline of business management and administration. The qualification is designed to make a contribution to the enhancement of trans-disciplinary practices in management and administration. The qualification offers students a rigorous, research-focused curriculum that emphasises research addressing the challenges most relevant to managers. in context of the above, the purpose of the qualification is therefore to develop critical and reflective business administrative knowledge management competencies at the forefront in the field of business administration practice through research and scholarly debate at the highest ethical, independent and accountability levels.

8.1.2   Access To The Qualification

The minimum entrance requirement is an appropriate:

- Master's degree in which candidates must have successfully achieved a minimum average of 60% in the coursework modules and 60% in the research component; or
- Research Master's degree in which candidates must have achieved a minimum of 60%.

Candidates must have a minimum of 5 years' relevant work experience.

8.1.3   Modular Structure

The Doctor of Business Administration is pitched at NQF 10		
Module	**NQF**	**Credit**
Thesis	10	360

8.1.4 Programme Outcomes

At the end of the programme, a student will be able to:

- Present through the research process, a thesis as well as scholarly debate, conceptualise business administration theories, and create and integrate critical and reflective new business administrative knowledge, whilst contributing to research initiatives and expertise at the forefront of topical business administration issues.
- Understand the theoretical underpinnings in the management of complex business administration systems to such an extent that it will enable the development and application of new specialist business administration methods/techniques/processes/systems or technologies in an original, creative, innovative and critically reflexive manner whilst at the same time demonstrating appropriateness and applicability to specialised and complex business administration systemic and sustainable change management requirements.
- Demonstrate an in-depth knowledge and understanding of research theory and philosophies that would enable the conceptualisation of a solution to a practical business problem, aiming the study at making an original contribution to the body of knowledge in the field of interest and demonstrate knowledge and ability to apply research methodologies and techniques to the discipline concerned as a field of study.
- Address and manage emerging ethical business administration issues and advance ethical decision-making processes which include monitoring and evaluation of the potential risks of decisions.
- Make independent judgments of how to manage incomplete and inconsistent data and/or information through an iterative process of analysis, interpretation and synthesis to develop significantly original insights into new, complex and abstract business administration ideas, information or issues whilst being able to produce substantially independent and in-depth publishable work that meets international standards and is considered new and innovative by peers.
- Make a significant contribution to the field of business administration together with displaying the ability to communicate strategy and disseminate and defend research, strategic and policy initiatives as well as its implementation to specialist and non-specialist audiences by using full academic and professional resources and professional discourse.
- Demonstrate intellectual independence, research leadership and management as well as the development of research in business administration during the process of taking full responsibility for produced work whilst also being willing to take the lead, oversee and be held accountable for the overall governance of learning processes and system. in doing so, the aim is to develop integration and communication skills through the design, execution and presentation of research.

8.2 Master of Business Administration (MBA(Professional))

NQF Level 9 **Credits: 200**

Minimum Duration: 20 Months

8.2.1 Purpose of The Qualification

The purpose of this programme is to equip students with the necessary knowledge, skills and abilities to deal effectively with the challenges related to managing and leading organisations in a national and international environment, by means of business management knowledge at an advanced level.

The MBA enables students with sufficient and relevant work experience and appropriate qualifications to further develop their functional and reflective competencies in business management and administration. The programme aims to develop an integrated conceptual understanding, synthesis and critical application of specialised qualitative and quantitative issues in business management. The qualification provides for the acquisition and refinement of research and decision-making skills.

The MBA is a postgraduate degree, which enables students in the private and the public sectors to develop in-depth, advanced discipline-specific skills and applied competence that will provide them with opportunities for personal intellectual growth, more purposeful employment, and the ability to make a meaningful contribution to society.

This qualification develops the appropriate graduate characteristics of knowledge, skills and attitudes to enable students to:

- solve business problems in a systematic, holistic and focused manner,
- effectively manage and allocate resources,
- communicate effectively, and
- contribute to socio-economic transformation in a responsible and ethical manner.

The MBA is designed to provide Southern Africa with skilled persons in the private and public sectors in order to ensure that the leadership base of innovative and knowledge-based economic activity is strengthened and diversified.

8.2.2 Access To The Qualification

The level of attainment required for entry into this programme is:
- an appropriate Honours Degree; or
- an appropriate Postgraduate Diploma; or
- a professional 4 year Bachelor's degree at NQF level 8 (480 credits); or
- Equivalent NQF level 8 qualification

The applicant must :

(i)   be 25 years of age or older and
(ii)   have at least three years of working experience

Applicants who do not meet the minimum requirements for admission to the MBA programme, may apply for admission via Recognition of Prior Learning (RPL).

8.2.3   Modular Structure

Year 1

Strategic and Change Management	(15 credits)
Managerial Economics	(10 credits)
Strategic Marketing	(15 credits)
Global Political Economy	(15 credits)
Leadership and Human Capital Development	(15 credits)
Governance and Sustainability	(10 credits)
Operations and Supply Chain Management	(10 credits)
Information and Knowledge Management	(15 credits)
Accounting and Finance	(15 credits)
Research and Statistical Methods	(15 credits)

Year 2

Entrepreneurship	(10 credits)

Electives (select one elective)

Islamic Finance and Banking	(10 credits)
Healthcare Management	(10 credits)
Public Sector Management	(10 credits)
Project Management	(10 credits)
Educational Management and Leadership	(10 credits)
Fintech Disruptions in Financial Services	(10 credits)

Year 2

Dissertation	(45 credits)

8.2.4   Rules of Progression

Students must pass:
- year one modules to continue with year two modules and
- the research and statistical methods module to continue with the dissertation.

8.2.5   Programme Outcomes:

A student attaining the Master of Business Administration will be able to:
- display knowledge of management in general
- apply skills of rational judgement, planning, and independent decision-making
- interpret and critically evaluate evidence objectively

- recognise and respond to change within organisations
- make appropriate use of information technology
- analyse and solve managerial problems
- display information processing and research skills
- display ethical behaviour in a corporate management context
- display research and communication skills

8.2.6 Module Outcomes

8.2.6.1 Strategic and Change Management

On completion of this module the student will be able to:

- discuss the challenge of change for strategic managers
- distinguish between the functional aspects (benefits) and the dysfunctional aspects (risks) of strategic management
- evaluate the methods for performing internal environmental analysis
- construct an external factor evaluation matrix and a strategic group diagram for an organisation
- analyse the relationship between generic strategies and competitive advantage
- critically evaluate strategy formulation
- evaluate strategy implementation as a component of the strategic management process
- evaluate the roles of resource allocation, short-term objectives, functional tactics and policies as instruments for strategy implementation
- reflect on strategic control as a component of the strategic management process
- evaluate contemporary strategic applications
- interrogate the assumptions and values underpinning and framing mainstream thinking about management and leadership
- interrogate the strategic role of leadership in organisations.

8.2.6.2 Managerial Economics

On completion of this module the student will be able to:

- demonstrate a developed understanding of the economic goals of organisations and optimal decision making in a variety of types of economic climates
- apply the discounting principle and opportunity cost principle where applicable
- describe and critically assess the economic environment and the main determinants of demand and competition facing an organisation
- provide and in-depth analysis of the demand and supply conditions and assess the sustainability position of a company in terms of the outcome of the analysis
- analyse the effect of demand, supply and equilibrium and their determinants on market dynamics given a variety of economic conditions

- s 6: interpret regression analysis and discuss why it is employed in decision-making in relation to the field of managerial economics
- apply the concepts of price, cross and income elasticity of demand and analyse how these types of elasticity affect revenue
- discuss optimisation and utility with reference to consumer behaviour and elaborate on the impact of these on consumer behaviour
- assess the relationships between short-run and long-run costs by pointing out the role of fixed and variable costs in both these scenarios
- analyse perfectly competitive markets including how substitution will act in both small/individual or larger organisations/firms
- evaluate pricing and output decisions of monopolistic and oligopoly firms inclusive of the effect of non-price factors on products and services of monopolistic and oligopoly organisations.
- analyse in tabular format cartel pricing with reference to the attributes, legality, and formation
- explain uniform pricing and how it relates to price discrimination and total revenue.
- propose how competition strategies can be designed that will include costing, pricing, product differentiation, and market environment analysis with acknowledgement of the nature of products and the structures of the markets
- appraise some of the current and emerging issues in managerial economics at national and international levels with reference to for example: prospects for growth, inflation, energy and the environment, inequality, labour matters, emerging markets and the impact of new technologies

8.2.6.3 Strategic Marketing

On completion of this module the student will be able to:

- design a strategic approach to marketing management, which is integrated with business strategy.
- analyse the dynamics impacting on the application of marketing management strategies and practices within advanced and emerging markets.
- evaluate strategies and practices for capturing marketing insights through marketing information systems and marketing research.
- differentiate between the key components of marketing plans.
- apply marketing strategies and practices to facilitate the successful long-term growth of an organisation

8.2.6.4 Global Political Economy

On completion of this module the student will be able to:

- evaluate different perspectives on international political economy
- develop a critical understanding about the economic impacts of policies
- evaluate how government policies affect economic performance and welfare
- examine why economics plays such a crucial role in political decision-making

- assess the problems and effectiveness of government intervention and policy in creating economic growth and improving the welfare of a nation.

8.2.6.5 Leadership and Human Capital Development

On completion of this module the student will be able to:

- analyse the role that human capital management plays in the fulfilment of an organisation's overall strategy.
- evaluate the need for the integration of human capital management with the business strategy.
- align the functions of human capital management with those of other functional areas.
- analyse the roles that various human capital management practices play in the fulfilment of organisational objectives.
- design human capital management strategies that facilitate recruitment, motivation, and retention of qualified, experienced, and dedicated employees in an organisation.
- analyse contemporary issues in leadership.
- evaluate the role of leadership in strategy implementation.

8.2.6.6 Governance and Sustainability

On completion of this module the student will be able to:

- analyse the impact of underlying mechanisms on governance, such as government legislation and national political cultures
- evaluate the arguments for and against corporate social responsibility
- analyse different theoretical models of stakeholder management
- assess the key features of a range of theories of ethics
- evaluate the application of ethical theories in a business context
- critically evaluate different conceptions of environment and sustainability
- evaluate how ethics and responsibility in business are affected by organisational structures and cultures
- reflect on values and levels of integrity in being a professional manager

8.2.6.7 Information and Knowledge Management

On completion of this module the student will be able to:

- effectively implement information systems to achieve business objectives and goals.
- refine and automate business processes using information systems to improve organisational performance.
- develop strategies using information systems to harness a competitive edge.
- establish a set of principles and guidelines to govern ethical and social issues.
- analyse information technology hardware and software trends to meet the demands of an evolving marketplace.
- design and develop a database to improve business performance and decision making.
- deploy telecommunications, the internet, and wireless technologies to support communication and e-business.
- institutionalise an organisational framework for security and control of the information system.

- assess operational goals and data constraints in establishing an enterprise system.
- utilise ecommerce to improve marketing, revenue models and business transactions.

8.2.6.8 Operations and Supply Chain Management

On completion of this module the student will be able to:

- demonstrate knowledge of the key concepts and issues of operations and supply chain management in both manufacturing and service organisations
- integrate the operations functions with other functional areas
- assess the contribution of operations and process management in the achievement of corporate objectives, and produce a competitive operations strategy
- diagnose the problems and barriers to creating value.
- apply project management tools and techniques to propose, design, select and implement appropriate innovative approaches to improving and developing operations within a given operational context
- apply analytical concepts, skills and problem-solving tools to the analysis and solving of operations problems
- develop ethical and operational policies and procedures to be applied in the context of manufacturing and service organisations

8.2.6.9 Accounting and Finance

On completion of this module the student will be able to:

- analyse and interpret financial statements for the purpose of decision-making.
- design techniques for the effective management of working capital.
- interpret financial information for the purpose of budgetary decision-making.
- evaluate the various costing systems and the implications of the cost-volume-profit relationship.
- apply capital investment appraisal techniques for the implementation of investment decisions.
- evaluate the various sources of long-term finance available to companies.
- analyse a project's cash flow and business risk when assessing the inclusion of such a project within a firm's portfolio of investments.

8.2.6.10 Entrepreneurship

On completion of this module the student will be able to:

- evaluate the role of entrepreneurial characteristics in organisational management and performance
- establish how the integration of entrepreneurial and business management processes enhance organisational performance;
- analyse the critical role of innovative entrepreneurship in the development of a country's socio-economic development;
- evaluate the impact of micro and macro environmental factors on the management and performance of a business;
- conceptualise the importance of aligning business management processes with the requirements and expectations of government and society;

- demonstrate the ability to manage the company's resources and processes to achieve organisational objectives;
- integrate the company's entrepreneurial processes of opportunity identification; gathering of resources; establishment and management of the venture to fulfil the overall organisational objectives.

8.2.6.11 Public Sector Management

On completion of this module the student will be able to:

- distinguish between the public and private sectors and understand the relationships between them
- analyse and critique state budgets, financial and development policies and systems of financial management
- assess the nature of local government and the part it plays in service delivery and development
- demonstrate how and why governance and ethical issues are important in public sector management
- use policy analysis as a tool for the understanding of public policies
- analyse the role of information technology in a public sector setting, both in practice and research
- demonstrate an understanding of what strategic management and planning entail, and how they may be applied in the public sector

8.2.6.12 Healthcare Management

On completion of this module the student will be able to:

- display critical knowledge of the healthcare environment and healthcare systems
- demonstrate comprehensive knowledge and critical understanding of the management concepts that are applicable to healthcare services management
- evaluate operational strategies, projects and action plans and change management initiatives to improve the effectiveness of the healthcare service
- promote best human resource management practices in healthcare organisations
- display critical awareness of technology advances impacting on healthcare services management
- develop critical awareness of health economics and financing in the context of managerial propositions in healthcare management
- understand managed care and the management of pandemics

8.2.6.13 Islamic Finance and Banking

On completion of this module the student will be able to:

- demonstrate knowledge of the early modes of transaction in the annals of Islamic history, origins of ideas towards Islamic banking and emergence and establishment of Islamic banking in modern times.
- demonstrate the comprehension of the prohibition of ribā (interest) from the holy books of Judaism, Christianity and Islam, and the moral and social evils of ribā.
- discuss the objectives, sources and dimensions of sharī`ah (Islamic law).
- critically analyse the differences between ribā-based conventional banking and rf (interest free) financing.
- demonstrate a comprehension of the Islamic concept and functions of money.
- outline the various Islamic banking products and services and their salient features.

- discuss the role of the sharī`ah boards in rf (Islamic) banks to ensure good corporate governance.
- identify a set of principles and guidelines necessary for the purpose of starting off an rf bank through acquisition and restructuring of a conventional bank and operating it ribā-free.
- demonstrate what is meant by civility and social responsibility of the rf banking system.
- explain the importance of developing rf capital market – investment products.
- formulate a new banking order utilising the unique rf valuation disciplines of commodity indexation and marking-to-the-market.
- discuss how a sharī`ah-based rf finance model can be designed and developed as an alternative to the sharī`ah-compliant finance model used in the majority of Islamic banks internationally.

8.2.6.14 Project Management

On completion of this module the student will be able to:

- develop strategies using effective project management tools and techniques.
- establish a set of principles and guidelines for effective project management.
- design and develop appropriate communication tools and risk management techniques relevant to the project management environment.
- institutionalise leadership expertise and networking skills required to successfully manage and lead project management teams and project stakeholders.
- assess the impact and significance of relationships related to the constraints of the project management environment.
- utilise project quality concepts and apply tools used to monitor and advance project quality at different stages of the project life cycle.
- formulate effective project scheduling techniques

8.2.6.15 Educational Management and Leadership

On completion of this module the student will be able to:

- identify and fully discuss aspects of the management process which exists in schools.
- critically analyse the role of parents in the school as an organisation.
- discuss the legal framework in South Africa within the context of governance in education.
- explain school leadership and management within an African context.
- articulate the significance of educational policy to school leaders.
- understand the importance of values as an underpinning concept in quality education and the role that values play in creating the school as a centre of excellence, within an African context.
- analyse the contextual issues that impact on schooling and provide leadership in solving school problems.
- explain the revolution in computers and communications
- explain systems software, operating systems, management systems and the importance of database in an educational sector
- conceptualise fundraising projects
- execute financial decision making in educational management

8.2.6.16 Fintech Disruptions in Financial Services

On completion of this module the student will be able to:

- discuss and make predictions on the disruptive shifts occurring in the emerging financial landscape.
- undertake research in the key macroenvironment factors that influence the fin tech disruption and identify the role of stakeholders in the fin tech landscape.
- understand the role of technology within the financial services industry, how it works, regulated, its applications for the future and learn frameworks and methodologies to deploy business models built around financial technology.
- understand the implications and key concepts of blockchain, cryptocurrency and nft's (non-fungible tokens) on financial services now and in the future within the South African context and worldwide.
- evaluate the role of financial services in the future, how it will be regulated, structured, distributed and consumed

8.2.6.17 Research and Statistical Methods

On completion of this module the student will be able to:

- demonstrate a critical understanding of the different theoretical and conceptual assumptions underlying business sciences research.
- demonstrate a detailed understanding of and apply business research methods.
- identify and analyse a business administration and management research problem.
- undertake a critical literature review.
- formulate a research proposal by applying the aspects of the research process and applicable research methodologies.
- demonstrate the ability to undertake field research.
- display knowledge of descriptive and inferential statistics and qualitative data analysis techniques.
- display evidence of an academically acceptable style of writing and referencing.
- display originality and accuracy in research, and be able to draw conclusions and make appropriate recommendations.
- demonstrate an awareness of ethical implications in research.
- produce a dissertation of international comparability and capable of scrutiny by specialist academics

8.2.6.18 Dissertation

On completion of this module the student will be able to:

- perform a sustained exercise in research.
- display knowledge of originality and accuracy in research.
- demonstrate an awareness of ethical implications in research.
- critically evaluate existing knowledge in the area of their specialised investigation.
- display competencies in the methodology of research.

- utilise scientific methods of investigation, testing and evaluation.
- communicate the results of research findings accurately.
- draw conclusions and make appropriate recommendations arising out of research**.**
- produce a dissertation of international comparability and capable of scrutiny by specialist academics.

8.3 Master of Business Administration in Healthcare Management (MBA(Healthcare Management))

NQF Level 9   **Credits: 200**

Minimum Duration: 20 Months

8.3.1   Purpose of Qualification

The purpose of Master of Business Administration in Healthcare Management is to equip learners with the necessary knowledge, skills and abilities at an advanced level to deal effectively with the challenges facing business management in the healthcare sector including public and private organisations.

8.3.2   Access to the Qualification

The level of attainment required for entry into this programme is:

- an appropriate Honours Degree or equivalent qualification or;
- an appropriate Postgraduate Diploma or equivalent qualification or;
- a professional Bachelor's degree at NQF level 8 (480 credits)

Provided that the applicant:

- is at least 25 years of age and;
- has at least three years of working experience.

In keeping with the national imperatives of widening access and in line with RBS's mission, a maximum of 10% of the cohort may be admitted via the alternate admissions route of RPL.

8.3.3   Modular structure

Year 1

Strategic and Change Management   (15 credits)

Human Resource Management and Organisational Behaviour   (15 credits)

Healthcare Operations Management   (15 credits)

Financial Management   (15 credits)

Health Economics   (15 credits)

Contemporary Health Systems   (15 credits)

Managing Healthcare Projects and Risks   (15 credits)

Emerging Issues in Healthcare Management   (15 credits)

Research and Statistical Methods   (15 credits)

Year 2

Compulsory :

 Knowledge and Information Systems   (10 credits)

Electives (one) from:

• Ethics and Law in Healthcare	(10 credits)
• Health Policy	(10 credits)
• Managerial Epidemiology	(10 credits)

Research Component :

Dissertation   (45 credits)

8.3.4   Rules of Progression

Students must pass:

- year one modules to continue with year two modules and
- the research and statistical methods module to continue with the dissertation.

8.3.5   Programme Outcomes

A student attaining the Master of Business Administration in Healthcare Management will be able to:

- contribute towards the extension of knowledge of business management and administration in a healthcare context.
- demonstrate a critical knowledge of the specific fields and sub-disciplines of healthcare management.
- demonstrate the ability to identify, analyse and solve management and commercial problems in a systematic, critical and creative way.
- acquire a critical understanding of how to manage people, resources and processes in a healthcare context.
- contribute to the socio-economic challenges of developing Southern Africa ethically and responsibly.
- display ethical behaviour in a healthcare organisational context.

8.3.6   Module Outcomes

8.3.6.1 Strategic and Change Management
Upon completion of this module, the student should be able to:

- demonstrate comprehension as well as evaluate the purpose of strategic and change management in a healthcare organisation with reference to strategic positioning
- analyse the underlying dynamics relating to the healthcare services macro-environment as well as institutional factors impacting on healthcare services management
- describe the strategic management process and provide an elaborate proposal of a strategic management model that would be most suitable to the healthcare sector
- interpret the legal, professional-ethical aspects of the healthcare context with reference to the general forces impacting on healthcare service delivery (this SO reflects on SO 2)
- demonstrate an understanding of the change management implications for healthcare service management strategies and provide supporting examples
- evaluate the effectiveness of change management strategies that would be most suitable for the healthcare services management context (this SO reflects on SO 5)

- identify a healthcare services provider and after conducting a SWOT analysis, propose the changes required in the operations. Draw up a plan to show how the identified changes can be implemented.
- analyse what leadership is and what successful leaders do. Position the analysis in the your understanding of the role of the leader in change management with cognisance of the impact of the healthcare services management context

8.3.6.2 Human Resource Management and Organisational Behaviour
Upon completion of this module, the student should be able to:

- comprehensively evaluate the fundamental and essential role of human resource management and organisational behaviour development in a healthcare organisation
- explain and analyse the relationship between the human resource strategy and the business strategy of a typical healthcare services institution.
- develop a Human Resources Management plan for a healthcare services institution
- evaluate the impact of labour legislation on the human resource management role in the healthcare industry
- reflect on the strategic and change management module, discuss the role of the human resource manager in change management in the context of organisational behaviour and development
- describe and evaluate the impact of the following human resource management elements and contextualise this to a case study

8.3.6.3 Healthcare Operations Management
Upon completion of this module, the student should be able to:

- demonstrate specialist knowledge of the scope and nature of the operations management function and apply this to a typical healthcare services institution
- discuss the various requirements for decision making at each stage of the operations management function
- demonstrate the ability to make effective managerial decisions in order to ensure efficient utilisation of resources when managing operations in a healthcare services institution.
- assess the effect of operations management decisions on the overall strategic objectives of a healthcare services institution
- contribute to the development of effective operations strategies, methodologies and techniques specifically related to a healthcare services institution

8.3.6.4 Financial Management
Upon completion of this module, the student should be able to:

- interpret legal and professional-ethical financial management aspects in the context of healthcare organisations
- identify key role players and interpret their roles and responsibilities in sound financial management in a healthcare organisation
- apply core fundamental principles of financial management, budgeting, expenditure control and financial risk management in a healthcare organisation

8.3.6.5 Health Economics

Upon completion of this module, the student should be able to:

- understand aspects of health economics
- evaluate the relevance of national and international, privatised and public health economics in healthcare management
- develop an understanding of basic and complex microeconomic concepts of Production, Cost, and Technology of Health Care in healthcare management.
- analyse the role of economic efficiency and cost-benefit analysis for health care.
- analyse the role of epidemiology on health economics in the conduct of cost-effectiveness studies.

8.3.6.6 Contemporary Health Systems

Upon completion of this module, the student should be able to:

- analyse health services management in South Africa through a thorough discussion of historical and current trends
- evaluate the role of the implementation of the National Health insurance (NHI) of the South African Healthcare system
- conduct a comprehensive review of current outcomes of healthcare systems

8.3.6.7 Managing Healthcare Projects and Risks

Upon completion of this module, the student should be able to:

- identify strategic principles embedding effective project management strategies, tools and techniques in healthcare management
- determine the need for a project in healthcare management
- design and develop appropriate communication tools in healthcare management
- describe the types of coordination needed to facilitate project management
- demonstrate an understanding of complex healthcare related risks

8.3.6.8 Emerging issues in Healthcare Management

Upon completion of this module, the student should be able to:

- demonstrate an understanding of legal and ethical health objectives
- display knowledge of the importance of health discourse in healthcare
- evaluate the significance of nosocomial infections in hospital environments
- comprehensively describe the history of HIV /AIDS and its importance to control measures in healthcare and for the individual
- critically examine the issues that hamper the control programmes of HIV / AIDS in healthcare and for the individual

8.3.6.9 Ethics and Law in Healthcare

Upon completion of this module, the student should be able to:

- critically compare the fundamental differences between law and ethics in healthcare
- analyse the basic elements of medical ethics in healthcare practice

8.3.6.10 Health Policy

Upon completion of this module, the student should be able to:

- construct appropriate health policy in healthcare
- apply health policies within different healthcare environments
- analyze the levels of policy formulation in an organisation

8.3.6.11 Managerial Epidemiology

Upon completion of this module, the student should be able to:

- demonstrate an understanding of epidemiology in local and global communities
- apply epidemiology to the healthcare sector and individual
- apply concepts and terminology in respect of the principles of epidemiology contextually

8.3.6.12 Knowledge and Information Systems

Upon completion of this module, the student should be able to:

- demonstrate an understanding of healthcare information systems in healthcare organisation
- analyse and apply information and communications technology in order to effect healthcare operations
- inference Healthcare Information Systems To Healthcare Operations

8.3.6.13 Research And Statistical Methods

On completion of this module the student will be able to:

- demonstrate a critical understanding of the different theoretical and conceptual assumptions underlying business sciences research.
- demonstrate a detailed understanding of and apply business research methods.
- identify and analyse a business administration and management research problem.
- undertake a critical literature review.
- formulate a research proposal by applying the aspects of the research process and applicable research methodologies.
- demonstrate the ability to undertake field research.
- display knowledge of descriptive and inferential statistics and qualitative data analysis techniques.
- display evidence of an academically acceptable style of writing and referencing.
- display originality and accuracy in research, and be able to draw conclusions and make appropriate recommendations.
- demonstrate an awareness of ethical implications in research.
- produce a dissertation of international comparability and capable of scrutiny by specialist academics

8.3.6.14 Dissertation

Upon completion of this module, the student should be able to:

- demonstrate a critical understanding of the different assumptions underlying research into the business sciences and the nature of research methodology
- undertake a critical literature review
- formulate a research proposal by applying the aspects of the research process and applicable research methodologies
- apply the relevant research methodologies and the different elements to consider when writing a dissertation
- demonstrate a detailed understanding of and apply business research methods
- identify and analyse a healthcare management research problem
- demonstrate the ability to undertake field research
- display knowledge of descriptive and inferential statistics
- demonstrate understanding of relevant qualitative data analysis techniques
- display evidence of an academically acceptable style of writing and referencing
- display originality and accuracy in research, and be able to draw conclusions and make appropriate recommendations
- demonstrate an awareness of ethical implications in research.
- critically evaluate existing knowledge in the area of their specialised investigation.
- utilise scientific methods of investigation, testing and evaluation
- produce a dissertation of international comparability and capable of scrutiny by specialist academics.

8.4 Bachelor of Commerce Honours (BComHons)

NQF: Level 8   **Credits: 120**

Minimum duration: 1 year

8.4.1 Purpose of The Qualification

The Bachelor of Commerce Honours degree is a one-year programme that seeks to develop leadership and management capacity. The focus of this programme is to improve the practice of management and leadership in the commercial sector. It is directed towards persons who hold or are aspiring to hold management responsibilities within commercial institutions.

The programme enables students to develop integrated functional and reflective competences in general management by examining issues relating to Marketing Management, Human Resource Management, Strategic Management, Financial Management, as well as undertaking business research directed towards commerce and industry.

8.4.2 Access To The Qualification

The minimum entrance requirements for admission to the *"Bachelor of Commerce Honours (BCom Hons)"* programme are as follows:

- A three-year undergraduate commerce degree or equivalent qualification (eg. relevant/cognate Advanced Diploma); AND

- The achievement of an average of at least 55% in the major (third year) subjects in the undergraduate qualification.

- Students wishing to offer an elective such as Managerial Economics or Investment Management must have appropriate cognate subjects in their undergraduate qualification that will ensure preparation for the postgraduate requirements.

Applicants who do not meet the minimum requirements for admission to the BCom Hons Degree programme, but have the relevant work experience, may apply for admission via Recognition of Prior Learning (RPL). REGENT Business School reserves the right to conduct an assessment to determine the level of prior learning. RPL and CAT is not applicable to the research component/project of any post graduate programme, i.e. prior learning/achievement in a research component/project will not be accepted for exemption or credits as part of access into or completion of a post graduate programme.

8.4.3 Modular Structure

Semester 1 :

- Human Resources and Labour Relations Management   (20 credits)
- Business Research   (10 credits)
- Elective: (choose 1 of the following)

1. Entrepreneurship and Small Business Management	(20 credits)
2. Financial Management	(20 credits)
3. Healthcare Management	(20 credits)
4. Investment Management	(20 credits)
5. Operations Management	(20 credits)
6. Purchasing Management	(20 credits)
7. Managerial Economics	(20 credits)

Semester 2 :

• Strategic Management	(20 credits)
• Marketing Management	(20 credits)
• Research Project	(30 credits)

8.4.4 Rules of Progression

The minimum duration of the programme is 1 year. A student may register for a maximum of 3 modules per semester. However, a student may register for 4 modules in a semester, provided that at least one of the modules is being attempted for a second time.

8.4.5 Programme Outcomes

On completion of the BCom (Hons) programme students will be able to:

- display knowledge of management in general
- demonstrate competency in the management of private enterprises, departments or sections of organisations to the benefit of all stakeholders
- analyse and solve managerial problems
- demonstrate competency in the management of private enterprise, departments or sections to   the benefit of all stakeholders in the multi-cultural business environment
- interpret and critically evaluate evidence objectively
- recognise and respond to change within organisations
- demonstrate competency in the execution of the tasks of planning, organising, leading and controlling in the different fields of strategic management, marketing, finance, human resources, research and operations management
- demonstrate competencies in research including data collection, analyses, interpretation and recommendations
- display research and communication skills

8.4.6 Module Outcomes

8.4.6.1 Strategic Management

On completion of this module the student will be able to:

- analyse the concepts of strategy in an organisational context
- apply relevant strategic management concepts, methods and procedures within a business scenario
- demonstrate an understanding of the nature and process of strategic management in an organisational context within a broader task and macro environment
- evaluate the relevant macro factors that influence the strategy of an organisation
- conduct a detailed swot analysis and provide recommendations arising from this analysis
- evaluate the implications of change for corporate strategy.

8.4.6.2 Marketing Management

On completion of this module the student will be able to:

- design, select and apply appropriate marketing methods and techniques to investigate complex marketing problems
- demonstrate knowledge of strategies to process and manage information to conduct market intelligence
- identify and recommend qualitative and quantitative market research methods to solve market related problems
- apply ethics in market research to ensure high ethical standards in marketing campaigns
- distinguish between processes and systems by critically assessing relevant communication campaigns
- propose a fully integrated marketing strategy in the context of achieving organisational objectives

8.4.6.3 Human Resource and Labour Relations Management

On completion of this module the student will be able to:

- critically reflect on the evolution of the functions and roles of human resource management in an organisation
- propose a process of integrating the human resource plan with the overall strategic plan of the organisation
- conduct a detailed evaluation of the impact of job design on employee satisfaction
- evaluate organisational recruitment and selection processes and policies
- delineate the processes, methods and approaches to training and development in an organisation
- assess the importance of skills development in developing countries
- propose an appropriate compensation system in an organisation
- present a performance management model in an organisation
- analyse the various approaches to measuring performance and their appropriateness to different organisations
- propose a basic benefits and service package for employees of a medium-sized business
- provide a theoretical exposition of historical and current views of labour relations
- evaluate the role of the various role-players in the labour relations arena
- analyse the impact of labour legislation on organisational hr functions

8.4.6.4 Financial Management

On completion of this module the student will be able to:

- provide a critical analysis of past performance of a business through the use of ratio analysis
- assess the feasibility of projects through investment appraisal techniques

- estimate the cash flow of a project and evaluate implied business risk and its suitability for inclusion in a firm's portfolio of investments
- demonstrate knowledge of the various sources of finance and critically evaluate the implications of each type for finance sourcing
- calculate the cost of capital in business environments by applying relevant models
- demonstrate knowledge of the management of working capital in the context of a business

8.4.6.5 Healthcare Management

On completion of this module the student will be able to:
- understand the scope and nature of healthcare management in healthcare organisations
- evaluate health policies in the context of effective healthcare management
- demonstrate knowledge of the key concepts, terminologies and principles in the field of health economics
- assess the impact of policy on practices and resources in the healthcare sector
- apply appropriate methodologies and techniques such as economic and financial analyses in terms of the provision of healthcare
- share creative insights and recommendations with regards to the formulation of conducive health policy and planning decisions

8.4.6.6 Operations Management

On completion of this module the student will be able to:
- demonstrate knowledge of the scope and nature of the operations management function in an organisation within the broader environment
- discuss the various requirements for decision making at each stage of the operations management function
- demonstrate the ability to make effective managerial decisions in order to ensure efficient utilisation of resources when managing operations
- assess the effect of operations management decisions on the overall strategic objectives of an organisation
- contribute to the development of effective operations strategies, methodologies and techniques in an organisation

8.4.6.7 Entrepreneurship and Small Business Management

On completion of this module the student will be able to:
- distinguish in detail between the various approaches to entrepreneurship
- explain the entrepreneurial process
- clearly distinguish between entrepreneurship and intrapreneurship
- evaluate the importance of creativity and innovation in entrepreneurship
- critically analyse the role of small business in the economy
- demonstrate the ability to draw up a business plan for smme's.
- elaborate on franchising as a tool for entrepreneurial development
- analyse e-commerce and the potential it offers for entrepreneurs

- differentiate between the various forms of intellectual property
- describe the forms of financing available to the entrepreneur
- propose marketing strategies available to small businesses

8.4.6.8 Investment Management

On completion of this module the student will be able to:

- evaluate the investment potential of an industry by assessing the underlying trends in the economy
- analyse the financial statements of a company with the objective of determining the accurate value of its share price.
- propose the risk return trade-off of a portfolio by security selection and market timing
- evaluate the performance of share portfolios by using various methods

8.4.6.9 Managerial Economics

On completion of this module the student will be able to:

- demonstrate a developed understanding of the economic goals of organisations and optimal decision making in a variety of types of economic climates
- apply the discounting principle and opportunity cost principle where applicable
- describe and critically assess the economic environment and the main determinants of demand and competition facing an organisation
- provide and in-depth analysis of the demand and supply conditions and assess the sustainability position of a company in terms of the outcome of the analysis
- analyse the effect of demand, supply and equilibrium and their determinants on market dynamics given a variety of economic conditions
- interpret regression analysis and discuss why it is employed in decision-making in relation to the field of managerial economics
- apply the concepts of price, cross and income elasticity of demand and analyse how these types of elasticity affect revenue
- discuss optimisation and utility with reference to consumer behaviour and elaborate on the impact of these on consumer behaviour
- assess the relationships between short-run and long-run costs by pointing out the role of fixed and variable costs in both these scenarios
- analyse perfectly competitive markets including how substitution will act in both small/individual or larger organisations/firms
- evaluate pricing and output decisions of monopolistic and oligopoly firms inclusive of the effect of non-price factors on products and services of monopolistic and oligopoly organisations.
- analyse in tabular format cartel pricing with reference to the attributes, legality, and formation
- explain uniform pricing and how it relates to price discrimination and total revenue.

- propose how competition strategies can be designed that will include costing, pricing, product differentiation, and market environment analysis with acknowledgement of the nature of products and the structures of the markets
- appraise some of the current and emerging issues in managerial economics at national and international levels with reference to for example: prospects for growth, inflation, energy and the environment, inequality, labour matters, emerging markets and the impact of new technologies

8.4.6.10 Research Project

On completion of this component the student will be able to:

- clearly distinguish between research paradigms, methods and designs in the context of qualitative and quantitative research in such a manner that the applicability in each become evident
- demonstrate thorough theoretical conceptualisation of business research methods with reference to types of research suitable to this particular domain of research
- appropriately identify, and correctly analyse and formulate a business research problem that sufficiently warrants research to be conducted
- critically evaluate and draw from the research of others with the aim of informing one's own research
- write a critical literature review
- display a thorough understanding of the various data collection and analysis methods in the context of qualitative and quantitative research and one's own research topic
- write a research report that demonstrates the culmination/representation of theoretical research methodology knowledge as well as insight into the practical application

8.4.6.11 Business Research Methods

On completion of this module the student will be able to:

- clearly distinguish between research paradigms, methods and designs in the context of qualitative and quantitative research in such a manner that the applicability in each become evident
- demonstrate thorough theoretical conceptualisation of business research methods with reference to types of research suitable to this particular domain of research
- appropriately identify, and correctly analyse and formulate a business research problem that sufficiently warrants research to be conducted
- critically evaluate and draw from the research of others with the aim of informing one's own research
- write a critical literature review
- display a thorough understanding of the various data collection and analysis methods in the context of qualitative and quantitative research and one's own research topic
- write a research report that demonstrates the culmination / representation of theoretical research methodology knowledge as well as insight into the practical application thereof for the chosen research problem.

8.4.6.12 Purchasing Management

On completion of this module the student will be able to:

- display standard knowledge of supply chain management and competitive strategy in the context of ethical purchasing management
- provide a comprehensive explanation of the importance of customer fulfilment strategies in the purchasing management function
- explain the entire order fulfilment process and the impact of this on successful purchasing processes
- critically evaluate the impact of e-commerce on the economies of scale in purchasing management
- comprehensively discuss the design of global supply chains and its positioning in international purchasing management practices
- comprehensively distinguish between processes of purchasing capital goods and services
- evaluate relationship management, information sharing, performance measurement and how these contribute to productive purchasing management

8.5 Bachelor of Commerce Honours in Human Resource Management (BComHons(Human Resource Management))

NQF Level: 8   **Credits: 120**

Minimum Duration: 1 year

8.5.1   Purpose of The Qualification

The purpose of the Bachelor of Commerce Honours in Human Resource Management programme, is to provide students with a structured avenue to further and advance their knowledge in Human Resource Management. The programme is designed such that students develop advanced intellectual and practical knowledge, allowing them to progressively advance to specialist and higher level jobs within the field of Human Resource Management.

Furthermore, the qualification aims to enable students to support and implement procedures and systems, promote best Human Resource Management practices in the organisation, identify skills requirements (workforce planning) of the organisation, acquire an understanding of people dynamics and its impact in the workplace and on productivity, and to ensure compliance with Human Resource legislation and trends. The programme is designed to empower students with core Human Resource Management skills in line with best practices and quality standards. Students should be able to reflect on their decisions and the effect thereof within the context of human resource practice in the organisation.

8.5.2   Access To the Qualification

An appropriate Bachelor's degree (NQF level 7) or an appropriate Advanced Diploma (NQF level 7)

Applicants who do not meet the minimum requirements for admission to the BCom Hons in Human Resource Management Degree programme, but have the relevant work experience, may apply for admission via Recognition of Prior Learning (RPL).

REGENT Business School reserves the right to conduct an assessment to determine the level of prior learning. RPL and CAT is not applicable to the research component/project of any post graduate programme, i.e. prior learning/achievement in a research component/project will not be accepted for exemption or credits as part of access into or completion of a post graduate programme.

8.5.3   Modular Structure

Semester 1 :

- Human Resource Development   (20 credits)
- Organisational Behaviour   (20 credits)
- Business Research   (10 credits)

Semester 2 :

- Strategic Human Resource Management   (20 credits)
- Employee Relationship Management   (20 credits)
- Research Project   (30 credits)

8.5.4   Rules of Progression

The minimum duration of the programme is 1 year. A student may register for a maximum of 3 modules per semester. However, a student may register for 4 modules in a semester, provided that at least one of the modules is being attempted for a second time.

8.5.5   Programme Outcomes

At the end of the programme, a student will be able to:
- display knowledge of management in general
- demonstrate competency in the management of various aspects of human resource management
- collect, analyse, organise and critically evaluate information
- recognise and respond to change within organisations
- demonstrate competency in the execution of the tasks of planning, organising, leading and controlling in the field of human resources
- demonstrate competencies in research including data collection, analyses, interpretation and recommendations
- display research skills to be able to manage information and undertake research by applying research methods effectively

8.5.6   Module Outcomes:

8.5.6.1 General Management

Upon completion of this module, the student should be able to:
- critically discuss the roles and functions of managers within complex, dynamic and contemporary environments.
- analyse the polc framework of management and apply it in business contexts.
- assess the strategic significance of skills required by managers to enhance competitiveness in dynamic, complex and turbulent working environments; and analyse a multiplicity of management challenges & their impact on organisational performance.
- develop a sound understanding of management theories and apply them to the appropriate contexts.
- demonstrate a sound understanding of the management environment and evaluate an organisation as a system with value adding elements.
- evaluate the strategic significance of human resource strategies in business and management strategy.
- assess the impact of labour legislation on the organisation.
- evaluate the functions and strategies of organisational culture and critically discuss the link between culture and management; and apply organisational culture related strategies thereof.
- evaluate the impact of change on organisational performance; and apply change management strategies in dynamic and contemporary business landscapes.
- critically discuss the role, forms, models and functions of operations management and apply these strategies thereof.

- assess and apply key quality management systems.
- apply strategies to understand and manage differences between employees across different generational cohorts.
- demonstrate a detailed understanding of the fourth industrial revolution, digital strategy and artificial intelligence and its strategic impact on business

8.5.6.2 Human Resource Development

Upon completion of this module, the student should be able to:

- evaluate the significance of talent management
- develop an understanding of career concepts and career management models
- critically discuss the changing nature of careers
- demonstrate the knowledge of the role of organisations in career management
- develop an understanding of the purposes of training and development
- explain different training methods and the application of methods in the organisation
- evaluate the impact of legislation on training and development
- understand the role of performance management systems in organisational success
- identify different types and components of performance management systems
- identify, discuss and apply compensation structures and levels
- critically discuss current challenges to compensation systems

8.5.6.3 Organisational Behaviour

Upon completion of this module, the student should be able to:

- demonstrate an understanding of the work of organisational psychologists in work settings
- discuss and critique both traditional and contemporary psychological theories and perspectives
- apply psychological theory in work and organisational settings
- discuss Organisational Development (OD) terminology and concepts
- evaluate key OD success and failure factors
- critically assess OD interventions
- identify appropriate stakeholders successfully in the od management process
- discuss the change management process and phases

8.5.6.4 Strategic Human Resource Management

Upon completion of this module, the student should be able to:

- critically evaluate the strategic importance of human resource management
- explain the significance of integrating a company's human resource strategy with overall business strategy
- discuss the strategic management phases of strategy formulation, strategy implementation and strategy evaluation and control

- critically discuss the function and role of human resource management within the strategic management process
- critically discuss and apply the process of human resource planning in business environments
- demonstrate an understanding of the nature of recruitment and selection and its impact on organisational performance
- critically discuss and effectively apply the recruitment and selection process within an organisation
- distinguish between the concepts of induction, orientation and socialisation
- critically discuss the trends and barriers of strategic recruitment and selection in organisations
- critically discuss and apply the recruitment and selection process within an organisation
- develop an understanding of the internal and external factors affecting the recruitment and selection process
- discuss the multiple internal and external sources of recruitment in organisations
- demonstrate a detailed understanding of the induction process in organisations
- successfully implement an induction programme in organisations
- distinguish between the stages of induction, orientation and socialisation and understand their significance in organisations
- develop a detailed understanding of strategic performance management in organisations
- critically discuss the strategic impact of performance management systems on organisational performance
- critically assess the strategic significance of training and development in human resource management
- apply the key stages of the training and development model in organisations
- demonstrate an informed understanding of learning organisations as well their strategic role in organisations
- critically discuss the role of knowledge management systems and their impact on organisational performance

8.5.6.5 Employee Relationship Management

Upon completion of this module, the student should be able to:
- develop an understanding of essential aspects of the relevant legislations affecting employment
- evaluate the provisions of the relevant legislation
- develop, monitor and review employment policies that comply with the relevant legislations
- demonstrate and apply an understanding of the various legislations such as the labour relations act, employment equity act, and the basic conditions of employment act
- critically discuss and understand the impact of the link between labour relations and the various hrm practices
- analyse the role and sources of conflict in the workplace
- understand the diversity and inclusion management challenges

8.5.6.6 Research Project

Upon completion of this module, the student should have acquired the knowledge to:
- clearly distinguish between research paradigms, methods and designs in the context of qualitative and quantitative research in such a manner that the applicability in each become evident

- demonstrate thorough theoretical conceptualisation of business research methods with reference to types of research suitable to this particular domain of research
- appropriately identify, and correctly analyse and formulate a business research problem that sufficiently warrants research to be conducted
- critically evaluate and draw from the research of others with the aim of informing one's own research
- write a critical literature review
- display a thorough understanding of the various data collection and analysis methods in the context of qualitative and quantitative research and one's own research topic
- write a research report that demonstrates the culmination/representation of theoretical research methodology knowledge as well as insight into the practical application

8.5.6.7 Business Research Methods

On completion of this module the student will be able to:

- clearly distinguish between research paradigms, methods and designs in the context of qualitative and quantitative research in such a manner that the applicability in each become evident
- demonstrate thorough theoretical conceptualisation of business research methods with reference to types of research suitable to this particular domain of research
- appropriately identify, and correctly analyse and formulate a business research problem that sufficiently warrants research to be conducted
- critically evaluate and draw from the research of others with the aim of informing one's own research
- write a critical literature review
- display a thorough understanding of the various data collection and analysis methods in the context of qualitative and quantitative research and one's own research topic
- write a research report that demonstrates the culmination / representation of theoretical research methodology knowledge as well as insight into the practical application thereof for the chosen research problem.

8.6 Postgraduate Diploma in Educational Management and Leadership (PGDip(Educational Management and Leadership))

(Endorsed by South African Council for Educators)

NQF level: 8   **Credits: 120**
Duration: 1 year

8.6.1   Purpose of The Qualification

The Postgraduate Diploma in Educational Management and Leadership is a one-year post graduate qualification that seeks to develop capacity in management and leadership in an educational management context. The focus of the programme is to improve the practice of management and leadership in the educational sector.

The programme enables students with a background in education to develop integrated and functional reflective competences in educational management. It is intended for educational managers and those aspiring to occupy managerial positions in educational institutions. The programme examines issues such as management principles, educational governance, leadership in education, financial management in educational institutions and the use of information technology in education.

8.6.2   Access To The Qualification

The minimum entrance requirements for admission to the "*Postgraduate Diploma in Educational Management and Leadership*" programme are as follows:

- A Bachelor's Degree, Advanced Diploma or equivalent qualification.
- At least 2 years of appropriate work experience and be of a minimum age of 23 years. OR

Applicants who do not meet the minimum academic requirements for admission to the Postgraduate Degree programme, but have at least 6 years work experience, may apply for admission via Recognition of Prior Learning (RPL).

REGENT Business School reserves the right to conduct an assessment to determine the level of prior learning. RPL and CAT is not applicable to the research component/project of any post graduate programme, i.e. prior learning/achievement in a research component/project will not be accepted for exemption or credits as part of access into or completion of a post graduate programme.

8.6.3   Modular Structure

Semester 1 :

- Principles of Educational Management   (20 credits)
- Leadership in Education   (20 credits)
- Governance in Education   (20 credits)

Semester 2 :

- Using Information Technology in Educational Management   (20 credits)
- Financial Decision Making in Educational Management   (20 credits)
- Research in Educational Management   (20 credits)

8.6.4   Rules of Progression

The minimum duration of the programme is 1 year. A student may register for a maximum of 3 modules per semester. However, a student may register for 4 modules in a semester, provided that at least one of the modules is being attempted for a second time.

8.6.5   Programme Outcomes:

A student attaining the Postgraduate Diploma in Educational Management and Leadership will be able to:

- acquire academic and professional knowledge required for leadership of educational institutions
- apply management principles in an educational context
- administer financial resources in an educational institution
- evaluate the effectiveness and efficiency of the functioning of an educational institution
- display knowledge of the provisions of relevant legislation relating to the governance of educational institutions
- be aware of the implications of information and communication technology
- apply quantitative methodologies

8.6.6   Module Outcomes

8.6.6.1 Principles of Educational Management

On completion of this module the student will be able to:

- explain the four essential functions of managers.
- evaluate selected management theories and concepts.
- describe the context in which school managers operate.
- explain the historical context of management.
- describe the strategic importance of hr management

8.6.6.2 Using Information Technology

On completion of this module the student will be able to:

- apply change management skills and lead management with the various stakeholders to jointly contribute to transformation in the institution by revisiting a shared vision, the school's mission statement and core values.
- analyse, design, construct, implement and maintain, usable, reliable, and cost-effective information Systems (IS) that support operational, managerial, and strategic activities in an educational institution.
- comprehensively develop educators' knowledge and skills with regards to application of modern tools, techniques, and technology in a functional and productive manner in their professional activities, such that

effective teaching takes place with self-confidence and the ability to make proper decisions and communicate effectively.

- prepare SMTs and educators to participate in the organisation's information systems viz, student information management system and technology decisions to emphasize the strategic value of information resources, alignment of IT and business strategies, performance, and process improvements through this information system, and the ethical use of student information.
- utilise the school student information management system and social media technologies for the effective processes of managing marketing information, to guide strategic marketing and broader management decisions.

8.6.6.3 Leadership in Education

On completion of this module the student will be able to:

- demonstrate knowledge and understanding of selected leadership theories, styles and strategies.
- critically assess and evaluate the relevance and practical application of selected leadership theories, styles and strategies for the effective management of their educational institutions, taking into account the specific context and settings under which they practice leadership.
- describe the role of leadership in staff behavioural modification to align individual and institutional goals through purposeful and effective staff motivation as well as structured staff training and development in the context of an educational institution.
- articulate the theoretical underpinnings of the impact of group dynamics/processes in the context of an educational institution whose performance is affected by the behaviour of stakeholders as members of diverse group formations.
- describe three specific selected views on conflict, and demonstrate an understanding of how each view tends to determine the attitude of leadership to conflict and its management in an educational institutional setting.
- identify, describe and critically evaluate five selected conflict resolution techniques, with respect to the diverse leadership styles and specific circumstances under which each technique would be appropriate, in the context of the management of educational institutions.
- explain the leadership role in information gathering and data analysis in an educational institution setting as part of decision support in curriculum management

8.6.6.4 Governance in Education

On completion of this module the student will be able to:

- identify the relevant legislation that governs South African educational institutions and apply said legislation in daily school governance.
- acquire the relevant knowledge and skills to manage relationships with the SGB, RCL, the community and the Department of Education.
- develop the necessary skills to capacitate governance stakeholders to review and revise existing institution policies, as well as design and implement new policies to redress deficiencies identified.

8.6.6.5 Financial Decision Making in Educational Management

On completion of this module the student will be able to:

- understand and articulate the development and awareness of ethics and business.
- demonstrate the personal qualities necessary for effective management.
- empowered to set up, implement, maintain, and evaluate organisational systems for the educational institution.
- successfully and competently manage the financial resources of the educational institution in a transparent and accountable way.
- understand and apply relevant content knowledge and skills in his/her own educational institution in the management of financial resources.
- engage in effective marketing and fundraising at his/her educational institution.

8.6.6.6 Research in Educational Management

On completion of this component the student will be able to:

- clearly distinguish between research paradigms, methods and designs in the context of qualitative and quantitative research in such a manner that the applicability in each become evident.
- demonstrate thorough theoretical conceptualisation of research methods with reference to types of research suitable to this particular domain of research.
- critically evaluate and draw from the research of others with the aim of informing one's own research.
- write a critical literature review.
- display a thorough understanding of the various data collection and analysis methods in the context of qualitative and quantitative research and one's own research topic.
- write a research report that demonstrates the culmination / representation of theoretical research methodology
- knowledge as well as insight into the practical application.

8.7 Postgraduate Diploma in Management (PGDip (Management))

NQF level: 8   **Credits: 120**

Minimum duration: 1 year

8.7.1   Purpose of The Qualification

The Postgraduate Diploma in Management enables students with relevant work experience and appropriate qualifications to further develop their functional and reflective competencies in management, leadership and administration.

The programme aims to develop an integrated conceptual understanding, synthesis and critical application of specialised qualitative and quantitative issues in management.

The qualification is directed towards students having relevant work experience and occupying middle and senior management positions. It also provides for the accomplishment of research and knowledge management skills.

The Postgraduate Diploma in Management is a postgraduate qualification, which will enable students to develop in-depth, discipline specific skills and applied competence in the private and the public sectors that will provide opportunities for personal intellectual growth, more purposeful employment and making a contribution to society.

The qualification will empower students to solve problems in a focused way and to effectively manage and allocate resources, to communicate effectively and to contribute to knowledge and socio-economic transformation in a responsible and ethical manner.

The Postgraduate Diploma in Management attempts to provide Southern Africa with skilled persons in the private and in the public sectors in order to ensure that the leadership base of innovative and knowledge-based economic activity is strengthened and diversified.

8.7.2   Access To The Qualification

The minimum entrance requirements for admission to the "Postgraduate Diploma in Management" are as follows:

- A Bachelor's Degree, Advanced Diploma or equivalent qualification.
- At least 2 years of work experience and be of a minimum age of 23 years.

Applicants who *do not* meet the minimum requirements for admission to the Postgraduate Degree programme, but have at least 6 years work experience, may apply for admission via Recognition of Prior Learning (RPL).

REGENT Business School reserves the right to conduct an assessment to determine the level of prior learning. RPL and CAT is not applicable to the research component/project of any post graduate programme, i.e. prior learning/achievement in a research component/project will not be accepted for exemption or credits as part of access into or completion of a post graduate programme.

8.7.3 Modular Structure

Semester 1 :

- General Management (20 credits)
- Marketing Management (20 credits)
- Business Research (20 credits)

Semester 2 :

- Financial Management (20 credits)
- Operations and innovation Management (20 credits)
- Economics (20 credits)

8.7.4 Rules of Progression

The minimum duration of the programme is 1 year. A student may register for a maximum of 3 modules per semester. However, a student may register for 4 modules in a semester, provided that at least one of the modules is being attempted for a second time.

8.7.5 Programme Outcomes:

A student attaining the Postgraduate Diploma in Management will be able to:
- apply quantitative methodologies in making work-based decisions
- apply scientific enquiry and research methods
- utilise technology to solve work-based problems
- display research skills in solving work related problems in the management of a range of organisations
- contribute towards the extension of knowledge on business management, leadership and administration
- demonstrate the ability to identify, analyse and solve management and commercial problems
- acquire an understanding of how to manage resources and processes in a business context
- contribute to the resolution of socio-economic problems of a developing southern africa in an ethical and responsible manner

8.7.6 Module Outcomes

8.7.6.1 General Management

On completion of this module the student will be able to:
- critically discuss the roles and functions of managers within complex, dynamic and contemporary environments.
- analyse the POLC framework of management and apply it in business contexts.
- assess the strategic significance of skills required by managers to enhance competitiveness in dynamic, complex and turbulent working environments; and analyse a multiplicity of management challenges & their impact on organisational performance.
- develop a sound understanding of management theories and apply them to the appropriate contexts.

51

- demonstrate a sound understanding of the management environment and evaluate an organisation as a system with value adding elements.
- evaluate the strategic significance of human resource strategies in business and management strategy.
- assess the impact of labour legislation on the organisation.
- evaluate the functions and strategies of organisational culture and critically discuss the link between culture and management; and apply organisational culture related strategies thereof.
- evaluate the impact of change on organisational performance; and apply change management strategies in dynamic and contemporary business landscapes.
- critically discuss the role, forms, models and functions of operations management and apply these strategies thereof.
- assess and apply key quality management systems.
- apply strategies to understand and manage differences between employees across different generational cohorts.
- demonstrate a detailed understanding of the fourth industrial revolution, digital strategy and artificial intelligence and its strategic impact on business.

8.7.6.2   Operations and Innovation Management
On completion of this module the student will be able to:
- understand and reflect on the nature and scope of operations management functions
- understand the strategic role of operations management decisions in the context of the overall objectives of an organisation
- assess the requirements for making decisions related to various aspects of the operations function
- contribute to making managerial decisions in order to ensure the achievement of effective utilisation of resources.
- understand the management of innovation in an organisation

8.7.6.3 Business Research
On completion of this module the student will be able to:
- clearly distinguish between research paradigms, methods and designs in the context of qualitative and quantitative research in such a manner that the applicability in each become evident
- demonstrate thorough theoretical conceptualisation of business research methods with reference to types of research suitable to this particular domain of research
- appropriately identify, and correctly analyse and formulate a business research problem that sufficiently warrants research to be conducted
- critically evaluate and draw from the research of others with the aim of informing one's own research
- write a critical literature review
- display a thorough understanding of the various data collection and analysis methods in the context of qualitative and quantitative research and one's own research topic

- write a research report that demonstrates the culmination / representation of theoretical research methodology knowledge as well as insight into the practical application thereof for the chosen research problem.

8.7.6.4 Marketing Management

On completion of this module the student will be able to:

- design, select, and apply appropriate marketing methods and techniques to investigate complex marketing problems
- demonstrate knowledge of strategies to process and manage information to conduct market intelligence
- identify and recommend qualitative and quantitative market research methods to solve market-related problems
- apply ethics in market research to ensure high ethical standards in marketing campaigns
- distinguish between processes and systems by critically assessing relevant communication campaigns
- propose a fully integrated marketing strategy in the context of achieving organisational objectives

8.7.6.5 Financial Management

On completion of this module the student will be able to:

- analyse the past performance of a business through ratio analysis.
- make long-term decisions on the acceptability of projects using investment appraisal techniques.
- estimate a project's cash flow and business risk, and its suitability for inclusion in a firm's portfolio of investments
- recognise the variety of sources of finance that exist, and appreciate the implications of the usage of each of type.
- use the capital assets pricing model (CAPM) to assess the cost of capital
- understand in detail the management of working capital.

8.7.6.6 Economics

On completion of this module the student will be able to:

- explain the nature of economics.
- explain the fundamentals of microeconomics.
- explain the relationship between a firm's output and its costs.
- differentiate between different market structures in terms of their characteristics, short-run and long-run equilibria/equilibrium.
- understand the concepts of Gross Domestic Product and explain how the performance of an economy is measured.
- explain the relationship between inflation and unemployment.
- understand macroeconomic objectives and explain the various types of economic policy.
- distinguish between expansionary and contractionary economic policies

8.8   Postgraduate Diploma in Islamic Finance And Banking (PGDip (Islamic Finance & Banking))

(Endorsed by the Institute of Bankers)

NQF level: 8   **Credits: 120**

Minimum duration: 1 year

8.8.1   Purpose of The Qualification

The purpose of this programme is to equip students with the necessary knowledge, skills and abilities in order to further their understanding of Islamic Finance and Banking in all forms. It is aimed at providing deeper understanding of Islamic Banking and Finance *vis-à-vis* Conventional Banking. This programme will also assist practitioners in developing a much needed Islamic secondary financial market. The programme has been designed to:

1.   Provide a professional qualification for commerce and finance graduates to initiate a career in the banking sector.
2.   Enhance career opportunities for those who are already in the banking sector but require a professional qualification.

The objectives envisaged for the Programme are:-

- To equip students with such skill and knowledge as are in demand in Islamic financial
  and banking institutions.
- To add to students' knowledge and training in Islamic banking, and Finance etc. as well
  as in Islamic Shari'ah.
- To contribute to knowledge by providing in-depth understanding into Islamic Finance
  and Islamic Banking in the modern world
- To enable students to understand the fundamental principles underlying Islamic
  Finance and Banking.

8.8.2   Access To The Qualification

The minimum entrance requirements for admission to the Postgraduate *Diploma in Islamic Finance, Banking* and Law (PGDIPIFB) programme are as follows:

- A Bachelor's Degree, Advanced Diploma or equivalent qualification.
- At least 2 years of appropriate work experience and be of a minimum age of 23 years.

Applicants who *do not* meet the minimum requirements for admission to the Postgraduate Degree programme, but have at least 6 years work experience, may apply for admission via Recognition of Prior Learning (RPL).
REGENT Business School reserves the right to conduct an assessment to determine the level of prior learning. RPL and CAT is not applicable to the research component/project of any post graduate programme, i.e. prior

learning/achievement in a research component/project will not be accepted for exemption or credits as part of access into or completion of a post graduate programme.

8.8.3 Modular Structure

Semester 1 :

- Introduction to Islamic Economics and Finance (20 credits)
- Islamic Commercial Law and Contracts (20 credits)
- Evolution of interest Based Banking (20 credits)

Semester 2 :

- Islamic Venture Capital and Financial Markets (20 credits)
- Corporate Governance, Regulations and Supervision in Islamic Banks (20 credits)
- Research Methods (20 credits)

Who should do this programme?

The programme is open to all interested in pursuing a career in Islamic finance and banking and those who are currently in the finance and banking industries. The postgraduate qualification will be valuable for those already holding a professional qualification (including a qualification in accounting, finance, or related professions). The Postgraduate Diploma is also suitable for graduates of any discipline with no previous knowledge of finance and who wish to secure a qualification in Islamic Finance and Banking. It is also ideal for those who wish to undertake post-graduate work and whose first degree is in an unrelated field.

8.8.4 Rules of Progression

The minimum duration of the programme is 1 year. A student may register for a maximum of 3 modules per semester. However, a student may register for 4 modules in a semester, provided that at least one of the modules is being attempted for a second time.

8.8.5 Programme Outcomes:

A student attaining the Postgraduate Diploma in Islamic Finance, Banking and Law will be able to:

- communicate clearly with clients and manage stakeholder relationships in an ethical and professional manner.
- demonstrate evidence of self-directed learning.
- demonstrate the ability to critically analyse the fundamentals of Islamic finance and banking.
- critically evaluate the existing Islamic finance and banking products and services vis a vis conventional banking.
- analyse and evaluate the social responsibility features of the interest-free banking system.
- differentiate between interest-free capital markets, Islamic venture capital and islamic financial instruments.
- apply the techniques, methodologies and theories pertaining to Islamic product development issues.
- assess the importance of corporate governance, regulation and supervision in the field of Islamic finance and banking.

- demonstrate a comprehensive and systematic knowledge base of Islamic finance and banking.
- acquire the management skills underlying Islamic finance and banking.

8.8.6   Module Outcomes

8.8.6.1. Islamic Economics and Finance
Upon completion of this module, the student should be able to:
- categorise Islamic Economics concepts
- evaluate the Divine injunctions for a moral economy
- assess the importance of Business Ethics in Islamic Finance and banking
- demonstrate the ability to critically analyse the objectives of Islamic Law

8.8.6.2 Islamic Commercial Law and Contracts
Upon completion of this module, the student should be able to:
- differentiate between early contracts, rules of sales and evolution of Islamic commercial law
- evaluate the concept and rules of loan and debt in terms of Islamic law
- assess the importance of Declining Participation in Usufruct
- critically evaluate the concept of Cost-plus financing

8.8.6.3 Evolution of Interest-Based Banking
Upon completion of this module, the student should be able to:
- analyse the interest-based banking system
- critically review the interest -free Valuation Disciplines of Commodity indexation and Marking-to-the-Market
- critically evaluate the Social Responsibility features of the interest-free Banking System
- categorise and construct the theories, methods and techniques underpinning the Twentieth-Century interest-Free 'Islamic-compliant' banking model as compared to the Twenty-First Century interest-free 'Islamic-based' Banking model
- evaluate the concept of interest in the religious scriptures

8.8.6.4 Islamic Venture Capital and Financial Markets
Upon completion of this module, the student should be able to:
- differentiate between interest-free Capital Markets, Islamic venture capital and Islamic financial markets and instruments
- critically evaluate Islamic funds and unit trusts
- critically review and evaluate the importance of Securitisation and Islamic Bonds
- demonstrate an ability to analyse, evaluate and advise on the various screening methodologies of Islamic investments on the stock exchange

8.8.6.5 Corporate Governance, Regulation and Supervision in Islamic Banks

Upon completion of this module, the student should be able to:

- evaluate the importance of corporate governance, regulations and supervision in the field of banking and finance
- demonstrate the workings of interest-free banking supervision vis-à-vis conventional auditing
- assess the techniques, methodologies and theories pertaining to product development issues
- categorise the intricacies and challenges of conducting interest-free banking in an interest-based environment

8.8.6.6 Research Project

Upon completion of this module, the student should be able to:

- clearly distinguish between research paradigms, methods and designs in the context of qualitative and quantitative research in such a manner that the applicability in each become evident
- demonstrate thorough theoretical conceptualisation of business research methods with reference to types of research suitable to this particular domain of research
- appropriately identify, and correctly analyse and formulate a business research problem that sufficiently warrants research to be conducted
- critically evaluate and draw from the research of others with the aim of informing one's own research
- write a critical literature review
- display a thorough understanding of the various data collection and analysis methods in the context of qualitative and quantitative research and one's own research topic
- write a research report that demonstrates the culmination / representation of theoretical research methodology knowledge as well as insight into the practical application thereof for the chosen research problem.

8.9 Post Graduate Diploma in Accounting (PGDip (Accounting))

NQF Level: 8   **Credits: 120**

Duration: 1 year

8.9.1   Programme Purpose:

The Postgraduate Diploma in Accounting is a 1-year programme that provides necessary knowledge, skills and attributes in order to pass the SAICA board exams. It is aimed at providing a deeper understanding and level of proficiency so that students are able to apply their knowledge to real life or practical applications, which is the manner in which students are assessed in the SAICA board exams.

The main objectives of the PGDA are:

- To familiarise students with the key principles and knowledge of the four core areas of Accounting, Auditing, Managerial Accounting and Finance, and Taxation,
- To equip students with such skill, knowledge and proficiency as is necessary to become a chartered accountant,
- To enable the students to understand the fundamental principles underlying the four core modules including strategy, risk management and governance,
- To assist students to achieve the desired levels of proficiency in the four core modules,
- To equip students with the ability to integrate the different knowledge and competencies, as in practice and real life, the various knowledge bases are interwoven and interrelated,
- To make students aware of the fundamental importance of ethics to the accounting profession,
- To expose students to a variety of contextualized case studies in order for them to develop practical and feasible methods to solve practical problems,
- To expose students to detailed problem rich scenarios so that they have to exercise judgement in choosing between alternative approaches to the problem to determine an appropriate solution.
- To adequately prepare students for the SAICA board exams.

8.9.2   Access To Qualification:

The minimum entrance requirement for admission into the "Postgraduate Diploma in Accounting" is:

- A Bachelor's Accounting or equivalent degree from a SAICA accredited educational institution.

8.9.3   Modular Structure:

- Advanced Financial Accounting   (30 credits)
- Advanced Taxation   (30 credits)
- Advanced Managerial Accounting and Finance   (30 credits)
- Advanced Auditing   (30 credits)

8.9.4   Rules of Progression:

There are no prerequisite modules.

8.9.5   Programme Outcomes :

At the end of the programme, a student will be able to:
- display the necessary competencies to successfully complete the SAICA ITC examination.
- be equipped technically for a career as a chartered accountant.
- demonstrate an advanced understanding of the theories and practices relating to Financial Accounting, Management Accounting, Auditing and Taxation in the context of business and commerce and management.
- demonstrate the ability to communicate in a rational and logical manner
- identify and solve real-world problems pertaining to Financial Accounting, Management Accounting, Finance, Auditing and Taxation in the context of business and commerce and management.
- be able to analyse and evaluate data in order to justify sound and rational decisions.

8.9.6   Module Outcomes

8.9.6.1 Advanced Financial Accounting

Upon completion of this module, the student should be able to:
- decide on the appropriate reporting framework based on the entity's financial reporting regulatory requirements and on the needs of identified stakeholders
- analyse the entity's external financial reporting needs by identifying stakeholders and identifying their group's information and reporting needs
- link financial reporting to other reporting requirements, such as integrated reporting
- develop and evaluate a reporting infrastructure that includes a chart of accounts, journals, ledgers and management reports based on the financial reporting needs of the entity
- establish policies and procedures to ensure the reliability of the processes used to record transactions
- review and analyse information and investigate possible signs of errors, fraud and illegal acts, e.g. inconsistency in data, lack of completeness, unexpected trends
- evaluate the reliability of the processes used in financial reporting
- identify the economic substance of financial transactions in order to correctly identify the appropriate IFRS and accounting treatment
- select accounting policies, within IFRS, that most fairly present the financial situation where there are choices
- understand and incorporate the requirements of new standards into the entity's accounting policies
- analyse and calculate, or evaluate, the accounting for routine and non-routine transactions
- gather the relevant financial information from various sources and prepare financial statements using IFRS
- prepare information to be included in the notes to the financial statements which enhance the fair presentation of the entity's financial performance
- explain the financial information in the context of the entity's operations and activities during the period to stakeholders, using financial statement tools such as ratio and trend analysis

- ensure financial information in the integrated report is aligned with the financial information provided in the detailed annual financial statements
- analyse and prepare consolidated financial statements.

8.9.6.2 Advanced Auditing
Upon completion of this module, the student should be able to:

- analyse, evaluate and advise on an entity's assurance needs
- identify and consider issues relating to a potential client and engagement to assess whether or not to accept an engagement
- utilise the understanding gained of the elements of risk and the decision factors to evaluate the overall risk in accepting the engagement
- understand the prescribed procedures to be followed when accepting a new engagement,
- recognise the circumstances when a new engagement letter is necessary
- identify the factors that affect materiality and is able to assess materiality for the engagement
- undertake risk assessment procedures to obtain / update an understanding of the entity and its environment, including its internal controls
- identify the specific risks that could result in material misstatement of the subject matter, including fraud risk factors
- assesses the risk of material misstatement in the subject matter at the overall and assertion levels
- design effective and efficient procedures based on the engagement's scope and assessed risks
- perform the audit work plan as specified in the programme, applies professional scepticism and understands the need to supervise and review work of junior staff
- prepare documents with sufficient detail to perform the procedures performed and the results of procedures
- develop an appropriate report upon completion of the engagement in accordance with the terms of the engagement, and the applicable statutory, regulatory or professional requirements
- identify and evaluates the risks pertaining to the entity's financial information systems
- evaluate the entity's financial information systems, including the related controls
- design, implement and manage the quality control system in the firm
- identify and respond appropriately to reportable irregularities
- apply and implement the requirements of the Companies Act
- understand the relevance of the Code of Professional Conduct and be able to identify situations to which it applies
- understand and apply the provisions of the King III report on corporate governance
- identify and assess the business risks which may affect an entity
- understand the auditor's rights and duties in terms of the Auditing Profession Act and the IRBA rules.

8.9.6.3 Advanced Managerial Accounting and Finance
Upon completion of this module, the student should be able to:

- gain an understanding of the financial objectives that form part of the entity's finance strategy

- understand the inter-relationship of the financial objectives with the other resources and capitals which impact on the entity's business model
- understand the legal form and structure of the entity including being able to identify ways in which ownership may change
- perform financial analysis, interpret the results, and draw conclusions as to the entity's present and forecasted financial situation
- evaluate the appropriateness and impact of the growth strategies formulated and adopted by the entity
- estimate the value of the business using different valuation methods
- analyse and evaluates any proposed mergers, acquisitions or divesture
- plan and monitor an entity's financing by monitoring cash flow, analysing the entity's working capital and identifying and evaluating sources of funds
- evaluate the entity's cost of capital and capital structure
- manage financial risk as part of the entity's risk management policy by developing and evaluating risk management policies related to financial risk
- evaluate the use of derivatives
- develop or analyse business plans and financial proposals
- appraise capital investment opportunities by evaluating the investment decisions and evaluating the alternative asset specific finance
- identify and advise financially troubled businesses
- identify management's information needs and the entity's key performance indicators
- evaluate the design of the entity's responsibility accounting system
- analyse the financial performance of an entity and make and/or evaluate recommendations for improvement
- design, prepare, analyse and monitor financial budgets and correctly analyse and interpret budget variances
- consider the applicability of a standard costing system and performs detailed variance analysis
- consider the applicability of cost management techniques
- evaluate internal cost allocation and transfer-pricing options
- identify and evaluate financial information relevant to business decisions
- develop and improve appropriate IT infrastructure needed to generate the necessary information
- identify, develop and improve appropriate costing systems in order to meet the information requirements of the entity's control and decision-making processes.

8.9.6.4 Advanced Taxation
Upon completion of this module, the student should be able to:

- analyse the taxpayer's tax profile and identifies general tax issues
- prepare tax calculations and advises on tax matters in accordance with legal requirements
- calculate all aspects of Value Added Tax (VAT)
- calculate wealth taxes including estate duty and donations tax
- calculate other taxes in terms of the Income Tax Act such as withholding and turnover taxes
- identify and discuss specific tax planning opportunities for taxpayers

- apply anti-avoidance legislation
- apply and interpret tax legislation by applying relevant decisions of the courts
- practice effective tax administration
- describes processes and routines required to ensure deadlines are met, including the timely analysis of assessments and reassessments
- appeals against disallowed objections
- collects basic information for the analysis of a taxpayer's profile regarding environmental sustainability matters

8.10 Postgraduate Diploma in Project Management (PGDip (Project Management))

NQF level: 8   **Credits: 120**

Minimum duration: 1 year

8.10.1 Purpose of The Programme

The Postgraduate Diploma in Project Management will provide project management skills and knowledge to persons who have discipline specific knowledge and experience. As organisations are becoming increasingly project based, these skills will enable persons to design and execute multiple projects to operationalise the strategic objectives of the institution. Project management is regarded as a useful competence to deliver products and services on time, within budget and according to predetermined quality specifications. The programme aims to allow students to develop competencies associated with effective project management practices.

8.10.2 Access To The Qualification

The minimum entrance requirements for admission to the "Postgraduate Diploma in Project Management" are as follows:

- A Bachelor's Degree, Advanced Diploma or equivalent qualification.
- At least 2 years of work experience and be of a minimum age of 23 years.

Applicants who do not meet the minimum requirements for admission to the Postgraduate Degree programme, but have the relevant work experience, may apply for admission via Recognition of Prior Learning (RPL).

REGENT Business School reserves the right to conduct an assessment to determine the level of prior learning. RPL and CAT is not applicable to the research component/project of any post graduate programme, i.e. prior learning/achievement in a research component/project will not be accepted for exemption or credits as part of access into or completion of a post graduate programme.

8.10.3 Modular Structure

Programme Structure:

Semester One

- Project Integration Management   (20 Credits)
- Project Procurement and Supply Chain Management   (20 Credits)
- Project Cost Management   (20 Credits)

Semester Two

- Project Leadership   (20 Credits)
- Project Risk Management   (20 Credits)

- Project Quality Management   (20 Credits)

8.10.4   Rules of Progression

The minimum duration of the programme is 1 year. A student may register for a maximum of 3 modules per semester. However, a student may register for 4 modules in a semester, provided that at least one of the modules is being attempted for a second time.

8.10.5   Programme Outcomes:

On completion of this qualification, graduates will be able to:
- communicate effectively and manage stakeholder relationships in an ethical and professional manner.
- demonstrate evidence of self-directed learning.
- analyse and evaluate data in order to justify sound and rational decisions.
- generate and manage projects in an integrated manner to build organisational capacity to successfully execute projects.
- apply appropriate project management techniques and methodologies to real life scenarios.
- display knowledge of corporate governance, risk management, and strategic management.
- analyse scenarios related to identifying and solving problems in the context of project management
- integrate skills and knowledge to produce holistic solutions to real-life problems and challenges

8.10.6   Module Outcomes

8.10.6.1 Project Integration Management
Upon completion of this module, the student should be able to:

- conceptualise and contextualise project management
- conceptualise project phases and project life cycles
- analyse the managing by projects approach
- understand the major project scope management processes
- differentiate between the various major processes in integration management
- apply project integration management tools and techniques

8.10.6.2 Project Procurement and Supply Chain Management
Upon completion of this module, the student should be able to:

- display knowledge of the legislation and policies pertaining to project procurement management
- describe the tendering procedures that have to be followed to establish a purchasing contract
- describe the procurement process
- understand how to utilise the procurement cycle
- develop a procurement schedule

- forecast resource requirements
- smooth resource loading to match requirement with availability
- describe the inventory management process
- expedite project progress

8.10.6.3 Project Cost Management

Upon completion of this module, the student should be able to:

- understand and apply cost estimating
- utilise a range of estimating techniques
- utilise cost estimates for project planning
- compile a project budget
- calculate and analyse key project performance measures
- produce a project cash flow statement
- produce a cost to complete report
- calculate schedule and cost variances
- manage project costs

8.10.6.4 Project Leadership

Upon completion of this module, the student should be able to:

- display insights into leadership style and decision making
- identify sources of and manage interpersonal conflict
- analyse the criteria for project team effectiveness
- understand communication theory
- utilise project meetings and reports for improved effectiveness
- understand the role of the project manager
- display knowledge of how ethics and professionalism impact on project teams
- describe the impact of the political milieu on the project manager

8.10.6.5 Project Risk Management

Upon completion of this module, the student should be able to:

- understand the need for project risk management
- understand the risk management model
- identify risks associated with specific projects
- assess and prioritise identified risks
- develop a risk assessment matrix
- mitigate identified risks
- identify risk trigger events

- undertake effective contingency planning
- develop a disaster recovery plan
- develop a project risk management plan

8.10.6.6 Project Quality Management

Upon completion of this module, the student should be able to:

- conceptualise quality and quality management
- explain the quality management cycle and its impact
- analyse the steps in project quality management
- identify, apply and interpret quality management models, tools and techniques.
- outline and analyse the costs of quality
- understand the benefits of total quality management
- conduct a quality audit

8.11 Postgraduate Diploma in Digital Marketing (PGDip (Digital Marketing))

NQF level: 8   **Credits: 120**

Minimum duration: 1 year

8.11.1 Purpose of The Qualification

The purpose of the Post Graduate Diploma in Digital Marketing qualification is to impart knowledge and skills focusing on the design, build, management and measure of effective digital marketing campaigns that comprise of the core skills of digital marketing, social media, online Public Relations, paid and organic search and measurement programmes.

8.11.2 Access To The Qualification

The minimum entrance requirements for admission to the PGDDM programme are as follows: An appropriate Bachelor's Degree or Advanced Diploma or equivalent qualification, and two years of managerial work experience.

8.11.3 Modular Structure

Programme Structure:

Semester One

- Digital Marketing   (20 Credits)
- Information and Knowledge Management   (20 Credits)
- Leading Digital Business Transformation   (20 Credits)

Semester Two

- Developing Digital Marketing Channels   (20 Credits)
- Social Media Marketing Strategies   (20 Credits)
- Business Research   (20 Credits)

8.11.4 Rules of Progression

The minimum duration of the programme is 1 year. A student may register for a maximum of 3 modules per semester. However, a student may register for 4 modules in a semester, provided that at least one of the modules is being attempted for a second time.

8.11.5 Programme Outcomes

The exit level outcomes below are aligned towards the research stated that shows the demand and needs and skills requirements for Digital Marketers in South Africa:

- Critically assess the impact of digital technologies on the marketing function
- Discuss the strategic benefits and implementation of digital marketing and multi- channel marketing
- Effectively implement information systems to achieve business objectives and goals

- Develop strategies using information systems to harness a competitive edge in digital marketing.
- Developing a transformation framework towards becoming a digital enterprise.
- Understand the terms and tools used to measure and improve digital market effectiveness
- Develop an appropriate process to collect metrics for digital marketing effectiveness
- Assess strategies for developing and organising social media content for digital marketing campaigns
- Examine the impact of social entertainment on digital marketing strategies

8.11.6   Module Outcomes

8.11.6.1 Digital Marketing

Upon completion of this module, the student should be able to:
- develop and implement a digital marketing strategy.
- conduct a situational analysis of the digital marketing environment.
- understand and gain insight into consumer's digital journeys.
- assess the influence of digital marketing on consumer behaviour.
- evaluate online consumer behaviour and its implications for marketing.

8.11.6.2 Information and Knowledge Management

Upon completion of this module, the student should be able to:
- refine and automate business processes using information systems to improve organisational performance.
- establish a set of principles and guidelines to govern ethical and social issues.
- analyse information technology hardware and software trends to meet the demands of an evolving marketplace.
- design and develop a database to improve business performance and decision-making.
- deploy telecommunications, the internet, and wireless technologies to support communication and e-business.
- institutionalise an organisational framework for security and control of the information system.

8.11.6.3 Leading Digital Business Transformation

Upon completion of this module, the student should be able to:
- critically discuss the impact of technological trends on achieving business excellence
- develop a digital capability framework for digital enterprises.
- assess an organisations innovation capability
- develop a transformation framework towards becoming a digital enterprise.
- assess models for achieving information technology excellence
- assess strategies for developing effective knowledge workers for a digital enterprise.

8.11.6.4 Developing Digital Marketing Channels

Upon completion of this module, the student should be able to:

- examine new channel structures created by technology.
- understand terms and tools used to measure and improve digital market effectiveness
- develop an appropriate process to collect measures for digital marketing effectiveness
- identify and develop the activities necessary for managing an online presence.
- evaluate the effectiveness of the different types of digital media channels
- evaluate the advantages and disadvantages of each digital media channel for marketing communications
- assess the suitability of different types of digital media for different purposes.

8.11.6.5 Social Media Marketing Strategies

Upon completion of this module, the student should be able to:

- assess strategies for developing and organising social media content
- examine the impact of social entertainment on digital marketing strategies
- discuss the benefits and impact of social commerce on an organisations activities.
- discuss the role of social media in business research for marketing
- examine strategies for effective social data management
- develop social media metrics.

8.11.6.6 Business Research

Upon completion of this module, the student should be able to:

- clearly distinguish between research paradigms, methods and designs in the context of qualitative and quantitative research in such a manner that the applicability in each become evident
- demonstrate thorough theoretical conceptualisation of business research methods with reference to types of research suitable to this particular domain of research
- appropriately identify, and correctly analyse and formulate a business research problem that sufficiently warrants research to be conducted
- critically evaluate and draw from the research of others with the aim of informing one's own research
- write a critical literature review
- display a thorough understanding of the various data collection and analysis methods in the context of qualitative and quantitative research and one's own research topic
- write a research report that demonstrates the culmination / representation of theoretical research methodology knowledge as well as insight into the practical application thereof for the chosen research problem.

8.12 Postgraduate Diploma in Supply Chain Management (PGDip (Supply Chain Management))

NQF level: 8   **Credits: 120**
Minimum duration: 1 year

8.12.1   Purpose of The Qualification

The Post Graduate Diploma in Supply Chain Management programme seeks to develop skills for professionals and equip them to optimize organization profitability through effective management of supply chain. Ever-increasing customer demands on product price, quality, variety, lead-time, and the need to pursue mass customization have forced companies to focus attention not only on internal operations, but also on ensuring coordinated response on the part of the entire supply chain, including suppliers and distributors. The programme will help participants to sharpen their skills to leverage advantages of a well-managed supply chain. Furthermore, the purpose of such a qualification is to enhance the South African supply chain professional industry and upscale knowledge and skills of students who are aspiring to work in the supply chain ambit.   Students also will have obtained critical-analytical thinking and insight into developing and overseeing supply chain projects from being exposed to current and futuristic trends that is on a global and national level for best practise. This will also challenge higher-ordered thinking to challenge new ideas for better practise.

8.12.2   Access To The Qualification

The minimum entrance requirements for admission to the PGDSCM programme are as follows: An appropriate Bachelor's Degree or Advanced Diploma or equivalent qualification, and two years of managerial work experience.

8.12.3   Modular Structure

Programme Structure:
Semester One

- Strategic Supply Chain Management   (20 Credits)
- Operations Management   (20 Credits)
- Business Research Methods   (20 Credits)

Semester Two

- Purchasing and Supply Chain Management   (20 Credits)
- Global Strategic Supply Chain Management   (20 Credits)
- Logistics in Supply Chain Management   (20 Credits)

8.12.4   Rules of Progression

There are no rules of progression. The minimum duration of the programme is 1 year. A student may register for a maximum of 3 modules per semester. However, a student may register for 4 modules in a semester, provided that at

least one of the modules is being attempted for a second time. All modules are compulsory and must be completed before a student can progress to an NQF 9 qualification

8.12.5 Programme Outcomes

On completion of this qualification, graduates will be able to:

- analyse supply chain concepts and how activities interact within supply chains within familiar and unfamiliar contexts.
- critically assess competition drivers, develop and lead strategic supply chain projects
- select appropriately responsive tools and techniques to achieve optimal supply chain process, value, and service improvements.
- determine and implement best practice project management tools and techniques in supply chain management.
- evaluate demand management and forecasting techniques in the context of supply chain efficiency and responsiveness.
- assess the implications of leadership and change management approaches and techniques and how they impact on lean implementation and lean and agile supply chain strategies
- develop a suitable strategy for implementing lean strategies to achieve sustainable operational and supply chain improvements.
- resolve the complexities inherent in organisation-wide and supply chain projects and lead Lean SCM teams

8.12.6 Module Outcomes

8.12.6.1 Strategic Supply Chain Management

Upon completion of this module, the student should be able to:

- evaluate the strategic purpose of supply chain management and its relationship with tactical and operational decisions in detail
- analyse the challenges facing various industries in design and long-term planning of complex supply chains
- construct and apply a comprehensive range of quantitative techniques for effective supply chain performance analysis
- identify and evaluate emerging initiatives for strategic supply chain management, indicating the impact this will have on supply chain management strategies
- design a supply chain network, illustrating the features making the design appropriate
- examine the effectiveness of integrated supply chain planning and optimisation
- conduct supply chain performance analysis, strategic sourcing and supplier management, and lean supply chains,
- determine sustainable supply chain practices and supply chain uncertainty and comment on the impact of these uncertainties on the sustainability of the supply chain

8.12.6.2 Operations Management

Upon completion of this module, the student should be able to:

- outline the nature and scope of operations management functions and the role this play in supply chain management
- analyse strategic operations & supply problem situations and develop a mastery of balanced technical arguments concerning their solution.
- assess the requirements for making decisions related to each part of the operations function and determine its impact on the supply chain activities of an organisation.
- execute managerial decisions in order to ensure achievement of effective utilisation of resources and how this will lead to a competitive advantage for the organisation's supply chain
- describe the full scope of the influence of operations management decisions on the overall strategic objectives of an organisation
- examine how effective operations strategies are developed and how this features in supply chain management operations

8.12.6.3 Business Research

Upon completion of this module, the student should be able to:

- clearly distinguish between research paradigms, methods and designs in the context of qualitative and quantitative research in such a manner that the applicability in each become evident
- demonstrate thorough theoretical conceptualisation of business research methods with reference to types of research suitable to this particular domain of research
- appropriately identify, and correctly analyse and formulate a business research problem that sufficiently warrants research to be conducted
- critically evaluate and draw from the research of others with the aim of informing one's own research
- write a critical literature review
- display a thorough understanding of the various data collection and analysis methods in the context of qualitative and quantitative research and one's own research topic
- formulate a research report that demonstrates the culmination/representation of theoretical research methodology knowledge as well as insight into the practical application

8.12.6.4 Purchasing and Supply Chain Management

Upon completion of this module, the student should be able to:

- determine the entire scope of purchasing activities and procedures that have to be performed for a purchasing transaction
- identify and align the relevant transaction documents and parties involved to activities in the purchasing procedures
- describe the significance of quality management for purchasing and supply and comment on the risks to mitigate in the absence of high level quality management

- assess how to deal with or eliminate purchasing and supply risks
- examine the impact of e-commerce on purchasing and supply in its entirety

8.12.6.5 Global Strategic Supply Chain Management

Upon completion of this module, the student should be able to:

- describe the significance of global logistics for exporting and importing goods.
- align all relevant transaction documents and parties to form an integrated supply chain framework.
- analyse the importance of the humanitarian logistics in the aid for countries in disaster areas
- evaluate and apply global supply chain management strategies.
- describe the functioning of and evaluate the importance of uninterrupted supply and demand for global market exports.
- describe the transport methods required for goods in a global market.
- provide a comprehensive justification of the importance of customer service in a global context.

8.12.6.6 Logistics in Supply Chain Management

Upon completion of this module, the student should be able to:

- demonstrate an understanding of supply chain management environment and comment on its complexities
- align logistics processes within the supply chain process and describe the process of effective alignment
- illustrate the significance of logistics communications for supply chain management
- examine the impact of information systems on logistics and supply chain management

8.13   Bachelor of Commerce in Law (BCom (Law))

NQF Level: 7   **Credits: 360**

Minimum Duration: 3 Years

8.13.1   Purpose of The Qualification

The REGENT Business School Bachelor of Commerce in Law is a three-year programme that will provide knowledge, specific skills and applied competence in a number of areas traditionally associated with Law that will prepare students to be employable as workers/managers, entrepreneurs and contributors to society and the legal sector. The programme aims to empower aspirant students to develop the skills, knowledge and values needed to execute their duties effectively and contribute to improving service delivery with the aim to develop competent leaders in the law and management field with advanced applied fundamental and generic cross-functional technical knowledge and skills to steer sustainable development, growth and prosperity in the most appropriate direction. The programme content is designed to provide students with graduate-level knowledge, specific skills and applied competence (including the development of graduate attitudes and qualities). The envisaged programme provides opportunities for continued personal intellectual growth, gainful economic activity and for making rewarding contributions to society.

8.13.2   Access To The Qualification

A National Senior Certificate with Bachelor's Degree endorsement or any other NQF 4 qualification or equivalent.

Applicants who ***do not*** meet the minimum requirements for admission to the programme, but have the relevant work experience, may apply for admission via Recognition of Prior Learning (RPL). REGENT Business School reserves the right to conduct an assessment to determine the level of prior learning

8.13.3   Modular Structure

Year 1

Semester modules:

Fundamentals of the South African Legal System	(15 credits)
Business Communication	(15 credits)

Annual modules:

Business Management 1	(30 credits)
Economics 1	(30 credits)
Accounting 1	(30 credits)

Year 2

Semester One modules:

Financial Law	(20 credits)
Business Law	(20 credits)

E-Commerce Law	(20 credits)

Semester Two modules:

Information Systems	(20 credits)
Public Law	(20 credits)
Business Management 201	(20 credits)

Year 3
Semester One modules:

Business Ethics	(20 credits)
Labour Law	(20 credits)
International Business Law	(20 credits)

Semester Two modules:

Taxation	(20 credits)
Property Law	(20 credits)
Consumer Law	(20 credits)

8.13.4   Rules of Progression

The qualification offers opportunities for articulation into the programme for students who have either a senior certificate with degree endorsement or an appropriate higher certificate or 3-year diploma.

The Bachelor of Commerce in Law articulates into a cognate postgraduate qualification at NQF level 8 inclusive of a Postgraduate Diploma or Honours qualification.

Year 1: A student may register for a maximum of 5 modules per year.
Year 2: A student may register for a maximum of 6 modules per year.
Year 3: A student may register for a maximum of 6 modules per year.

However, a student may register for an additional module in a semester/year, provided that at least one of the modules is being attempted for a second time.

A student may only register for a second/third year module when he/she has successfully completed the respective first/second year module

8.13.5   Programme Outcomes

On completion of this qualification graduates will be able to:
- demonstrate well-rounded and systematic knowledge of the structure of the South African legal system and the relationship between the various sub-disciplines of law that comprise our legal system.

- identify and evaluate the basic principles and norms of the modern South African private and mercantile law.
- engage with advanced legal texts pertaining to legislation, court precedent and academic articles to source, identify and select appropriate and relevant information to support and inform statements, recommendations and decisions related to legal and corporate financial position.
- interpret questions of law of an advanced nature, including legal problems encountered in financial planning.
- articulate, contextualise and communicate a legal conundrum and its likely solution in a professional and academically appropriate manner.

8.13.6 Module Outcomes

8.13.6.1 Accounting 1
On completion of this module the student will be able to:
- describe and analyse the concepts, standards and principles of financial accounting as described in the international Financial Reporting Standards for entities.
- identify and analyse accounting data and information using relevant accounting frameworks of an entity.
- describe and apply the double entry accounts system to record an entity's transaction.
- understand and apply the collection, processing and recording of relevant financial accounting data of an entity.
- understand and analyse the accounting treatment and disclosure of non-current assets and current assets in accordance to the accounting framework as outlined in the international Financial Reporting Standards for entities.
- accurately prepare and fairly present financial statements according to the requirements of international Financial Reporting Standards for sole proprietor, partnerships and companies.
- accurately prepare and fairly present the statement of cash flows according to the requirements of international Financial Reporting Standards for entities.

8.13.6.2 Business Communication
On completion of this module the student will be able to:
- demonstrate the knowledge of communication models and the importance of an effective communication process in the context of business.
- discuss the fundamental concepts of verbal communication and apply the core techniques for planning, preparation and delivery within a business.
- successfully interpret and display the correct nonverbal communication cues when communicating in an organisation.
- evaluate the influence of culture and diversity in a business environment.
- demonstrate the suitable techniques when drafting and compiling written communication within a business.
- recognise the influence of technology when communicating in the business sector.
- effectively apply standards and techniques required for employment practice.

- efficiently plan and lead meetings whilst contributing to business discussion.
- recognise the different types, benefits and impact of social media on business communication.
- understand and display knowledge of intercultural communication for good business practice

8.13.6.3 Information Systems

On completion of this module the student will be able to:

- implement data analysis techniques to generate information and knowledge.
- examine the characteristics of quality data.
- assess how organisations are using business intelligence and business analytics to capitalise on the vast amount of data becoming available
- examine why it is critical for business objectives and is activities to be well-aligned through system planning, development, and acquisition.
- develop a general model of an organisation showing how information systems support and work within the automated portions of an organisational process.

8.13.6.4 Business Management 1

On completion of this module the student will be able to:

- describe the fundamental concepts of business management in an organisational environment.
- provide an elementary understanding of the evolution of management theory in relation to current business practice.
- effectively determine the relationships between the organisation and external environmental factors.
- describe the different internal and external factors that may affect a business organisation.
- constructively apply factors of the business environment to a variety of business contexts.
- demonstrate a sound understanding of the four basic management functions.
- display a basic knowledge of management adapting from traditional management methods to the digital age.
- clearly define the terms and concepts relating to supply chain management.
- effectively discuss the roles, responsibilities and activities pertaining to each of the key functions during the different stages of the supply chain process.
- have a rudimentary knowledge of the importance of supply chain management to the business function.
- explain how marketing management creates value in the organisation by providing clear insight into the components of the marketing strategy
- describe the rudimentary functions and concepts pertaining to human resource management within a business.
- provide an elementary understanding of the scope and responsibilities of the financial manager.
- critically discuss types of financial decisions available and determine the evolution of finance through the digital era.
- provide a fundamental understanding of the role, functions and process that encompasses the public relations management function

8.13.6.5 Business Management 201

On completion of this module the student will be able to:

- explain the relationship between organisation and management
- discuss the logic of organising and explain its relationship to other managerial functions
- explain why managers need to make decisions and the way in which decisions need to be made
- describe the nature of communication and its function in an organisation
- define motivation and differentiate between the various theories of motivation
- describe the strategic role of motivation in an organisation
- explain organisational culture and the management thereof
- explain workforce diversity and the management thereof
- demonstrate knowledge of groups and teams in organisations
- describe the negotiation process
- describe and identify the components of political behaviour

8.13.6.6 Economics 1

On completion of this module the student will be able to:

- explain in detail the subject of economics from a theoretical perspective and apply the basic economic problem to the first basic economic model
- determine the typical characteristics and economic arrangement of the world's real economies
- proficiently analyse how buyers and sellers interact with each other to determine the prices and quantities of goods and services in different market systems
- explain in detail and sufficiently differentiate the varying measures of elasticity and how it influences the behaviour of buyers and sellers in a market for a specific good or service
- adequately gauge the measure of satisfaction that a consumer gets from buying a good or service
- examine with the required insight the relationship that exists between inputs used in production and the resulting outputs and costs for firms characterised into the main theoretical market structures
- comprehend how firms would be classified into the different market structures that exist in economic theory and fully explain their equilibrium positions according to their various characteristics as per economic thought
- clearly identify and explain the behaviour of labour, one of the main factors of production and to efficiently demonstrate the behaviour of this factor of production in the labour market when it acts as an intermediary in the buying and selling of an economy's workforce
- proficiently explain the purpose of fiscal policy and monetary policy and how these policies are applied in order to influence the macroeconomic outcomes of a national economy
- demonstrate a thorough understanding of the underlying factors affecting the aggregate demand-aggregate supply model representative of a real economy
- effectively demonstrate the required level of knowledge of key macroeconomic challenges against the background of these challenges also being the key macroeconomic objectives of a national economy

- demonstrate a basic understanding of the theoretical notions, principles and protective measures involved in countries building strong economic links with the rest of the world

8.13.6.7 Taxation

On completion of this module the student will be able to:

- analyse and interpret the definition of gross income in section 1 of the income Tax Act applicable to individuals and businesses.
- calculate, analyse and interpret normal tax applicable to individuals and businesses in terms of the requirements of the income Tax Act.
- understanding and preparing other various types of taxation calculations in order to determine taxation assessments.
- apply knowledge of relevant tax legislation for the purpose of tax administration.
- formulate a tax opinion on various tax avoidance techniques and understand the concept of tax evasion.

8.13.6.8 Business Ethics

On completion of this module the student will be able to:

- display knowledge of general ethics at the advanced level
- explain ethical decision-making and the implications for business.
- explore the field of macro-ethics by emphasising the distinctive features
- demonstrate comprehensive insight into corporate social responsibility by differentiating between the features that make these unique

8.13.6.9 Fundamentals of the South African Legal System

On completion of this module the student will be able:

- recognise the various elements of the fundamentals of the South African legal system: the structure of the state, the foundation and historical development of South African law, the establishment of the Constitution, the Bill of Rights, legal skills and the legal profession in South Africa
- demonstrate insight into how to work with legal problems
- identify the aspects of law in general, the sources, purpose and function of
- law and the subject matter of law
- access and process information in recognising a legal problem and providing a legal opinion based on the law
- demonstrate legal research and practical legal skills

8.13.6.10 E-Commerce Law

On completion of this module the student will be able to :

- explain Internet Law and the legal principles regarding the internet as electronic communications and transactions medium.
- understand international trade law regarding computer technology.

- demonstrate understanding of the law relating to and legal issues arising from the use of electronic communications and computer systems.
- compare and contrast international trends, including the approaches taken in Europe and the United States of America

8.13.6.11 Business Law

On completion of this module the student will be able to:

- explain the Law of Business Entities.
- understand the general principles of the formation and administration and winding up of different forms of business with particular focus on partnerships and companies
- discuss the Law of Contract including the obligation; requirements for a valid contract, viz., consensus, capacity to act, formalities, possibility of performance, legality of performance; obligations arising from agreement; discharge of the obligation; breach of contract and appropriate remedies; cession and extinction of personal rights, representation and authority.
- understand the nature, contents and legal consequences of contracts of sale, lease and suretyship.
- describe other special contracts such as the law of cession (including cession in *securitatem debiti),* law of sale (including the aedilitian remedies, the risk rule and the warranty against eviction); law of lease
- explain Enrichment Liability.
- understand Insolvency Law and sequestration procedures.
- understand Advanced Company Law.
- explain Insurance Law.
- explain Competition Law.
- understand and explain Trusts including the origin, nature and development of the trust; the trust in legal comparative perspective; the formation of a trust and the requirements for a valid trust; the legal position of the trustee; the administration of the trust

8.13.6.12 Property Law

On completion of this module the student will be able to:

- understand the Law of Things
- explain Statutory Law of Things
- describe legal aspects pertaining to donations tax
- understand and describe Estates and estates duty.

8.13.6.13 Consumer Law

On completion of this module the student will be able to:

- read, understand and compare complex legal materials in order to understand and formulate arguments in relation to theoretical debates in the area of consumer law

- select, assess, arrange and apply relevant information in order to structure a complex legal argument in the area of consumer law
- analyse and solve complex practical problems relating to topics such as compliance notices, various fundamental consumer rights and alternative dispute resolution in the area of consumer law.
- work effectively with others, as a member of a group, in order to solve complex problems relating to the area of consumer law.

8.13.6.14 Labour law

On completion of this module the student will be able to:

- distinguish between an employee and an independent contractor.
- describe the Basic Conditions of Employment Act, 75 of 1997.
- describe the Employment Equity Act, 55 of 1998.
- explain the common law principles of employment agreements.
- explain and apply the principles of "misconduct" as a ground justifying dismissal with reference to "good reason", "specific acts of misconduct" and "elements of a fair hearing".
- explain the concept of discrimination as far as it relates to the question of unfair labour practices.
- resolve labour disputes.
- advise clients on the obligations of employers and the rights of employees in terms of labour legislation.

8.13.6.15 International Business Law

On completion of this module the student will be able to:

- understand the introduction to international law including an overview of the fundamental principles governing international relations; the subjects of international law; the sources of international law;
- describe the legal regime created by the World Trade Organisation.
- explain comparative company law; company structures and principles in English-law systems (including South Africa); company structures and principles in other European legal systems
- understand the history and operation of the system of rules that South African courts apply to determine which legal system governs a dispute with a foreign element
- explain the law relating to the carriage of goods.

8.13.6.16 Financial Law

On completion of this module the student will be able to:

- understand banking including bank-client relationship; cheques and bills of exchange; domestic and international supervision of bank
- explain and understand the concept of negotiability; parties; signature and delivery; transfer of negotiable instruments; the holder in due course; absolute and relative defences; discharge; cheques.
- understand and explain the different kinds of negotiable instruments
- explain and describe international methods of payments.

8.13.6.17 Public Law

On completion of this module the student will be able to:

- understand basic principles of Public Law

- explain the content, scope and application of specific rights in the Bill of Rights

- describe Administrative Law including the foundation and sources of Administrative Law; the administrative law relationship; different types of administrative acts; requirements for validity of administrative acts.

- explain the constitutional right of access to information and accompanying legislation

- understand the nature of public procurement and the purposes of public procurement regulation both locally and internationally.

8.14 Bachelor of Commerce (BCom (General))

NQF: Level 7   **Credits: 360**

Minimum duration: 3 years

8.14.1 Purpose of The Qualification

The primary purpose in establishing this programme is to provide learning opportunities for a very large group of successful matriculants who are unable to study on a fulltime basis. The programme also caters for adults, who may or may not be in full time employment.

The programme also provides a convenient and appropriate avenue into business management studies and eventual vocations for students who are seeking employment.

8.14.2 Access To The Qualification

The minimum entrance requirements for admission to the "*Bachelor of Commerce Degree*" programme are as follows:

- A National Senior Certificate with Bachelor's Degree admission, any other NQF 4 qualification or equivalent.

Applicants who *do not* meet the minimum requirements for admission to the Bachelor's Degree programme, but have at least 6 years' relevant work experience, may apply for admission via Recognition of Prior Learning (RPL). REGENT Business School reserves the right to conduct an assessment to determine the level of prior learning.

8.14.3 Modular Structure

Year 1:

- Economics 1   (30 credits)
- Business Management 1   (30 credits)
- Accounting 1   (30 credits)
- Business Communication 101   (15 credits)
- Statistics 102   (15 credits)

Year 2:

- Business Management 2   (30 credits)
- Commercial Law 201   (15 credits)
- Information Systems 202   (15 credits)

   Electives (Two modules from):
- Accounting 2   (30 credits)
- Economics 2   (30 credits)
- Health Management 2   (30 credits)

•	Supply Chain Management 2	(30 credits)
•	Information Technology 2	(30 credits)
•	Project Management 2	(30 credits)
•	Risk Management 2	(30 credits)
•	Business Intelligence 2	(30 credits)
•	Digital Leadership 2	(30 credits)
•	Digital Marketing 2	(30 credits)
•	Human Resource Management 2	(30 credits)

Year 3:

•	Business Management 3	(30 credits)
•	Entrepreneurship 301	(15 credits)

One of:

•	International Business 302	(15 credits) or
•	Taxation 302	(15 credits)

Electives (2 modules continued from Year 2):

•	Accounting 3	(30 credits)
•	Economics 3	(30 credits)
•	Health Management 3	(30 credits)
•	Human Resource Management 3	(30 credits)
•	Supply Chain Management 3	(30 credits)
•	Information Technology 3	(30 credits)
•	Project Management 3	(30 credits)
•	Risk Management 3	(30 credits)
•	Business Intelligence 3	(30 credits)
•	Digital Leadership 3	(30 credits)
•	Digital Marketing 3	(30 credits)

8.14.4 Rules of Progression:

Year 1: A student may register for a maximum of 5 modules per year.

Year 2: A student may register for a maximum of 5 modules per year.

Year 3: A student may register for a maximum of 5 modules per year.

However, a student may register for an additional module in a semester/year, provided that at least one of the modules is being attempted for a second time. A student may only register for a second/third year module when he/she has successfully completed the respective first/second year module. A student may only register for Taxation 302, when he/she registers for Accounting 3

8.14.5 Programme Outcomes

Upon attainment of a Bachelor of Commerce Degree students will be able to:

- display the necessary knowledge, skills, attitudes and applied competence to enable them to
- demonstrate administrative proficiency
- display knowledge of management in general
- apply skills of rational judgement and planning
- recognise and appreciate changes within organisations
- make appropriate use of information technology
- analyse and solve operational problems
- display skills for the recording and processing of information
- display ethical behaviour in a corporate management context
- possess the functional competence of a graduate to proceed to middle management level within an organisation

8.14.6 Module Outcomes:

8.14.6.1 Accounting 1

On completion of this module the student will be able to:

- describe and analyse the concepts, standards and principles of financial accounting as described in the international Financial Reporting Standards for entities.
- identify and analyse accounting data and information using relevant accounting frameworks of an entity.
- describe and apply the double entry accounts system to record an entity's transaction.
- understand and apply the collection, processing and recording of relevant financial accounting data of an entity.
- understand and analyse the accounting treatment and disclosure of non-current assets and current assets in accordance to the accounting framework as outlined in the international Financial Reporting Standards for entities.
- accurately prepare and fairly present financial statements according to the requirements of international Financial Reporting Standards for sole proprietor, partnerships and companies.
- accurately prepare and fairly present the statement of cash flows according to the requirements of international Financial Reporting Standards for entities.

8.14.6.2 Accounting 2

On completion of this module the student will be able to:

- understand and apply the framework for financial reporting in South Africa and how to apply the framework to specific International Financial Reporting Standards (IFRS) for business reporting.
- evaluate performance measurement in financial reporting according to International Financial Reporting Standards (IFRS) for entities.

- account for the assets and liabilities and their specific accounting treatment as presented in the International Financial Reporting Standards (IFRS) for a company.
- understand the basic principles of group accounting and consolidations
- apply and compile statements and reports applicable to managerial accounting techniques for a company.

8.14.6.3 Accounting 3

On completion of this module the student will be able to:

Fully comprehend and interpret the sections listed below that are based on International Accounting Standards Statements (IAS):

- Taxation and Deferred taxation
- Accounting policies, estimates
- Provisions, contingencies and post balance sheet events
- Revenue recognition
- Property, plant and equipment
- Impairment of assets
- Leases
- Investment properties
- Intangible assets
- Foreign currency transactions
- Financial instruments
- Government grants and government assistance
- Describe the importance and relevance of Corporate Governance in business
- Identify and use key factors in making capital investment decisions

8.14.6.4 Business Communication 101

On completion of this module the student will be able to:

- demonstrate the knowledge of communication models and the importance of an effective communication process in the context of business.
- discuss the fundamental concepts of verbal communication and apply the core techniques for planning, preparation and delivery within a business.
- successfully interpret and display the correct nonverbal communication cues when communicating in an organisation.
- evaluate the influence of culture and diversity in a business environment.
- demonstrate the suitable techniques when drafting and compiling written communication within a business.
- recognise the influence of technology when communicating in the business sector.
- effectively apply standards and techniques required for employment practice.
- efficiently plan and lead meetings whilst contributing to business discussion.

- recognise the different types, benefits and impact of social media on business communication.

- understand and display knowledge of intercultural communication for good business practice.

8.14.6.5 Human Resource Management 2

On completion of this module the student will be able to:

- critically discuss the importance of human resource planning.

- elaborate on the process of job analysis

- evaluate the process and methods of recruitment and selection.

- describe the impact of technology on recruitment, selection, and talent management

- understand the foundation and history of labour relations.

- discuss the employment relationship and the various role-players within this relationship.

- describe and evaluate the essential aspects of the relevant legislations affecting employment.

- demonstrate and apply an understanding of the Labour Relations Act.

- evaluate the relationship between labour relations and the various human resource management functions.

8.14.6.6 Human Resource Management 3

On completion of this module the student will be able to:

- define strategic HRM

- explain the relationship between strategic HRM and competitive advantage

- explain why performance appraisal and feedback is a crucial activity

- describe the components of the performance management cycle

- discuss the relationship between HRM strategy and organisational effectiveness

- discuss factors affecting HRM in global markets

- distinguish between different types of incentive systems

- describe the major performance appraisal methods

- recognise common evaluation problems

- evaluate performance appraisal programmes

- explain the 360 degree performance evaluation and what it measures

- define compensation and incentives

- explain the objectives of performance appraisal

8.14.6.7 Commercial Law 201

On completion of this module the student will be able to:

- discuss fundamental principles of the South African legal system, which are generally applicable to commercial law.

- recognise the role of general contract principles within the context of the various contracts that are concluded as part of everyday life.

- interpret and apply knowledge to various contracts created.
- develop a clear understanding of how specific contracts of law relate to commercial law within a business context and reflect on the impact of contracts in varied business contexts.
- identify and explain the different legislation that may provide possible remedies to problems within commercial law.
- discuss the basic principles of employment law, competition and intellectual property law as they exists within the commercial environment

8.14.6.8 Information Systems 202

On completion of this module the student will be able to:
- implement data analysis techniques to generate information and knowledge.
- examine the characteristics of quality data.
- assess how organisations are using business intelligence and business analytics to capitalise on the vast amount of data becoming available
- examine why it is critical for business objectives and is activities to be well-aligned through system planning, development, and acquisition.
- develop a general model of an organisation showing how information systems support and work within the automated portions of an organisational process.

8.14.6.9 Business Management 1

On completion of this module the student will be able to:
- describe the fundamental concepts of business management in an organisational environment.
- provide an elementary understanding of the evolution of management theory in relation to current business practice.
- effectively determine the relationships between the organisation and external environmental factors.
- describe the different internal and external factors that may affect a business organisation.
- constructively apply factors of the business environment to a variety of business contexts.
- demonstrate a sound understanding of the four basic management functions.
- display a basic knowledge of management adapting from traditional management methods to the digital age.
- clearly define the terms and concepts relating to supply chain management.
- effectively discuss the roles, responsibilities and activities pertaining to each of the key functions during the different stages of the supply chain process.
- have a rudimentary knowledge of the importance of supply chain management to the business function.
- explain how marketing management creates value in the organisation by providing clear insight into the components of the marketing strategy
- describe the rudimentary functions and concepts pertaining to human resource management within a business.
- provide an elementary understanding of the scope and responsibilities of the financial manager.

- critically discuss types of financial decisions available and determine the evolution of finance through the digital era.

- provide a fundamental understanding of the role, functions and process that encompasses the public relations management function

8.14.6.10 Business Management 2

On completion of this module the student will be able to:

- explain the relationship between organisation and management
- discuss the logic of organising and explain its relationship to other managerial functions
- explain why managers need to make decisions and the way in which decisions need to be made
- describe the nature of communication and its function in an organisation
- define motivation and differentiate between the various theories of motivation
- describe the strategic role of motivation in an organisation
- explain organisational culture and the management thereof
- explain workforce diversity and the management thereof
- demonstrate knowledge of groups and teams in organisations
- describe the negotiation process
- describe and identify the components of political behaviour

8.14.6.11 Business Management 3

On completion of this module the student will be able to:

- explain the management task of leading
- evaluate various leadership theories and models
- explain the strategic management process
- evaluate the importance of the control function in organisations
- outline the principles, practice and techniques of Total Quality Management (TQM).
- apply change management strategies
- discuss the role of Corporate Social Responsibility (CSR) in the business environment
- apply the principles of business ethics
- discuss the role of corporate governance

8.14.6.12 Entrepreneurship 301

On completion of this module the student will be able to:

- examining entrepreneurship evolution.
- critically determining the importance of the location of an enterprise.
- analysing the strategies that drive successful entrepreneurship.
- critically determining the viability of business ideas.
- describing the elements of a business plan.

- identifying the forms of legal requirements of businesses.
- examining the importance of small business to an economy.
- critically discuss the concept of franchising and its infusion into digitalisation.
- critically identifying turnaround measures due to business failure

8.14.6.13 Economics 1

On completion of this module the student will be able to:

- explain in detail the subject of Economics from a theoretical perspective and apply the basic economic problem to the first basic economic model
- determine the typical characteristics and economic arrangement of the world's real economies
- proficiently analyse how buyers and sellers interact with each other to determine the prices and quantities of goods and services in different market systems
- explain in detail and sufficiently differentiate the varying measures of elasticity and how it influences the behaviour of buyers and sellers in a market for a specific good or service
- adequately gauge the measure of satisfaction that a consumer gets from buying a good or service
- examine with the required insight the relationship that exists between inputs used in production and the resulting outputs and costs for firms characterised into the main theoretical market structures
- comprehend how firms would be classified into the different market structures that exist in economic theory and fully explain their equilibrium positions according to their various characteristics as per economic thought
- clearly identify and explain the behaviour of labour, one of the main factors of production and to efficiently demonstrate the behaviour of this factor of production in the labour market when it acts as an intermediary in the buying and selling of an economy's workforce
- proficiently explain the purpose of fiscal policy and monetary policy and how these policies are applied in order to influence the macroeconomic outcomes of a national economy
- demonstrate a thorough understanding of the underlying factors affecting the aggregate demand-aggregate supply model representative of a real economy
- effectively demonstrate the required level of knowledge of key macroeconomic challenges against the background of these challenges also being the key macroeconomic objectives of a national economy
- demonstrate a basic understanding of the theoretical notions, principles and protective measures involved in countries building strong economic links with the rest of the world

8.14.6.14 Economics 2

On completion of this module the student will be able to:

- understand fully the concepts of demand, supply, output, income, expenditure and price levels
- understand the processes and outcomes of macro policy making in South Africa, and their impact on the individual firm
- grasp the circular flow of economic activity in open and closed economies in the context of classical Keynesian and neo-Keynesian theories

- engage in the debate of Growth vs. Development

- demonstrate a relationship of macro to microeconomic factors in reaching management decisions for private firms

- explain the concepts of money, money supply, and measures of money. Grasp basic theories of money and the meaning, significance and role of monetary policy

- analyse the South African banking structure, and its role and impact on organisations

- understand the process, role and impact of monetary policy formulation in South Africa

- provide a brief overview of monetary policies in other countries, of the world bank, and of the IMF

- understand the meaning and role of fiscal policy and its role in the modern economy

- describe the workings of the fiscal tools such as taxation, expenditure, and borrowing

- analyse the role and impact of fiscal policy in South Africa

- analyse recent national, provincial and local budgets and understand their economic impact on a manager's decision making at the organisational level

8.14.6.15 Economics 3

On completion of this module the student will be able to:

- understand the basis of the trade and why trade is inevitable

- understand the problem of comparative cost differences and purchasing power parity, and their relevance in the modern economy

- explore, with the help of examples, the workings of foreign exchange rates, their determination and fluctuation, and relate concepts such as arbitrage, hedging and speculation

- understand the implications of foreign trade for the domestic economy through considering the role of imports and exports, their impact on domestic prices, arguments for free or protected trade, and the statement of the balance of payments

- analyse different statements of the balance of payments and to understand their impact on the organisation and the work environment

- become familiar with economic issues of a local, regional, national, and global nature

- analyse a range of economic issues and problems from a historical, current and futuristic perspective

- demonstrate a sufficient grasp of the global economy to be able to analyse its impact on the local economy

8.14.6.16 International Business 302

On completion of this module the student will be able to:

- gain an insight into managerial implications involved in international business by making important theories accessible and interesting to students

- explain how and why the world's countries differ, present a thorough review of the economics   and politics of international trade and investment

- explain the functions and form of the global monetary system

- examine the strategies and structures of internal businesses

- assess the special roles of an international business's various functions
- identify factors that make up the external & internal business environment
- discuss the advantages & disadvantages of globalisation
- describe the nature & drives of globalisation
- identify distinctive social & cultural factors affecting business
- identify legal issues & explain how they affect international business
- analyse the impact of political environments on international business
- appreciate the role of international competitive advantage in global strategies

8.13.6.17 Health Management 2

On completion of this module the student will be able to:

- understand healthcare financial management
- develop practical approaches to management and leadership in the modern context of the industry
- know how to allocate and manage resources
- engage in planning and policy development
- know how to manage performance using quality standards, how to monitor progress and how to improve service delivery

8.14.6.18 Health Management 3

On completion of this module the student will be able to:

- identify the relationship between epidemiology and healthcare policy and planning
- apply scientific methods to solving health care management problems in a practical setting
- discuss the different methods of quality assurance and promotion in healthcare situations
- explain performance monitoring in relation to the evaluation of patient care, and physician and provider performance

8.14.6.19 Statistics 102

On completion of this module the student will be able to:

- demonstrate the ability to use accurate mathematical calculations in statistical analysis
- describe in details the importance of statistics techniques in business research
- perform accurate statistical analysis and extract additional relevant information for business research
- manipulate collected data through various statistical methods to generate useful information to support management decisions
- conduct an accurate assessment of the validity of statistical findings and the relevance and reliability of results for business decision makers

8.14.6.20 Taxation 302

On completion of this module the student will be able to:

- calculate various types of tax such as normal tax, secondary tax on companies, donations tax, capital gains and losses, estate duty and value added tax
- analyse and interpret information for the purposes of tax calculations
- explain the concepts and rationale behind tax legislation

8.14.6.21 Information Technology 2

On completion of this module the student will be able to:

- implement data analysis techniques to generate information and knowledge.
- examine the characteristics of quality data.
- assess how organisations are using business intelligence and business analytics to capitalise on the vast amount of data becoming available
- examine why it is critical for business objectives and is activities to be well-aligned through system planning, development, and acquisition.
- develop a general model of an organisation showing how information systems support and work within the automated portions of an organisational process.

8.14.6.22 Information Technology 3

On completion of this module students will be able to:

- ensure that the student knows and understands the systems development life cycle and can explain every facet of it.
- ensure that the student can explain the concepts, skills, methodologies and techniques used in the structured analysis and design.
- ensure that the student can utilize tools for analysis, design and development of the system.
- ensure that the student can explain the basics characteristics of an object-oriented system.
- assist the student in the analysis and design of an object-oriented system.
- understand what software engineering is and why it is important
- understand the basic principles of software engineering
- understand that the development of different types of software systems may require
- different software engineering techniques
- understand some ethical and professional issues that are important for software engineers
- expose students to the basic principles involved in the legal- and ethical side of IT. This is done
- prepare a student to act as a professional person in the IT industry.
- develop a better understanding of the human aspects of IT, specifically the ethical aspect in Software.
- appreciate the ethical behaviour of a professional person in the IT industry
- develop a basic understanding of the legal issues involved in IT
- understand and apply the basic principles of information security.

8.14.6.23 Project Management 2

On completion of this module students will be able to:

- to understand the roles, skills and techniques a project manager uses.
- to be able to define the objectives and scope of a project.
- to communicate with all stakeholders in the project.
- to plan, control and allocate the project schedule and resources.
- to implement and assist with basic project monitoring and control

8.14.6.24 Project Management 3

On completion of this module students will be able to:

- be equipped with specific knowledge on effective management of the constraints in project management, namely scope, cost, quality and time.
- apply common techniques and tools used in project management to manage scope, time, cost and quality.
- Show leadership skills to ensure proper management of human resources in project management.
- become familiar with project resource management, including project financial management.
- provide knowledge on tools and techniques to ensure effective project communication and risk management.
- explore the concept of quality in the project management domain
- provide insights into the evolution of quality and its contemporary application
- provide knowledge on project quality planning and project quality assurance
- introduce tools for managing project quality
- develop an understanding of the issues, possibilities and challenges in the field of project quality management

8.14.6.25 Supply Chain Management 2

On completion of this module students will be able to:

- understand and appreciate the importance of supply chain management
- discuss and apply the importance of balancing supply and demand in an organisation
- discuss and understand the role of customers in the design process
- understand the main objectives and importance of goods in service design
- identify and explain the different types of process structures for manufacturing
- identify and explain the different types of process structures for services
- apply the concepts of process and industrial engineering to an organisation
- understand the strategic implications of forecasting within supply chain management
- identify the requirements of an accurate forecast and what constitutes an accurate forecast
- understand the importance of forecasting in balancing supply with demand
- evaluate qualitative versus quantitative forecasting
- describe and comment on requirements for effective inventory management
- understand reasons for holding inventory
- distinguish between and discuss inputs and outputs in an mrp system

- describe objectives of dependent and independent demand
- explain the importance of erp systems and evaluate how they can assist an organisation to improve its performance
- appreciate the importance to an entity of capacity planning
- understand the need for strategic capacity decisions and what they entail
- understand what aggregate planning and short term scheduling refer to.
- identify decision variables which play a role in aggregate planning
- understand scheduling and the importance of short term scheduling
- describe the influence of demand and supply on scheduling
- understand the importance of lean systems of operation to an entity to operate more efficiently and reduce waste
- appreciate the importance of quality management and discuss the tools to manage quality.
- appreciate and discuss the importance of quality management and discuss the tools to manage quality.
- discuss describe quality spheres
- evaluate and explain the function of each quality tool

8.14.6.26 Supply Chain Management 3
On completion of this module students will be able to:
- develop an understanding of strategic sourcing
- develop competence in analyzing key aspects of sourcing and supply chain management
- develop critical thinking skills in terms of strategic sourcing within organisations
- provide insight into the global issues surrounding sourcing
- identify and explain logistics and supply chain related concepts and terms that are relevant to managing the supply chain
- demonstrate an understanding of the evolution of supply chain management over the years, and discuss the modern academic perspective of the supply chain
- understand material and information flows
- explain the basic concepts relating to supply chains.
- define a supply chain and understand material, and information flows
- demonstrate an understanding of the modern academic perspective of the supply chain.
- develop and manage channels of supply and distribution
- integrate the supply chain with transport, purchasing, manufacturing, and storage
- improve customer service
- describe major challenges to effective supply chain management, including organisational silos, the bullwhip effect, and trade-offs
- integrate management information systems (mis) with the supply chain.
- outline the strategic planning processes.
- apply integrated supply chain management

- principles on a strategic management level

8.14.6.27 Risk Management 2

On completion of this module students will be able to:

- establish the context under which organisations operate.
- identify risks by documenting the conditions and events that represent material threats to the achievement of organisational objectives
- analyse identified risks by creating probability distribution of outcomes for each material risk
- assess and prioritise risks by determining the contribution of each risk to the aggregate risk profile
- understand risk mitigation processes for controlling risk
- contribute to monitoring and reviewing the risk environment

8.14.6.28 Risk Management 3

On completion of this module students will be able to:

- perform quantitative risk analysis using risk management techniques
- identify risk management errors
- utilise tools to improve risk management
- analyse the impact of the organisation system on the risk situation
- distinguish between quantitative and qualitative risk analyses methods
- develop risk mitigation strategies
- monitoring and reviewing risk management strategies

8.14.6.29 Business Intelligence 2

On completion of this module students will be able to:

- examine and assess the business implications of big data
- conduct network analysis and social media; and risk, modelling, and optimisation, and will apply these skills to solve business problems with a functional strategy
- investigate appropriate technology that enables the transformation of data into useful information
- develop skills to collect, analyse and interpret data with regards to strategic data planning and management
- determine appropriate strategies for databases and data warehousing
- evaluate data mining techniques and machine learning techniques

8.14.6.30 Business Intelligence 3

On completion of this module students will be able to:

- determine how an organization collects data for decision making.
- examine predictive models for data analysis.
- interpret results from the predictive analysis of a data set to inform organizational decision making.
- apply predictive modelling tools and techniques to solve a complex business problem.

- elaborate on the role and relationships of Cognitive Computing within the network of closely related scientific domains, professional fields and courses of the faculty (e.g., Artificial Intelligence, Semantic and Agent Technologies, Big Data Analytics, Semantic Web and Linked Data; Cloud Computing, Internet of Things
- deliberate on major theories, methods and algorithms used within cognitive computing services with particular focus on Deep Learning technology
- determine text analytics and understand the need for text mining
- examine text analytics, text mining, and data mining
- elaborate on the different application areas for text mining

8.14.6.31 Digital Leadership 2
On completion of this module students will be able to:
- assess the impacts of digitisation on the organisation's external and internal environment.
- examine the digital innovation and transformation framework.
- determine the drivers, objects, and impacts of digitisation.
- determine the processes of digitisation.
- assess the importance of structure and governance in formulating digitisation strategies.
- evaluate people and skills strategies to ensure skills are matched to organisational digitisation strategies.
- examine the impact of culture on digitisation strategy.
- assess digital technology as drivers of digitisation.

8.14.6.32 Digital Leadership 3
On completion of this module students will be able to:
- demonstrate a thorough understanding of the Evolving Role of "Leadership" in organisations
- understand the need for an accommodating Organisational Culture as a driver for Effective Digital Leadership
- understand the Role of Business Intelligence in Business Decision Making
- understanding Situational Leadership Applications
- determine the drivers, objects and impact of digitisation and its overall impact on Leadership Dynamics
- understand the implicit need for Critical 21st Century Skills in developing a future fit leadership focus
- assess digital technology as drivers of digitisation

8.14.6.33 Digital Marketing 2
On completion of this module students will be able to:
- determine and execute an appropriate digital marketing strategy.
- utilise a situational analysis of the digital marketing environment.
- determine and analyse insight into consumer's digital journeys.
- examine the influence of digital marketing on consumer behaviour.
- determine opportunities and threats arising from digital media and technology platforms.
- determine the impact on business and revenue models by digital markets

8.14.6.34 Digital Marketing 3

On completion of this module students will be able to:

- understand what social media is, the various channels through which it operates, and its role in marketing strategy
- use principles of consumer and social psychology to develop social media content and campaigns that engage consumers
- develop and implement a digital marketing strategy.
- assess strategies for developing and organising social media content
- develop a transformation framework towards becoming a digital enterprise
- examine the impact of social entertainment on digital marketing strategies
- evaluate online consumer behaviour and its implications for marketing

8.15 Bachelor of Commerce in Accounting (BCom (Accounting))

NQF: Level 7   **Credits: 360**

Minimum duration: 3 years

8.15.1 Purpose of The Qualification

The REGENT Business School Bachelor of Commerce in Accounting (BCOMACT) Degree is a 3 year programme that focuses on equipping and developing students to be able to function in a wide range of financial and accounting tasks and to be able to function and add value in private and public sectors.

The BCom in Accounting Degree will empower students with skills and competencies necessary to function in both the private and public sector environments. This qualification will also cater for the career and economic needs of students and prepare students for further postgraduate study.

The qualification aims to develop a student with:

- advanced knowledge in a range of core disciplines, including business ethics, auditing, management accounting and finance, statistics, accounting taxation and commercial law
- forefront knowledge and expertise in information systems.
- financial information vital in the organisational structures to management for decision making.
- competency and skills related to general management principles of planning, organising, leading and control.
- an understanding of theories and practices pertaining to Auditing in the field of commerce and management studies.

8.15.2 Access To The Qualification

The minimum entrance requirements for admission to the "*Bachelor of Commerce in Accounting Degree*" programme are as follows:

- A National Senior Certificate with Bachelor's Degree endorsement
- any other NQF 4 qualification or equivalent.

Applicants who do not meet the minimum requirements for admission to the Bachelor's Degree programme, but have the relevant work experience, may apply for admission via Recognition of Prior Learning (RPL). REGENT Business School reserves the right to conduct an assessment to determine the level of prior learning.

8.15.3 Modular Structure

Year 1 (new structure - 2024)

Semester Modules   **Prerequisites:**

- Business Mathematics 101   (10 credits)

- Business Statistics 102   (10 credits)
- Digital Literacy 101   (10 credits)
- Digital Literacy 102   (10 credits)
- Business Management 101   (10 credits)
- Business Management 102   (10 credits)
- Business communication 101   (10 credits)
- Commercial Law 102   (10 credits)

Annual Modules

- Accounting 1   (20 Credits)
- Economics 1   (20 Credits)

Year 2 (new structure - 2025)

Semester Modules		**Prerequisites:**
Ethics 202	(12 credits)	
Accounting Information Systems 201	(12 credits)	Digital Literacy 101 and 102
Accounting Information Systems 202	(12 credits)	Accounting Information Systems 201
Corporate Law 201	(12 credits)	
Taxation 201	(12 credits)	Financial Accounting 1
Auditing 202	(12 credits)	Financial Accounting 1

Annual Modules

Management Accounting and Finance 2	(24 Credits)	Financial Accounting 1, Business Mathematics 101 and Business Statistics 102
Financial Accounting 2	(24 Credits)	Financial Accounting 1

Year 3 (new structure - 2026)

Annual Modules		**Prerequisites:**
Management Accounting and Finance 3	(30 Credits)	Management Accounting and Finance 2
Auditing 3	(30 Credits)	Auditing 2
Financial Accounting 3	(30 Credits)	Financial Accounting 2
Taxation 3	(30 credits)	Taxation 2

100

Year 2 (old structure – 2024)

Semester Modules

- Accounting Information Systems 202   (15 Credits)
- Ethics 201   (15 Credits)

Annual Modules

- Management Accounting and Finance 2   (30 Credits)
- Auditing 2   (30 Credits)
- Financial Accounting 2   (30 Credits)

Year 3 (old structure – 2025)

Annual Modules

- Management Accounting and Finance 3   (30 Credits)
- Auditing 3   (30 Credits)
- Financial Accounting 3   (30 Credits)
- Taxation 3   (30 credits)

8.15.4 Rules of Progression:

Year 1: A student may register for a maximum of 5 modules per year.

Year 2: A student may register for a maximum of 5 modules per year.

Year 3: A student may register for a maximum of 4 modules per year.

A student may register for an additional module in a semester/year, provided that at least one of the modules is being attempted for a second time.

A student may only register for a second or third year module when he/she has successfully completed the respective first or second year module.

8.15.5 Programme Outcomes

Upon attainment of a Bachelor of Commerce in Accounting Degree students will be able to:

- Demonstrate foundational knowledge in a range of core disciplines, including business ethics, mathematics, statistics, accounting, taxation and commercial law.
- Demonstrate specialist forefront knowledge and expertise in information systems.
- Provide accurate financial information vital in the organisational structures to management for decision making.
- Apply competence and skills related to general management principles of planning, organising, leading and control.

- Demonstrate an understanding of theories and practices pertaining to Auditing the field of commerce and management studies.

8.15.6 Module Outcomes Year 1 (new structure – 2024)

8.15.6.1 Business Statistics 102

On completion of this module students will be able to:

- demonstrate the ability to use accurate mathematical calculations in statistical analysis
- describe in details the importance of statistics techniques in business research
- perform accurate statistical analysis and extract additional relevant information for business research
- manipulate collected data through various statistical methods to generate useful information to support management decisions
- conduct an accurate assessment of the validity of statistical findings and the relevance and reliability of results for business decision makers

8.15.6.2 Business Management 101

On completion of this module students will be able to:

- to identify business related challenges
- to demonstrate an understanding of the importance of ethical considerations in business management.
- to apply ethical theories and principles when engaging with decision making in business environments.
- to manage ethical dilemmas effectively, considering the interests of various stakeholders.
- to understand the nature of strategic management and change management
- to develop an understanding on the significance of groups and teams in a business environments
- to understand the process of conflict management in business settings
- to develop a detailed understanding of organisational behaviour
- to understand the role of csr in business
- provide an elementary understanding of the scope and responsibilities of the financial manager.
- identify and discuss the role and responsibilities of a financial manager.
- critically discuss types of financial decisions available and determine the evolution of finance through the digital era.

8.15.6.3 Business Management 102

On completion of this module students will be able to:

- to identify business related challenges
- to demonstrate an understanding of the importance of ethical considerations in business management.
- to apply ethical theories and principles when engaging with decision making in business environments.

- to manage ethical dilemmas effectively, considering the interests of various stakeholders.
- to understand the nature of strategic management and change management
- to develop an understanding on the significance of groups and teams in a business environments

- to understand the process of conflict management in business settings
- to develop a detailed understanding of organisational behaviour
- to understand the role of csr in business
- provide an elementary understanding of the scope and responsibilities of the financial manager.
- identify and discuss the role and responsibilities of a financial manager.
- critically discuss types of financial decisions available and determine the evolution of finance through the digital era.

8.15.6.4 Digital Literacy 101

On completion of this module students will be able to:

- understand the fundamental concepts of digital literacy.
- demonstrate knowledge of using essential software tools in accounting tasks, including word processors, spreadsheets, and presentation software.
- understand the basics of cybersecurity and its relevance to accounting practices, identify cybersecurity threats, and explain measures to protect accounting data.

8.15.6.5 Digital Literacy 102

On completion of this module students will be able to:

- identify the practical challenges of data analytics (e.g., data volume and quality, and privacy, regulatory and ethical issues)
- interpret the results to solve a defined business or audit problem and suggest further steps to be taken
- describe new developments and explain how they can be used (e.g., identify opportunities to address accounting and business problems, limitations, risks, etc.)
- describe relevant general, application and data controls to selected new developments and protocols in order to mitigate risks
- explain the impact of cyber risks on the organisation
- identify available techniques to mitigate cyber risks

8.15.6.6 Accounting 1

On completion of this module students will be able to:

- describe and analyse the concepts, standards and principles of financial accounting as described in the international Financial Reporting Standards for entities.
- identify and analyse accounting data and information using relevant accounting frameworks of an entity.

- describe and apply the double entry accounts system to record an entity's transaction.
- understand and apply the collection, processing and recording of relevant financial accounting data of an entity.
- understand and analyse the accounting treatment and disclosure of non-current assets and current assets in accordance to the accounting framework as outlined in the international financial reporting standards for entities.
- accurately prepare and fairly present financial statements according to the requirements of international financial reporting standards for sole proprietor, partnerships and companies.
- accurately prepare and fairly present the statement of cash flows according to the requirements of international Financial Reporting Standards for entities.

8.15.6.7 Economics 1
On completion of this module students will be able to:

- comprehend fundamental economic concepts such as supply and demand, opportunity cost, elasticity, market structures, and macroeconomic indicators.
- apply economic models to analyse real-world scenarios, including individual decision-making, firm behaviour, market equilibrium, and government policy.
- apply economic models to analyse real-world scenarios, including individual decision-making, firm behaviour, market equilibrium, and government policy.
- analyse the behaviour of markets, including the effects of competition, regulation, taxation, and externalities on market outcomes.
- gain an understanding of macroeconomic principles, including national income accounting, inflation, unemployment, economic growth, fiscal policy, and monetary policy.
- develop skills to evaluate economic policies and their impacts on individuals, businesses, and society as a whole.
- understand the ethical implications of economic decisions and policies, including issues related to fairness, equity, and sustainability.

8.15.6.8 Commercial Law 102
On completion of this module students will be able to:

- explain the key aspects of the South African legal system.
- illustrate the main elements and principles of the law of contract, forms of breach and remedies.
- illustrate the main elements and principles of the law of specific contracts (sale, lease, insurance), related forms of breach and remedies.
- outline the agency relationship, rights and responsibilities.
- discuss the main elements of suretyship agreements.
- explain the basic principles of consumer law and credit agreements.

8.15.6.9 Business Mathematics 101

On completion of this module, the student should be able to:

- solve mathematical problems in the area of finance.
- appreciate the links between the theory of financial mathematics and their practical application.
- exhibit a logical mathematical approach to solving problems.
- exhibit skills in written communication to both technical and non-technical audiences.
- use relevant information technology.
- understand and undertake calculations related to simple and compound interest and simple cash flow.
- apply numerical models for annuities, growing annuities, future annuities (and other variations), perpetuities and growing perpetuities, for loans, including calculations of outstanding balance, principal and interest part of instalment.

8.15.6.10 Business Communication 101:

On completion of this module, the student should be able to:

- interpret the communication process
- differentiate between various communication channels
- organise, lead and participate in virtual and in-person meetings
- demonstrate understanding of the listening process, and techniques for improving workplace listening in the workplace
- prepare and deliver a professional presentation
- demonstrate writing skills based on professional business practice
- produce and analyse communication messages
- produce well written business correspondence e.g. reports
- build a cv and/or resume
- demonstrate an understanding of the interview process.

YEAR 2 (old structure – 2024)

8.15.6.11 Ethics 201

On completion of this module students will be able to:

- display knowledge of general ethics
- explain ethical decision-making
- describe the field of macro-ethics
- discuss the relationship between management and organisational ethics
- gain insights into corporate social responsibility.

8.15.6.12 Accounting Information Systems 202

On completion of this module students will be able to:

- gain an understanding of accounting information systems.
- apply accounting information skills in order to participate and interact on a practical level in a   business environment.

8.15.6.13 Financial Accounting 2

On completion of this module students will be able to:

- understand and apply the concepts and principles which provide the framework within   which financial accounting takes place.
- acquire and apply an understanding of non-manufacturing inventory and the concept of cost of sales.
- understand the nature of non-current tangible assets, the definition and recognition and measurement criteria for property, plant and equipment, both at initial recognition and subsequent to initial recognition.
- intangible assets – to understand the difference between research costs and development cost, initial and subsequent recognition thereof.
- recognition of short term and post-employment benefits
- accounting for income tax and disclosure thereof
- understanding the importance and purpose of financial statement analysis.
- applying the principles of consolidations and presenting group financial statements

8.15.6.14 Auditing 2

On completion of this module students will be able to:

- define the nature and objective of an audit
- describe the qualities, duties and responsibilities of an auditor
- display knowledge of relevant legislation
- use auditing theory in evaluating the basic internal controls and executing the audit   procedures

8.15.6.15 Management Accounting And Finance 2

On completion of this module students will be able to:

- display an understanding of the key concepts in cost accounting
- apply the various costing systems
- describe the nature and purpose of budgeting and budgetary control
- analyse cost data for decision making
- evaluate cost-volume-profit relationships for decision making
- use the activity-based model to measure the costs of activities

YEAR 3 (old structure – 2025)

8.15.6.16 Auditing 3

On completion of this module students will be able to:

- gain an insight into common law and other legislation relevant to public accountants and auditors
- display sound knowledge and application of the principles of internal control
- apply the audit procedures
- gain insights into the theory of auditing, performance of the audit process and completion of an audit report

8.15.6.17 Management Accounting And Finance 3

On completion of this module students will be able to:

- outline the nature and purpose of a number of recent developments in management accounting practice
- analyse financial statements and reports
- recognise the importance of the management of working capital in a business context
- apply capital investment appraisal techniques for the implementation of business decisions
- describe the nature and purpose of budgeting and budgetary control
- calculate the cost of capital of an organisation
- evaluate the significance of the long-term capital structure of a business, and the management of its working capital
- apply the different methods of long term financing: bonds, shares and leasing
- value shares of a company for acquisition purposes

8.15.6.18 Financial Accounting 3

On completion of this module students will be able to:

Fully comprehend and interpret the sections listed below that are based on international Accounting Standards statements (IAS):

- Taxation and Deferred taxation
- Accounting policies, estimates, correction of errors
- Provisions, contingencies and post balance sheet events
- Property, plant and equipment
- Impairment of assets
- Leases
- Investment properties
- Intangible assets
- Foreign currency transactions
- Financial instruments
- Government grants and government assistance

8.15.6.19 Taxation 3

On completion of this module students will be able to:

- arrange various types of basic taxation information into applicable legislation.
- prepare various types of taxation calculations in order to determine taxation assessments.
- arrange methods for the determination of taxation assessments.
- design techniques for tax avoidance by applying relevant legislation.
- formulate an opinion on various tax avoidance alternatives.
- prepare taxation assessments for the different types of entities.
- apply tax regulations for the calculation of 'gross income.'
- calculate 'exempt income' and 'income' according to tax legislation.
- analyse and interpret special deductions and capital allowances and the rationale for such allowances/ deductions.
- calculate taxable income applicable to individuals.
- calculate employees tax and provisional tax
- explain the concept of estate duty and calculate of estate duty payable.
- explain the concept of donations tax and calculate donations tax payable.
- explain the rationale behind vat, calculations of vat and vat payments
- apply knowledge of relevant tax legislation for the purpose of tax administration.
- evaluate various arrangements/transactions for the benefit of tax planning.
- distinguish between tax evasion and tax avoidance

8.16 Bachelor of Commerce in Human Resource Management (BCom (Human Resource Management))

NQF: Level 7   **Credits: 360**

Minimum duration: 3 years

8.16.1 Purpose of Qualification

The Bachelor of Commerce in Human Resource Management is an undergraduate qualification that provides an overview of management practice in a national and international context. The programme aims to develop conceptual understanding, synthesis and application of management and management theory for students wishing to progress in management careers. Furthermore, it aims to equip qualifying students with the knowledge and practical skills required to perform effectively in a Human Resource Management role as well as with an appropriate knowledge base as preparation for further learning. A qualification in Human Resource Management prepares the successful student to enter a wide range of careers, including Human Resource Manager, Human Resource Consultant, industrial Relations Manager and industrial Relations Consultant.

8.16.2 Programme Outcomes

Students attaining the Bachelor of Commerce in Human Resource Management will be able to:

- apply fundamental HR management principles in a work-based context.
- manage information in a business management context.
- display in-depth knowledge of human resource management.
- communicate with clear rational consistency and persuasive power within the Human Resource Management profession.

8.16.3 Modular Structure

YEAR 1
Semester 1 :

Business Management 101	(20 Credits)
Economics	(20 Credits)
Business Communication	(20 Credits)

Semester 2 :

Business Management 102	(20 Credits)
Statistics	(20 Credits)
Financial Accounting	(20 Credits)

YEAR 2

Semester 1 :

Commercial Law	(20 Credits)
Recruitment, Selection and Talent Management	(20 Credits)
Performance and Compensation Management	(20 Credits)

Semester 2 :

Human Resource Information Systems	(20 Credits)
Labour Relations	(20 Credits)
Training and Development	(20 Credits)

YEAR 3

Semester 1 :

Organisational Development	(20 Credits)
Change Management	(20 Credits)
Contemporary Human Resource Management	(20 Credits)

Semester 2 :

Strategic Human Resource Management	(20 Credits)
International Human Resource Management	(20 Credits)
Organisational Psychology	(20 Credits)

8.16.4   Access To The Qualification

The minimum entrance requirements for admission to the "Bachelor of Commerce in Human Resource Management Degree" programme are as follows:

- A National Senior Certificate with Bachelor's Degree endorsement
- any other NQF 4 qualification or equivalent.

Applicants who *do not* meet the minimum requirements for admission to the Bachelor's Degree programme, but have the relevant work experience, may apply for admission via Recognition of Prior Learning (RPL). REGENT Business School reserves the right to conduct an assessment to determine the level of prior learning

8.16.5   Rules of Progression:

Year 1: A student may register for a maximum of 6 modules per year.
Year 2: A student may register for a maximum of 6 modules per year.
Year 3: A student may register for a maximum of 6 modules per year.

However, a student may register for an additional module in a semester/year, provided that at least one of the modules is being attempted for a second time. A student may only register for a second/third year module when he/she has successfully completed the respective first/second year module.

8.16.6   Module Outcomes:

8.16.6.1 Business Management 101

On completion of this module the student will be able to:

- describe the fundamental concepts of business management in an organisational environment.
- provide an elementary understanding of the evolution of management theory in relation to current business practice.
- effectively determine the relationships between the organisation and external environmental factors.
- describe the different internal and external factors that may affect a business organisation.
- constructively apply factors of the business environment to a variety of business contexts.
- demonstrate a sound understanding of the four basic management functions.
- display a basic knowledge of management adapting from traditional management methods to the digital age.

8.16.6.2 Economics

On completion of this module the student will be able to:

- apply the principles of Economics in the analysis of the behaviour of individual consumers and businesses in the economy.
- utilise analytical techniques to hypothetical as well as to real world situations and to analyse and evaluate economic decisions.
- demonstrate an understanding of how free markets work and allocate resources efficiently.
- assist individual consumers to make economic decisions to maximise utility and aid individual firms to make decisions in terms of maximising profits.
- identify the characteristics of the different market structures and analyse the behaviour of firms in terms of price and output decisions.
- evaluate the outcome in each market structure with respect to economic efficiency.
- identify cases in which private markets fail to allocate resources efficiently.

8.16.6.3 Business Communication

On completion of this module the student will be able to:

- demonstrate the knowledge of communication models and the importance of an effective communication process in the context of business.
- discuss the fundamental concepts of verbal communication and apply the core techniques for planning, preparation and delivery within a business.
- successfully interpret and display the correct nonverbal communication cues when communicating in an organisation.

- evaluate the influence of culture and diversity in a business environment.
- demonstrate the suitable techniques when drafting and compiling written communication within a business.
- recognise the influence of technology when communicating in the business sector.
- effectively apply standards and techniques required for employment practice.
- efficiently plan and lead meetings whilst contributing to business discussion.
- recognise the different types, benefits and impact of social media on business communication.
- understand and display knowledge of intercultural communication for good business practice.

8.16.6.4 Business Management 102

On completion of this module the student will be able to:

- describe the fundamental concepts of business management in an organisational environment.
- clearly define the terms and concepts relating to supply chain management.
- effectively discuss the roles, responsibilities and activities pertaining to each of the key functions during the different stages of the supply chain process.
- have a rudimentary knowledge of the importance of supply chain management to the business function.
- explain how marketing management creates value in the organisation by providing clear insight into the components of the marketing strategy
- describe the rudimentary functions and concepts pertaining to human resource management within a business.
- provide an elementary understanding of the scope and responsibilities of the financial manager.
- critically discuss types of financial decisions available and determine the evolution of finance through the digital era.
- provide a fundamental understanding of the role, functions and process that encompasses the public relations management function

8.16.6.5 Statistics

On completion of this module the student will be able to:

- demonstrate the ability to use accurate mathematical calculations in statistical analysis
- describe in details the importance of statistics techniques in business research
- perform accurate statistical analysis and extract additional relevant information for business research
- manipulate collected data through various statistical methods to generate useful information to support management decisions
- conduct an accurate assessment of the validity of statistical findings and the relevance and reliability of results for business decision makers

8.16.6.6 Financial Accounting

On completion of this module the student will be able to:

- describe and analyse the concepts, standards and principles of financial accounting as described in the international Financial Reporting Standards for entities.
- identify and analyse accounting data and information using relevant accounting frameworks of an entity.
- describe and apply the double entry accounts system to record an entity's transaction.
- understand and apply the collection, processing and recording of relevant financial accounting data of an entity.
- understand and analyse the accounting treatment and disclosure of non-current assets and current assets in accordance with the accounting framework as outlined in the international financial reporting standards for entities.
- accurately prepare and fairly present financial statements according to the requirements of international financial reporting standards for sole proprietor, partnerships and companies.
- accurately prepare and fairly present the statement of cash flows according to the requirements of international Financial Reporting Standards for entities.

8.16.6.7 Commercial Law

On completion of this module the student will be able to:

- describe the law of obligations
- discuss the introduction to the law of contract; the formation of a contract; principles and rules concerning valid and binding contracts; breach of contract, remedies on the ground of breach of contract
- discuss the different forms of legal contracts: lease; contract of purchase and sale; insurance contract and employment contract
- describe an agency agreement
- explain the relationship between the parties to a contract of suretyship
- discuss the essentials of forms of business enterprise, security, law of competition, franchising and alternative dispute resolution

8.16.6.8 Recruitment, Selection and Talent Management

On completion of this module the student will be able to:

- explain the concept of recruitment
- explain the essentials of recruitment policy
- describe the steps in the recruitment process
- explain the factors that influence recruitment
- evaluate recruitment sources and methods
- describe the selection process
- explain the factors that influence selection decisions
- list the different types of tests used in the selection process

- describe the purpose of interviews
- discuss placement and induction
- explain why talent management is important
- describe what the talent management perspective is

8.16.6.9 Performance and Compensation Management

On completion of this module the student will be able to:

- explain the objectives of performance appraisal
- describe the major performance appraisal methods
- recognise common evaluation problems
- evaluate performance appraisal programmes
- explain the 360-degree performance evaluation and what it measures
- define compensation and incentives
- explain the link between pay, motivation and performance
- distinguish between different types of incentive systems
- explain the steps in developing a compensation system
- discuss the use of job evaluation systems in south africa
- identify the purpose of job evaluation
- discuss the difference between quantitative and qualitative methods of job evaluation

8.16.6.10 Human Resource Information Systems

On completion of this module the student will be able to:

- explain the operational, managerial and strategic roles of information systems.
- explain the basic information system concepts.
- display knowledge of the concepts, developments, and managerial implications involved in computer hardware, software, database management and telecommunications technologies.
- describe how information technology is used in modern information systems to support the end user collaboration, enterprise operations, managerial decision making, and strategic advantage.
- explain what an hr information system is (with related concepts)
- explore the basic concepts of developing, implementing and maintaining an hr information system
- describe how an hr information system can create a competitive advantage

8.16.6.11 Labour Relations

On completion of this module the student will be able to:

- describe the essential aspects of the relevant legislations affecting employment
- evaluate the provisions of the relevant legislation
- develop, monitor and review employment policies that comply with the relevant legislations

- demonstrate and apply an understanding of the basic conditions of employment act
- demonstrate and apply an understanding of the labour relations act
- explain the linkage between the skills development act and employment equity act

8.16.6.12 Training and Development

On completion of this module the student will be able to:

- distinguish between education, training and development
- identify the major purposes of training and development
- explain different training methods
- develop and implement training programmes
- describe the difference between coaching and mentoring and explain how both these techniques
- can contribute to a manager's development
- describe on-the-job and off-the-job training methods of coaching, job rotation, job instruction, mentoring and studentships
- construct a training budget for a small business
- identify the main points of the skills development act and skills development levies act
- evaluate and review training and development programmes
- describe the importance of feedback and trainer evaluation of the training programme

8.16.6.13 Organisational Development

On completion of this module the student will be able to:

- be familiar with Organisational Development (OD) terminology and concepts
- understand key OD success and failure factors
- name, explain and describe strengths and weaknesses of various OD interventions, such as Balanced Score Card, Strategic Planning, Performance Management, Reengineering, Total Quality Management (TQM), Quality Circles and Continuous Quality Improvement (CQI)
- identify appropriate stakeholders successfully in the OD management process
- discuss the change management process and phases
- explain how to deal with resistance to change
- demonstrate an understanding of the organisation as a system comprising of interrelated subsystems such as structure, culture, strategy, policies and capacity

8.16.6.14 Change Management

On completion of this module the student will be able to:

- explain the nature of generic, individual, and organisational change processes
- critique different change paradigms and concepts of change, as well as different change management models
- evaluate the impact of known change practices on individual, group and organisational level
- examine the complex nature of change and the role of change management

- analyse various theoretical models of organisational change, and apply them in appropriate ways
- assess the importance of addressing the cultural dimension of change.
- examine the notion of the learning organisation and its impact on change.
- examine reactions to change and consider strategies to manage these
- analyse internal and external factors that drive change
- explain the nature and importance of change in SA organisations
- apply ways to reduce and deal with resistance to change

8.16.6.15 Contemporary Human Resource Management

On completion of this module the student will be able to:

- demonstrate an understanding of contemporary human resource concepts, principles and theories.
- identify global contemporary issues in human resource management
- analyse a range of current issues affecting the recruitment and management of human resources within organisations, and describe how HRM can make a significant contribution to the management of these issues.

8.16.6.16 Strategic Human Resource Management

On completion of this module the student will be able to:

- critically evaluate the strategic importance of human resource management.
- understand the links between strategic human resource management and business strategy.
- assess the role of strategic HRM in the performance of organisations.
- understand performance outcomes associated with different forms of strategic HRM.
- assess the strategic contribution of employee participation and involvement to strategic HRM and organisational performance.
- explain HRM from a diagnostic point of view
- identify and discuss national and international external environmental factors that impact on strategic directions that hr departments may choose
- describe the challenges facing SHRM
- discuss the integration and involvement of employees with SHRM

8.16.6.17 International Human Resource Management

On completion of this module the student will be able to:

- describe international HRM
- comment on how it may be integrated with SHRM
- discuss and debate the legal and ethical climates that international HRM might experience
- describe the concept of an expatriate
- describe the relationship between the expatriate manager and the multinational corporation
- discuss important issues to keep in mind when training, appraising and compensating expatriates
- discuss the impact that international HRM has on the management of labour relations

- list the HR challenges of international business
- illustrate, with examples, how inter-country differences affect HRM

8.16.6.18 Organisational Psychology

On completion of this module the student will be able to:

- describe the work of organisational psychologists in work settings
- discuss and critique both traditional and contemporary psychological theories and perspectives
- apply psychological theory in work and organisational settings
- prescribe solutions to perceived organisational difficulties

8.17 Bachelor of Commerce in Supply Chain Management (BCom(Supply Chain Management))

NQF: Level 7   **Credits: 360**

Minimum duration: 3 years

8.17.1 Purpose of The Qualification

The REGENT Business School Bachelor of Commerce in Supply Chain Management is a 3-year programme that has been designed to cater for the rapid pace of business and the continued integration of world economies. It has therefore become necessary to understand the field of supply chain management as it touches on major issues such as the rapid growth of multinational corporations and strategic partnerships; global expansion and sourcing; impact of fluctuating oil prices and environmental concerns where by each of these issues dramatically affects corporate strategy and the bottom line. Because of these emerging trends, supply chain management is the most critical business discipline in the world today. Supply chain management is increasingly important to government, organisation and companies in a competitive market across a variety of sectors. This qualification is designed to meet the industry need for purchasing, supply chain and operations managers in all sectors. It is designed to provide the student with generic management, human relationships, financial, and specific supply chain and operations knowledge and skills which can be applied in different sectors. It provides the students with skills to become competent supply chain and operations workers and managers on both functional and strategic levels.

8.17.2 Access To The Qualification

The minimum entrance requirements for admission to the "Bachelor of Commerce Degree in Supply Chain Management" programme are as follows:

- A National Senior Certificate with Bachelor's Degree endorsement
- any other NQF 4 qualification or equivalent.

Applicants who do not meet the minimum requirements for admission to the Bachelor's Degree programme, but have the relevant work experience, may apply for admission via Recognition of Prior Learning (RPL). REGENT Business School reserves the right to conduct an assessment to determine the level of prior learning.

8.17.3 Modular Structure

Year 1:

Business Communication 101	(15 credits)
Business Statistics 102	(15 credits)
Accounting 1	(30 credits)
Business Management 1	(30 credits)
Economics 1	(30 credits)

Year 2:

Business Information Systems 202	(15 credits)

Commercial Law 201	(15 credits)
Business Management 2	(30 credits)
Supply Chain Management 2	(30 credits)
Logistics Management 2	(30 credits)

Year 3:

Ethics and Corporate Governance	(15 credits)
Project Management	(15 credits)
Operations Management 3	(30 credits)
Supply Chain Management 3	(30 credits)
Logistics Management 3	(30 credits)

8.17.4 Rules of Progression:

Year 1: A student may register for a maximum of 5 modules per year.
Year 2: A student may register for a maximum of 5 modules per year.
Year 3: A student may register for a maximum of 5 modules per year.

However, a student may register for an additional module in a semester/year, provided that at least one of the modules is being attempted for a second time.

A student may only register for a second/third year module when he/she has successfully completed the respective first/second year module.

8.17.5 Programme Outcomes

Upon attainment of a Bachelor of Commerce in Supply Chain Management Degree students will be able to:
- gather process and record relevant information and compile basic statements of comprehensive income, statements of changes in equity and statements of financial position.
- display knowledge of basic economic problems in different economic systems.
- develop a fundamental knowledge base of psychological processes in the work context that contribute to the improvement of interpersonal work relationships and organizational effectiveness.
- solve basic problems relating to the general principles of the law of contract.
- demonstrate an understanding of the individual functional areas of business management.
- provide knowledge, applied competence and skills related to supply chain management principles.
- demonstrate knowledge of the field of purchasing management.
- demonstrate knowledge of the modern integrated approach to the management of the supply of materials and services to organizations and insight into the impact.

8.17.6 Module Outcomes:

Year 1

8.17.6.1 Business Communication 101

On completion of this module the student will be able to:

- demonstrate the knowledge of communication models and the importance of an effective communication process in the context of business.
- discuss the fundamental concepts of verbal communication and apply the core techniques for planning, preparation and delivery within a business.
- successfully interpret and display the correct nonverbal communication cues when communicating in an organisation.
- evaluate the influence of culture and diversity in a business environment.
- demonstrate the suitable techniques when drafting and compiling written communication within a business.
- recognise the influence of technology when communicating in the business sector.
- effectively apply standards and techniques required for employment practice.
- efficiently plan and lead meetings whilst contributing to business discussion.
- recognise the different types, benefits and impact of social media on business communication.
- understand and display knowledge of intercultural communication for good business practice.

8.17.6.2 Business Statistics 102

On completion of this module the student will be able to:

- demonstrate the ability to use accurate mathematical calculations in statistical analysis
- describe in details the importance of statistics techniques in business research
- perform accurate statistical analysis and extract additional relevant information for business research
- manipulate collected data through various statistical methods to generate useful information to support management decisions
- conduct an accurate assessment of the validity of statistical findings and the relevance and reliability of results for business decision makers

8.17.6.3 Accounting 1

On completion of this module the student will be able to:

- describe and analyse the concepts, standards and principles of financial accounting as described in the international financial reporting standards for entities.
- identify and analyse accounting data and information using relevant accounting frameworks of an entity.
- describe and apply the double entry accounts system to record an entity's transaction.
- understand and apply the collection, processing and recording of relevant financial accounting data of an entity.

- understand and analyse the accounting treatment and disclosure of non-current assets and current assets in accordance to the accounting framework as outlined in the international financial reporting standards for entities.

- accurately prepare and fairly present financial statements according to the requirements of international financial reporting standards for sole proprietor, partnerships and companies.

- accurately prepare and fairly present the statement of cash flows according to the requirements of international Financial Reporting Standards for entities.

8.17.6.4 Business Management 1

On completion of this module the student will be able to:

- describe the fundamental concepts of business management in an organisational environment.

- provide an elementary understanding of the evolution of management theory in relation to current business practice.

- effectively determine the relationships between the organisation and external environmental factors.

- describe the different internal and external factors that may affect a business organisation.

- constructively apply factors of the business environment to a variety of business contexts.

- demonstrate a sound understanding of the four basic management functions.

- display a basic knowledge of management adapting from traditional management methods to the digital age.

- clearly define the terms and concepts relating to supply chain management.

- effectively discuss the roles, responsibilities and activities pertaining to each of the key functions during the different stages of the supply chain process.

- have a rudimentary knowledge of the importance of supply chain management to the business function.

- explain how marketing management creates value in the organisation by providing clear insight into the components of the marketing strategy

- describe the rudimentary functions and concepts pertaining to human resource management within a business.

- provide an elementary understanding of the scope and responsibilities of the financial manager.

- critically discuss types of financial decisions available and determine the evolution of finance through the digital era.

- provide a fundamental understanding of the role, functions and process that encompasses the public relations management function

8.17.6.5 Economics 1

On completion of this module the student will be able to:

- explain in detail the subject of economics from a theoretical perspective and apply the basic economic problem to the first basic economic model

- determine the typical characteristics and economic arrangement of the world's real economies

- proficiently analyse how buyers and sellers interact with each other to determine the prices and quantities of goods and services in different market systems
- explain in detail and sufficiently differentiate the varying measures of elasticity and how it influences the behaviour of buyers and sellers in a market for a specific good or service
- adequately gauge the measure of satisfaction that a consumer gets from buying a good or service
- examine with the required insight the relationship that exists between inputs used in production and the resulting outputs and costs for firms characterised into the main theoretical market structures
- comprehend how firms would be classified into the different market structures that exist in economic theory and fully explain their equilibrium positions according to their various characteristics as per economic thought
- clearly identify and explain the behaviour of labour, one of the main factors of production and to efficiently demonstrate the behaviour of this factor of production in the labour market when it acts as an intermediary in the buying and selling of an economy's workforce
- proficiently explain the purpose of fiscal policy and monetary policy and how these policies are applied in order to influence the macroeconomic outcomes of a national economy
- demonstrate a thorough understanding of the underlying factors affecting the aggregate demand-aggregate supply model representative of a real economy
- effectively demonstrate the required level of knowledge of key macroeconomic challenges against the background of these challenges also being the key macroeconomic objectives of a national economy
- demonstrate a basic understanding of the theoretical notions, principles and protective measures involved in countries building strong economic links with the rest of the world

Year 2

8.17.6.6 Business Information Systems 202

On completion of this module the student will be able to:

- implement data analysis techniques to generate information and knowledge.
- examine the characteristics of quality data.
- assess how organisations are using business intelligence and business analytics to capitalise on the vast amount of data becoming available
- examine why it is critical for business objectives and is activities to be well-aligned through system planning, development, and acquisition.
- develop a general model of an organisation showing how information systems support and work within the automated portions of an organisational process.

8.17.6.7 Commercial Law 201

On completion of this module students will be able to:

- discuss fundamental principles of the South African legal system, which are generally applicable to commercial law.
- concluded as part of everyday life. interpret and apply knowledge to various contracts

- recognise the role of general contract principles within the context of the various contracts that are created.
- develop a clear understanding of how specific contracts of law relate to commercial law within a business context and reflect on the impact of contracts in varied business contexts.
- identify and explain the different legislation that may provide possible remedies to problems within commercial law.
- discuss the basic principles of employment law, competition and intellectual property law as they exists within the commercial environment.

8.17.6.8 Business Management 2
On completion of this module the student will be able to:

- explain the relationship between organisation and management
- discuss the logic of organising and explain its relationship to other managerial functions
- explain why managers need to make decisions and the way in which decisions need to be made
- describe the nature of communication and its function in an organisation
- define motivation and differentiate between the various theories of motivation
- describe the strategic role of motivation in an organisation
- explain organisational culture and the management thereof
- explain workforce diversity and the management thereof
- demonstrate knowledge of groups and teams in organisations
- describe the negotiation process
- describe and identify the components of political behaviour

8.17.6.9 Logistics Management 2
On completion of this module students will be able to:

- illustrate an understanding of logistics' role in the economy and the organisation and the importance of logistics as a source of competitive advantage.
- explain the importance of a customer order and the path of a customer.
- design, select and manage a distribution channel.
- apply the principles of logistics management and demonstrate an understanding of the role that transportation plays in a supply chain.
- explain how logistics can affect customer and product profitability.
- describe the importance of planning for logistics managers, implement an evaluation of the logistics performance of an organisation and recommend improvements.

8.17.6.10 Supply Chain Management 2
On completion of this module students will be able to:

- understand the strategic importance of good supply chain design planning and operations.

- evaluate the factors which effect supply chain performance; facilities inventory, transportation, information, sourcing, and pricing.
- identify and apply analytical methodologies for supply chain analysis in a managerial context.
- utilise supply chain management theory to build a commitment to quality, timeliness and continuous improvement.
- understand and utilise supply chain theories that impact on planning, administering and the evaluation of projects.

Year 3

8.17.6.11 Ethics and Corporate Governance

On completion of this module students will be able to:

- understand concepts of ethics and business ethics;
- develop an awareness and understanding of moral issues in the business environment and   recognize and think through ethical issues related to business;
- analyse and evaluate business situations and decisions from an ethical perspective;
- articulate and defend the ethical dimensions of the decision-making processes in a business environment;
- use corporate governance theory to develop values which can be embedded in business organizations;
- understand better the mechanisms in developing a more ethical corporate culture.

8.17.6.12 Project Management

On completion of this module students will be able :

- to understand the roles, skills and techniques a project manager uses.
- to be able to define the objectives and scope of a project.
- to communicate with all stakeholders in the project.
- to plan, control and allocate the project schedule and resources.
- to implement and assist with basic project monitoring and control

8.17.6.13 Operations Management 3

On completion of this module students will be able to:

- understand the nature and scope of operations management functions
- analyse the requirements for making decisions related to each part of the operations function
- apply effective managerial decisions in order to ensure that effective utilisation of resources is achieved
- understand how operations management decisions can influence the overall strategic objectives of an organisation
- explain how effective operations strategies are developed.

8.17.6.14 Supply Chain Management 3

On completion of this module students will be able to:

- analyse logistics and operations in supply chain management.
- develop client and vendor relation skills.
- coordinate and communicate with various stakeholders inside and outside the organization regarding supply chain management and prepare participants to communicate and function effectively in teams.
- use supply chain methodologies to plan and coordinate warehousing activities effectively.
- apply contract and negotiation skills.
- use supply chain relationship management theory to understand and manage the networking of downstream firms that provide input and are responsible for the delivery of the end product or service to the customer.

8.17.6.15 Logistics Management 3

On completion of this module students will be able to:

- apply and analyse techniques for supplier evaluation.
- the ability to classify the products of the company according to their significance for logistics management.
- utilise the best storage model for each company depending on their logistics process.
- identify and analyses storage, maintenance and handling systems required in different logistic situations.
- the ability to implement guidelines for stock management so as to optimise resource
- acquisition decisions.
- be able to plan the materials distribution inside the company with respect to their various production and logistics facilities.
- use analytical techniques to manage distribution routes. understand the different processes involved in reverse logistics.
- be able to organise reverse logistics processes between the company's production and logistic centres.
- understand and able to use identification systems correctly in different processes.
- identify and select the technologies needed for the traceability of the materials in the logistics chain of the company

8.18   Bachelor of Commerce in Retail Management (BCom (Retail Management))

NQF: Level 7   **Credits: 360**

Minimum duration: 3 years

8.18.1 Purpose of The Qualification

The purpose of this programme is to introduce students to the main functions and management of a retail business and the key issues associated with understanding retail trading and retail environments. The curriculum aims to equip qualifying students with the knowledge and practical skills required to perform effectively in a Retail Management role as well as with an appropriate knowledge base as preparation for further learning.

8.18.2 Access To The Qualification

The qualification offers opportunities for articulation into the programme for students who have either a senior certificate with a degree endorsement or an appropriate higher certificate or 3 year diploma.

8.18.3 Modular Structure

Year 1

Semester Modules

•	Business Communication	(15 Credits)
•	Retail Management in Context	(15 Credits)

Annual Modules

•	Accounting 1	(30 Credits)
•	Economics 1	(30 Credits)
•	Business Management 1	(30 Credits)

Year 2

Semester 1 :

•	Operations Management	(20 Credits)
•	Business Ethics in Retail Management	(20 Credits)
•	Business and Consumer Law	(20 Credits)

Semester 2:

•	Strategic Retail Marketing 202	(20 Credits)
•	Supply Chain Management	(20 Credits)
•	Retail Risk Management 202	(20 Credits)

Prospectus

Year 3

Semester 1:

•	Procurement Management	(20 Credits)
•	Retail Risk Management 301	(20 Credits)
•	Sales Marketing	(20 Credits)

Semester 2:

•	Strategic Retail Marketing 302	(20 Credits)
•	Customer Relationship Marketing	(20 Credits)
•	Financial Management	(20 Credits)

8.18.4 Rules of Progression

Students must pass:

- Year one modules to continue with year two modules, and
- Year two modules to continue with year three module.

8.18.5 Programme Outcomes

The exit level outcomes of the B Com in Retail Management offered by REGENT Business School are as follows:

- Display knowledge of retail management in general
- Apply skills of rational judgement, planning, and independent decision-making
- Interpret and evaluate evidence objectively
- Recognise and respond to change within the retail sector
- Make appropriate use of information technology
- Critically analyse and solve retail management problems
- Display ethical behaviour in a retail management context
- Apply research and communication skills for effective retail management

8.18.6 Module Outcomes

8.18.6.1 Business Communication

On completion of this module the student will be able to:

- demonstrate the knowledge of communication models and the importance of an effective communication process in the context of business.
- discuss the fundamental concepts of verbal communication and apply the core techniques for planning, preparation and delivery within a business.
- successfully interpret and display the correct nonverbal communication cues when communicating in an organisation.
- evaluate the influence of culture and diversity in a business environment.

- demonstrate the suitable techniques when drafting and compiling written communication within a business.
- recognise the influence of technology when communicating in the business sector.
- effectively apply standards and techniques required for employment practice.
- efficiently plan and lead meetings whilst contributing to business discussion.
- recognise the different types, benefits and impact of social media on business communication.
- understand and display knowledge of intercultural communication for good business practice.

8.18.6.2 Retail Management in Context

On completion of this module the student will be able to:

- explain what retail management is
- discuss the theories of retailing
- identify activities associated with retailing
- understand the role of retailing in the economy
- identify trends in retail management
- explain relationships and stakeholders in the retail environment
- understand the role of technology in retail management.

8.18.6.3 Accounting 1

On completion of this module the student will be able to:

- describe and analyse the concepts, standards and principles of financial accounting as described in the international Financial Reporting Standards for entities.
- identify and analyse accounting data and information using relevant accounting frameworks of an entity.
- describe and apply the double entry accounts system to record an entity's transaction.
- understand and apply the collection, processing and recording of relevant financial accounting data of an entity.
- understand and analyse the accounting treatment and disclosure of non-current assets and current assets in accordance to the accounting framework as outlined in the international financial reporting standards for entities.
- accurately prepare and fairly present financial statements according to the requirements of international financial reporting standards for sole proprietor, partnerships and companies.
- accurately prepare and fairly present the statement of cash flows according to the requirements of international Financial Reporting Standards for entities.

8.18.6.4 Business Management 1

On completion of this module the student will be able to:

- describe the fundamental concepts of business management in an organisational environment.
- provide an elementary understanding of the evolution of management theory in relation to current business practice.

- effectively determine the relationships between the organisation and external environmental factors.
- describe the different internal and external factors that may affect a business organisation.
- constructively apply factors of the business environment to a variety of business contexts.
- demonstrate a sound understanding of the four basic management functions.
- display a basic knowledge of management adapting from traditional management methods to the digital age.
- clearly define the terms and concepts relating to supply chain management.
- effectively discuss the roles, responsibilities and activities pertaining to each of the key functions during the different stages of the supply chain process.
- have a rudimentary knowledge of the importance of supply chain management to the business function.
- explain how marketing management creates value in the organisation by providing clear insight into the components of the marketing strategy
- describe the rudimentary functions and concepts pertaining to human resource management within a business.
- provide an elementary understanding of the scope and responsibilities of the financial manager.
- critically discuss types of financial decisions available and determine the evolution of finance through the digital era.
- provide a fundamental understanding of the role, functions and process that encompasses the public relations management function

8.18.6.5 Economics 1
On completion of this module the student will be able to:
- explain in detail the subject of economics from a theoretical perspective and apply the basic economic problem to the first basic economic model
- determine the typical characteristics and economic arrangement of the world's real economies
- proficiently analyse how buyers and sellers interact with each other to determine the prices and quantities of goods and services in different market systems
- explain in detail and sufficiently differentiate the varying measures of elasticity and how it influences the behaviour of buyers and sellers in a market for a specific good or service
- adequately gauge the measure of satisfaction that a consumer gets from buying a good or service
- examine with the required insight the relationship that exists between inputs used in production and the resulting outputs and costs for firms characterised into the main theoretical market structures
- comprehend how firms would be classified into the different market structures that exist in economic theory and fully explain their equilibrium positions according to their various characteristics as per economic thought
- clearly identify and explain the behaviour of labour, one of the main factors of production and to efficiently demonstrate the behaviour of this factor of production in the labour market when it acts as an intermediary in the buying and selling of an economy's workforce
- proficiently explain the purpose of fiscal policy and monetary policy and how these policies are applied in order to influence the macroeconomic outcomes of a national economy

- demonstrate a thorough understanding of the underlying factors affecting the aggregate demand-aggregate supply model representative of a real economy
- effectively demonstrate the required level of knowledge of key macroeconomic challenges against the background of these challenges also being the key macroeconomic objectives of a national economy
- demonstrate a basic understanding of the theoretical notions, principles and protective measures involved in countries building strong economic links with the rest of the world

8.18.6.6 Operations Management

On completion of this module the student will be able to:

- demonstrate knowledge of the key concepts and issues of operations management
- integrate the operations functions with other functional areas in the retail environment
- discuss the contribution of operations and process management in the achievement of retail objectives
- explain the problems and barriers to creating value.
- implement appropriate innovative approaches to improving and developing operations within a retail context
- apply operations management tools for the purpose of solving retail management problems
- develop ethical and operational policies and procedures to be applied in the context of retail organisations

8.18.6.7 Business and Consumer Law

On completion of this module the student will be able to:

- discuss the law of Contract including the obligation; requirements for a valid contract, viz., consensus, capacity to act, formalities, possibility of performance, legality of performance; obligations arising from agreement; discharge of the obligation; breach of contract and appropriate remedies; cession and extinction of personal rights, representation and authority.
- understand the nature, contents and legal consequences of contracts of sale, lease and suretyship.
- understand and explain trusts including the origin, nature and development of the trust; the trust in legal comparative perspective; the formation of a trust and the requirements for a valid trust; the legal position of the trustee; the administration of the trust
- understand and compare complex legal materials in order to understand and formulate arguments in relation to theoretical debates in the area of consumer law
- select, assess, arrange and apply relevant information in order to structure a complex legal argument in the area of consumer law
- analyse and solve complex practical problems relating to topics such as compliance notices, various fundamental consumer rights and alternative dispute resolution in the area of consumer law.
- work effectively with others, as a member of a group, in order to solve complex problems relating to the area of consumer law.

8.18.6.8 Strategic Retail Marketing 202

On completion of this module the student will be able to:

- identify and explain the strategic retail marketing process.
- differentiate the critical steps in the strategic retail marketing process.
- measure market dynamics and analyse consumer behaviour.
- differentiate and evaluate market segments.
- evaluate and distinguish branding and promotional activities.
- classify product life cycles and strategic directives thereof.
- formulate strategies for strategic retail marketing.
- integrate product launches, branding and strategic retail marketing directives.

8.18.6.9 Supply Chain Management

On completion of this module students will be able to:

- understand and appreciate the importance of supply chain management
- discuss and apply the importance of balancing supply and demand in an organisation
- discuss and understand the role of customers in the design process
- apply the concepts of process and industrial engineering to an organisation
- understand the strategic implications of forecasting within supply chain management
- evaluate qualitative versus quantitative forecasting
- describe and comment on requirements for effective inventory management
- distinguish between and discuss inputs and outputs in an mrp system
- describe objectives of dependent and independent demand
- understand scheduling and the importance of short term scheduling
- appreciate and discuss the importance of quality management and discuss the tools to manage quality.

8.18.6.10 Retail Risk Management 202

On completion of this module students will be able to:

- establish the context under which retail organisations operate.
- identify retail risks by documenting the conditions and events that represent material threats to the achievement of organisational objectives
- analyse identified retail risks by creating probability distributions of outcomes for each material retail risk
- assess and prioritise retail risks by determining the contribution of each retail risk to the aggregate retail risk profile
- understand retail risk mitigation processes for controlling retail risk
- contribute to monitoring and reviewing the retail risk environment

8.18.6.11 Business Ethics in Retail Management

On completion of this module the student will be able to:

- display knowledge of general retail management ethics
- explain ethical decision-making in retail management
- describe the field of macro-ethics
- discuss the relationship between management and organisational retail ethics
- gain insights into corporate social responsibility

8.18.6.12 Procurement Management

On completion of this module the student will be able to:

- evaluate and assess strategic procurement management and its policies.
- demonstrate knowledge of supplier relationships, legal and contractual management
- evaluate organisational and supply chain structures.
- assess the content of negotiation skills and practices in procurement
- evaluate sourcing, supplier selection and performance management processes.
- evaluate the strategic processes of managing inventory in supply chain.
- evaluate quality management, service, and product innovation.
- evaluate world class procurement and ethics.

8.18.6.13 Financial Management

On completion of this module the student will be able to:

- prepare a financial statement analysis report.
- illustrate the importance of working capital management.
- appraise capital investment decisions using various appraisal techniques.
- demonstrate an understanding of asset management.
- apply cost analysis techniques for the purpose of decision making.

8.18.6.14 Sales Marketing

On completion of this module students will be able to:

- examine the impact of sales on the marketing function.
- determine appropriate marketing strategy in order to execute a comprehensive customer segmentation strategy.
- examine appropriate communication strategies to execute sales marketing.
- determine appropriate requirements, skills, and knowledge to execute appropriate sales presentations.
- examine strategies to overcome the negative perceptions associated with sales marketing.
- elaborate on the role, function, and attributes of sales marketing

8.18.6.15 Customer Relationship Marketing

On completion of this module students will be able to:

- examine the longer-term nature of relationships, both along the supply chain and internal and external customers and the public.
- examine the validity and appropriateness of the traditional 'ps' view of marketing and critically revisit many of the core concepts of marketing itself
- elaborate on the philosophy and practice of relationship marketing.
- analyse the features which define and differentiate service-dominant logic and relationship marketing from goods-dominant logic and transactional marketing
- determine the scope of RM by its various types of stakeholder relationships

8.18.6.16 Retail Risk Management 301

On completion of this module students will be able to:

- describe the various types of financial risks facing an organisation's operations.
- understand risk management by identifying the various approaches to risk management.
- understand and manage reputational risk.
- assess the likelihood of an event occurring and how to respond to these events.
- evaluate risks and determine the significance of the risks to business operations.
- apply preventative measures such as processes, methods, and tools to deal with consequences of events.

8.18.6.17 Strategic Retail Marketing 302

On completion of this module the student will be able to:

- analyse the evolution of the retail industry.
- discuss the role of information and technology in transforming the retail industry.
- summarise the challenges that retailers face in the marketing and branding of the organisation.
- analyse and classify different ways of choosing a store location.
- evaluate different methods of managing a retail business.
- examine retail decisions based on target market strategy.

8.19 Bachelor of Public Administration (BAdmin (Public Administration))

NQF Level: 7   **Credits: 360**

Minimum duration: 3 years

8.19.1 Purpose of The Qualification

This programme provides learning opportunities for a very large group of successful matriculants who are unable to study on a full-time basis. The programme also caters for adults, who may or may not be in full time employment. The purpose is also to provide a convenient and appropriate avenue into management studies and eventual vocations for students who are seeking employment.

The Bachelor of Public Administration (BPA) degree focuses on developing proficient skills in the fields of management and administration, particularly geared towards development and administration in the wider public sector, with particular focus on professionalising the administration and management of government.

8.19.2 Access To The Qualification

The minimum entrance requirements for admission to the "Bachelor of Public Administration Degree" programme are as follows:

- A National Senior Certificate with Bachelor's Degree endorsement
- any other NQF 4 qualification or equivalent.

Applicants who do not meet the minimum requirements for admission to the BPA programme, but have the relevant work experience, may apply for admission via Recognition of Prior Learning (RPL). REGENT Business School reserves the right to conduct an assessment to determine the level of prior learning.

8.19.3 Modular Structure

Year 1

Semester 1 :

Public Administration 101	(15 credits)
Local Government 101	(15 credits)
Information and Communication Technology	(15 credits)
Microeconomics	(15 credits)

Semester 2 :

Macroeconomics	(15 credits)
Public Sector Accounting 102	(15 credits)
Public Administration 102	(15 credits)
Local Government 102	(15 credits)

Year 2

Semester 1:

Public Administration 201	(15 credits)
Local Government 201	(15 credits)
Ethics in the Public Sector	(15 credits)
Public Law	(15 credits)

Semester 2:

Public Administration 202	(15 credits)
Local Government 202	(15 credits)
Public Sector Supply Chain Management	(15 credits)
Labour Law	(15 credits)

Year 3

Semester 1 :

Public Administration 301	(15 credits)
Local Government 301	(15 credits)
Research in the Public Sector	(15 credits)
Public Sector Budgeting	(15 credits)

Semester 2:

Local Government 302	(15 credits)
Public Administration 302	(15 credits)
Disaster Management	(15 credits)
Political Science	(15 credits)

8.19.4 Rules of Progression

Year 1: A student may register for a maximum of 8 modules per year.

Year 2: A student may register for a maximum of 8 modules per year.

Year 3: A student may register for a maximum of 8 modules per year.

However, a student may register for an additional module in a semester/year, provided that at least one of the modules is being attempted for a second time.

A student may only register for a second/third year module when he/she has successfully completed the respective first/second year module.

8.19.5 Programme Outcomes

On completion of this module students will be able to:

- translate learned theory into practical realities.
- identify public administration and development management challenges of the 21st century and contribute towards solving identified challenges.
- identify public administration and development management challenges of the 21st century and contribute towards solving identified challenges.
- promote ethical and professional standards in the work environment.
- display objectivity in the management of public affairs.
- demonstrate understanding of the political, social and economics environments in which public administration and management are practiced.
- effectively and efficiently consult with all stakeholders as a member of a senior management team in the public sector environment.
- evaluate public management related information.
- communicate public management related issues.
- consult effectively and efficiently with all stakeholders in the public sector environment.

8.19.6 Module Outcomes

8.19.6.1 Public Administration 101
On completion of this module students will be able to:

- understand the current challenges that confront the public sector.
- distinguish and understand the subtle nuances between the public sector and private sector.
- understand the subtle nuances between public service and bureaucracy and between the public and private sector.
- explain and understand the relationship of trust in participative management between the public and public administrators.
- evaluate the responsibility of the public sector in the management of public finance in relation to public expenditure and economic growth.
- understand the nature of strategic management and appreciate the importance of the strategic management process.
- be in a position to develop and implement policy within the public sector environment.
- clearly interpret and understand information, communication, and technology processes and policies and its importance to the management of governance and service delivery.
- explain and understand the role of public managers and their relationship with the public in the delivery of public goods and services.
- understand the levels of challenges in the delivery of effective and efficient services to the public.

8.19.6.2 Local Government 101

On completion of this module students will be able to:

- explain the concept of local government.
- trace the history of local government.
- display knowledge of the mandates, legislation, policies and regulations pertinent to local government.
- identify the characteristics and features peculiar to local government.
- describe local government structures.
- understand and apply the dynamics of developmental local government.

8.19.6.3 Microeconomics

On completion of this module students will be able to:

- apply the principles of economics in the analysis of the behaviour of individual consumers and businesses in the economy.
- utilise analytical techniques to hypothetical as well as to real world situations and to analyse and evaluate economic decisions.
- demonstrate an understanding of how free markets work and allocate resources efficiently.
- assist individual consumers to make economic decisions to maximise utility and aid individual firms to make decisions in terms of maximising profits.
- identify the characteristics of the different market structures and analyse the behaviour of firms in terms of price and output decisions.
- evaluate the outcome in each market structure with respect to economic efficiency.
- identify cases in which private markets fail to allocate resources efficiently.

8.19.6.4 Information and Communication Technology

On completion of this module students will be able to:

- gain an appreciation of the major concepts, developments and managerial implications involved in computer hardware, software, database management and telecommunications technologies
- appreciate and utilise appropriate management information systems to contribute to the achievement of the organisations strategic goals and operations.
- utilise information systems to support decision making
- describe the operational and managerial roles of information systems

8.19.6.5 Public Administration 102

On completion of this module students will be able to:

- identify and explain the role of public managers and political office bearers within the public sector environment.
- understand and explain the importance of separation of powers between political office-bearers and management.

- identify public administrators and their role in the public sector.
- to understand and apply the administrative functions of public management.
- to developed skills in the decision-making process and to understand the nature and meaning of decision-making.
- explain managements role in managing the process of effective communication relating to negotiations within the work environment.
- clearly understand the importance of the labour relations act 66 of 1995 in relation to employee and management rights.
- explain and understand the relationship between trade unions and management.
- evaluate the responsibilities of the public manager in the management of conflict within the work environment.
- evaluate unethical conduct and the measures required to combat the occurrence of unethical conduct.

8.19.6.6 Local Government 102

On completion of this module students will be able to:

- display knowledge of the contemporary issues confronting local government.
- demonstrate knowledge of the role and purpose of developmental local government.
- illustrate knowledge of the values and principles of local government.
- construct knowledge management tools and mechanisms.

8.19.6.7 Macroeconomics

On completion of this module students will be able to:

- understand the concepts of Gross Domestic Product (GDP) and explain how the performance of an economy is measured.
- explain the circular flow of income and spending.
- understand the various phases of a business cycle.
- use the AD-AS model to explain the microeconomic equilibrium.
- explain the relationship between inflation and unemployment.
- understand macroeconomic objectives and explain various types of economic policy.
- distinguish between expansionary and contractionary economic policies

8.19.6.8 Public Sector Accounting 102

On completion of this module students will be able to:

- demonstrate an understanding of the monthly transactions cycle.
- construct budgets in terms of appropriate standards, legislation and regulations.
- explain and apply the processes and systems for transaction processing, information storage and report generation within the public sector framework.
- demonstrate knowledge of the ethics and values of the profession.

- apply knowledge of cost classification and cost behaviour.
- demonstrate an understanding of the process of risk management.

8.19.6.9 Public Administration 201

On completion of this module students will be able to:

- understand the current demand and challenges that confront the context of public management and apply theory learnt to the work environment.
- distinguish the subtle nuances between the concepts and relationship between public management and administration and provide reasons in respect of the importance of management of the public sector.
- differentiate between the micro and macro environments of public sector and the importance of management training and its priorities to development.
- examine Kreiner and Kinicki's model for participative management.
- explain the concept and environmental scanning together with the phases and techniques of environmental scanning.
- explain the composition and key functions of the different types of institutions and the contributions of public management in respect to the different spheres of government.

8.19.6.10 Local Government 201

On completion of this module students will be able to:

- examine the legislative environment in the local sphere of government.
- prepare an integrated development plan.
- formulate individual performance plan for key staff using relevant national treasury guidelines.
- prepare a budget improvement service delivery plan.

8.19.6.11 Ethics in the Public Sector

On completion of this module students will be able to:

- examine ethical theories relevant to in the public sector environment.
- understand and exercise the importance of the code of conduct.
- examine sources of ethics.
- interpret philosophical arguments from a consequentialist and non-consequentialist points of view.
- illustrate the understanding of corporate social responsibility.

8.19.6.12 Public Law

On completion of this module students will be able to:

- illustrate an understanding of the principles of administrative law.
- demonstrate the ability to interpret legal principles in the public environment.
- demonstrate an understanding of the constitutional framework of south africa.
- utilise the legislative environment to promote sound governance in the public sector.

- demonstrate an understanding of the evolution of administrative law regimes.

8.19.6.13 Public Administration 202

On completion of this module students will be able to:

- demonstrate an understanding of the public management functions.
- develop public management skills
- demonstrate public management applications.
- illustrate abilities to use the public management tools, supportive technology, and techniques.

8.19.6.14 Local Government 202

On completion of this module students will be able to:

- improve the quality of policy making.
- recognise the importance of planning in mixed developing economies.
- apply planning techniques in complex local government environments.
- demonstrate the capacity to execute administrative processes in post public engagement.

8.19.6.15 Public Sector Supply Chain Management

On completion of this module students will be able to:

- demonstrate an understanding of the supply chain management environment.
- develop a supply chain management system.
- link supply chain management with integrated development planning and budgeting.
- display knowledge and understanding of the legislative and policy environment governing supply chain management in the public sector.

8.19.6.16 Labour Law

On completion of this module students will be able to:

- demonstrate knowledge of the Labour Relations Act.
- contrast the functions of the various dispute resolution bodies.
- compare the various types of dismissals.
- assess client situations and provide appropriate advice in accordance with relevant legislation.
- compare employees, independent contractors and agents for the purpose of meaningful explanation.
- analyse the basic requirements of the various labour statutes.
- assess procedures in place to resolve discrimination claims in accordance with the Employment Equity Act.

8.19.6.17 Public Administration 301

On completion of this module students will be able to:

- appraise the importance and necessity of bureaucracy within the public sector environment in the twenty – first century, by defining bureaucracy in this context and to place this understanding, as it relates to the challenge of politics and the concepts as enunciated by the New Public Management (NPM).

- analyse the concept of the postmodern public sector and public administration and management, as an instrument of rationality for purposes of comprehending the processes of outputs that, are amenable to systematic analysis and to comprehend briefly, the applicability of the principal – agent model.

- understand the rise of networks in the context that networks of actors apply to public administration and management, rather than the confines of a single, hierarchical bureaucracy.

- project upon and elaborate intellectually on postmodernism and public administration.

- crystallize and understand postmodern facets, in relationship to social constructivism, pragmatism and finally understand the discussion and discourse on post modernism from the position as to where it is actually heading to, in respect of public sector reform.

- comprehend and appreciate the meaning of virtual organisations, as they relate to public administration and management within the public sector.

- explain the differences between public and private management and to comprehend and elaborate upon the blurring of the two sectors, with a view to defining public and private management. in so doing be in a position to understand the finite challenges, in comparing public with private management, by delineating the distinctive characteristics, common assertions and research findings. Finally, to project upon and assimilate the distinctive goals, roles, structures, and processes involved in relationship to these processes.

8.19.6.18 Local Government 301

On completion of this module students will be able to:

- develop and implement strategic plans.
- formulate risk management plans, registers and undertake implementation of risk plans.
- design performance management plans.
- understand and apply the principles and techniques for supply chain management.

8.19.6.19 Research in the Public Sector

On completion of this module students will be able to:

- identify basic terms and concepts in research.
- differentiate between basic and applied research.
- search, scan and write the literature review.
- develop and appropriate research design.
- apply the sampling process.
- apply the appropriate data collection when carrying out research in the public sector.
- implement the data analysis when conducting research in the public sector.

- prepare and develop a soundly structured research proposal and report.

8.19.6.20 Public Sector Budgeting

On completion of this module students will be able to:

- differentiate between capital and operating budgets.
- be familiar with concepts and terminology used in public sector budgeting.
- understand and implement budgetary processes.
- prepare budgets in terms of GRAP standards, prevailing legislation and National Treasury Regulations.

8.19.6.21 Public Administration 302

On completion of this module students will be able to:

- apply all of the learnt theory, and practice of public administration and management to the architecture and complexities of public management, to unstable bureaucracies in the construction of complex systems, thus allowing the student to focus on the challenges to bureaucracy.
- analyse and comprehend the nuances that permeate postmodern public administration, in respect to its relevance and importance to public administration and management reform, in terms of modernity and postmodern conditions.
- understand, comprehend, analyse and apply the processes of evaluation, pertinent to public management, in terms of the evaluation wave that has confronted the practice of public management and administration, in the context of the various approaches, including participatory approaches utilized for this purpose.
- synthesise the importance of public accountability as the hallmark of modern democratic governance, and as an icon of public accountability. To thus be in a position to project upon accountability as an institutional arrangement, and not as a scheme of blaming using the sociological variety of public accountabilities.

8.19.6.22 Local Government 302

On completion of this module students will be able to:

- broadly understand and utilise the full set of management tools used in local government in terms of the applicable legislation, regulations and other policies directives.
- develop a system to analyse, interpret and formulate reports as required in the local government environment.
- undertake external environmental scanning in terms of the political, social and economic environments.
- manage and coordinate projects in a multidisciplinary environment.

8.19.6.23 Disaster Management

On completion of this module students will be able to:

- understand and make use of definitions and concepts used in disaster management.
- differentiate between an emergency and a disaster situation.
- distinguish between the categories of disasters that occur.
- explain the different types that disasters that are prevalent in the world today.

- acknowledge that speed is a factor in disaster management.

8.19.6.24 Political Science

On completion of this module students will be able to:

- an understanding and application of the terms and definitions used in the study of Political Science
- display knowledge of political philosophy.
- display knowledge of political culture.
- articulate the relationship between politics and policy.
- demonstrate an understanding of international politics.

8.20 Bachelor of Business Administration (BAdmin (Business Administration))

NQF Level: 7   **Credits: 360**

Minimum duration: 3 years

8.20.1 Purpose of The Qualification

The Bachelor of Business Administration seeks to develop skills for professionals and equip them to enhance business performance through being effective business administrators with a deep sense of the business, what it consists of and how it operates. Ever-increasing demands on businesses for excellence require the types of business practitioners that are able to provide a robust internal business environment that will allow businesses to be responsive to market- and other external needs to deliver high quality products and services. The programme's purpose is therefore to provide an all-round well-developed, entrepreneurial business administrator that can support management, manage operations and view the business from a fresh and original perspective. Business Administration as a result, forms the core of the qualification with the purpose of providing students with the generic business skills to support the management of specific business areas described by the purpose statements of each module.

8.20.2 Access To The Qualification

The entry requirements to the Bachelor of Business Administration programme are

- A National Senior Certificate (Grade 12) with a Bachelors endorsement. OR
- A QCTO-accredited Further Education and Training Certificate: Business Administration Services at NQF 4 (SAQA ID 61595) with an average of 60 % in the qualification. OR
- An N5 Business Studies certificate or NCV in Business Studies may also gain access into the degree.
- In keeping with the national imperatives of widening access and in line with RBS's mission, a maximum of 10% of the cohort will be admitted via the alternate admissions route of RPL.

8.20.3 Modular Structure

Year 1

Semester 1:

Business Administration 101	(15 credits)
Business Process Management 101	(15 credits)
Business Communication 101	(15 credits)
Fundamentals of Information Technology	(15 credits)

Semester 2:

Business Administration 102	(15 credits)
Financial Administration 102	(15 credits)
Operations Management Practices 102	(15 credits)
Business Mathematics 102	(15 credits)

Year 2

Semester 1:

Business Administration 201	(15 credits)
Financial Planning and Reporting 201	(15 credits)
Business Statistics 201	(15 credits)
Legal and Commercial Practice	(15 credits)

Semester 2:

Business Administration 202	(15 credits)
Business Information Systems 202	(15 credits)
Human Resources Management, Labour Relations and Organisational	
Development Practices	(15 credits)
Risk Management 202	(15 credits)

Year 3

Semester 1:

Business Administration 301	(15 credits)
Enterprise Resource Planning 301	(15 credits)
Marketing Administration 301	(15 credits)
Ethics and Corporate Governance 301	(15 credits)

Semester 2:

Business Administration 302	(15 credits)
Supply Chain Administration 302	(15 credits)
International Business Best Practices	(15 credits)
Project Management Practice	(15 credits)

8.20.4 Rules of Progression

All modules are compulsory

1. All first year modules must be successfully completed before Year 2 modules are attempted.

2. All second year modules must be successfully completed before Year 3 modules are attempted.

3. The following table reflects the pre-requisite modules:

Module	**Pre-requisite Module**
Business Administration 102	Business Administration 101
Business Administration 201	Business Administration 102
Business Administration 202	Business Administration 201

Business Administration 301	Business Administration 202
Business Administration 302	Business Administration 301
Business Statistics 201	Business Mathematics 102
Business Information Systems 202	Fundamentals of Information Technology 101
Financial Planning and Reporting 201	Financial Administration 102

8.20.5 Programme Outcomes

On completion of this qualification, students will be able to :

- demonstrate knowledge, insight and ability to support a range of business areas
- communicate effectively in the business environment and conduct relevant research.
- conduct financial administrative, and planning and reporting processes
- administer the execution of operations
- provide advice to a business with regard to human resources management, labour relations and organisational development initiatives
- administer marketing and supply chain operations
- display an understanding of international business best practices
- assist in ensuring legal compliance of business transactions
- be sensitive to moral and social responsibility issues as these influence the administration function

8.20.6 Module Outcomes

8.20.6.1 Business Administration 101
On completion of this module students will be able to:

- provide an informed outline of the core areas, key terms and theoretical concepts of the business environment
- describe the evolution of business management and business administration as fields of study
- operate ethically in a range of business contexts with cognisance of the different parts of business systems
- identify essential information required for decision making and present possible solutions to typical every-day business problems to solve

8.20.6.2 Business Process Management 101
On completion of this module students will be able to:

- describe the role and importance of systems and processes in business organisations.
- differentiate between systems and processes in business organisations
- describe systems thinking and business process engineering or re-engineering
- contribute to the design of various business processes in the functional areas of a business
- differentiate between centralised and decentralised business processes
- define, with the support or examples, the difference between policies, procedures, strategies and systems
- seek to improve business processes and improve operational efficiency
- assist in the assessment of processes for effectiveness

146

8.20.6.3 Business Communication 101

On completion of this module students will be able to:

- describe, analyse and compare elements of communication theory
- explain various forms of communication
- describe effective communication strategies in the business environment
- outline how cultural diversity can be recognised in written and verbal communication
- provide effective written and verbal communication support to internal and external business requirements
- utilise social media ethically

8.20.6.4 Fundamentals of Information Technology 101

On completion of this module students will be able to:

- define Information Technology and its component parts
- gather IT information from a range of sources
- acknowledge the impact of the evolving 4th industrial revolution
- apply basic processes of information analysis
- comply with prescribed organisational IT codes of conduct, values and practices
- communicate IT information clearly to the user community

8.20.6.5 Business Administration 102

On completion of this module students will be able to:

- describe and provide a rationale for the various functional areas of a business
- identify potential business strategies and propose how these can be implemented
- contribute to the development of basic business plans
- explain the reasons for the importance and value of corporate social responsibility
- describe innovation and change in business administration and elaborate on the importance thereof for business success

8.20.6.6 Financial Administration 102

On completion of this module students will be able to:

- outline the concept of financial administration and its role in business administration
- describe the concepts and principles of accounting and financial record keeping
- record business transactions
- classify and interpret basic financial data required for accurate record keeping and processing of financial information
- prepare basic financial statements

8.20.6.7 Operations Management Practices 102

On completion of this module students will be able to:

- explain the decision areas relating to operations management
- illustrate the concept value chain and what is needed to create a successful value chain
- discuss the impact of operations management on the value chain
- contribute to the solution of operations management problems
- describe how the various operations should be managed to optimise business efficiency.

8.20.6.8 Business Mathematics 102

On completion of this module students will be able to:

- utilise mathematical terminology, notation, and symbolic processes to solve monetary problems
- appreciate business mathematics concepts that are encountered in the real world.
- analyse real world scenarios to recognise when simple and compound interest, annuities, payroll preparation, pricing, invoice preparation, trade discounts, taxes, and depreciation are appropriate
- understand and be able to communicate the underlying business concepts and mathematics involved.

8.20.6.9 Business Administration 201

On completion of this module students will be able to:

- discuss a position on how business administration knowledge has evolved during the last 100 years.
- describe and apply standard business operations in selected business areas
- contribute to the implementation of operational efficiency in selected business areas
- describe the fundamentals, advantages and disadvantages of traditional and contemporary organisational design
- provide an assessment of the potential of technology to transform organisational design
- outline and contrast the concepts of work standards, work measurement, work simplification and productivity improvement and comment on how each of these contribute to business efficiency

8.20.6.10 Financial Planning and Reporting 201

On completion of this module students will be able to:

- describe the financial planning process
- understand and apply the regulatory process relating to business financial planning
- outline and apply relevant financial planning concepts
- analyse and interpret financial statements
- contribute to determining the short and long-term financial needs of a business.

8.20.6.11 Business Statistics 201

On completion of this module students will be able to:

- gather appropriate evidence and apply evidence-based solutions utilising appropriate statistical methods

- appreciate and identify relevant sources of data and survey methods

- summarise data

- use appropriate statistics with bi-variate and univariate data

- understand forecasting techniques

- utilise statistical software

8.20.6.12 Legal and Commercial Practice 201

On completion of this module students will be able to:

- outline how legislation affects business relationships and transactions within the scope of the administration of a business

- define a contract and describe the essentials of basic valid contracts

- analyse the relationship between parties to a business agreement

- outline the various forms of credit agreements and comment on the necessity of the clauses

- demonstrate an understanding of the practical utilisation of negotiable instruments

- display knowledge of competition law, trademark law, copyright law and patent law.

8.20.6.13 Business Administration 202

On completion of this module students will be able to:

- design and develop clear standards, systems and operating procedures and provide a flow process chart of selected operating procedures

- explain, with the support of examples, how the internal business areas relate to each other

- propose methods in developing productive physical and psychological workspaces

- assist employees to maintain high levels of effectiveness

- plan, organise, lead and control activities leading to operational efficiency

8.20.6.14 Business Information Systems 202

On completion of this module students will be able to:

- explain how information and knowledge management add value to a business.

- demonstrate an understanding of the approaches to managing information in a business

- explain the integration of information systems in a business

- contribute to the design and implementation of an organisational framework for information security

- identify factors that influence the success or failure of a systems development project

- evaluate sources of information and communicate such analysis.

- evaluate the role of internet technology in facilitating the management and coordination of internal and inter-organisational business processes

- establish principles and guidelines to govern ethical and social issues in the information technology environment

8.20.6.15 Human Resources Management, Labour Relations and Organisational Development Practices 202

On completion of this module students will be able to:

- discuss the management of human resources through traditional approaches
- contribute to the development of a workforce plan
- design an integrated human resource strategy encompassing recruitment and selection, training and development, compensation systems and performance management systems.
- describe talent management, staff retention and fair and equitable people management and propose how these can contribute to a healthy workforce
- discuss and differentiate between the elements of labour relations including collective bargaining processes, dispute resolution, strikes and lock outs and unfair labour practice identifying the impact these may have on the provision of human resources and organisational development
- develop strategies for ongoing, systematic and effective organisational development

8.20.6.16 Risk Management 202

On completion of this module students will be able to:

- establish the context in which businesses operate
- identify risks by documenting the conditions and events that represent material threats to the achievement of organisational objectives
- analyse identified risks
- assess and prioritise risks by determining the contribution of each risk to the aggregate risk profile
- discuss and implement risk mitigation processes
- contribute to monitoring and reviewing the risk environment

8.20.6.17 Business Administration 301

On completion of this module students will be able to:

- create and maintain effective working relationships and solve complex work relationship problems
- select, implement and adjust business strategies in ways which meet the needs of the business and the external environment
- demonstrate competent business leadership in a number of versatile scenarios
- utilise and manage time effectively in the context of complex business scenarios
- display a commitment to business professionalism at a high ethical level and propose guidance where needed

8.20.6.18 Enterprise Resource Planning 301

On completion of this module students will be able to:

- provide and design an enterprise resource planning (ERP) system supported by an illustration
- explain the role of business intelligence in enterprise resource planning
- outline how enterprise resource planning systems can contribute to business excellence

- provide a description demonstrating an advanced understanding of how an enterprise resource planning system shares data across business processes
- validate sources of information, evaluate and manage the information with the view of incorporating into enterprise resource planning to address complex business contexts
- develop and communicate ideas and opinions about enterprise resource planning
- manage enterprise resource planning (ERP) processes in business contexts and propose ERP models that will be able to make provision for complex situations

8.20.6.19 Marketing Administration 301

On completion of this module students will be able to:

- display in-depth knowledge of the marketing operations of a business
- promote a focused customer centric approach
- contribute to administering marketing projects and campaigns
- select, integrate and optimise technology to enhance marketing operations
- optimise marketing data management and governance
- assume responsibility for measurement, analytics and reporting

8.20.6.20 Ethics and Corporate Governance 301

On completion of this module students will be able to:

- describe and apply the concepts of ethics and business ethics
- display an advanced awareness and understanding of ethical issues in business
- analyse and evaluate business situations and decisions from an ethical perspective
- articulate and defend the ethical dimensions of decision-making processes in a business environment
- describe the concept of governance and differentiate governance from management
- display knowledge of corporate governance requirements for a business
- examine the underlying mechanisms of corporate governance.

8.20.6.21 Business Administration 302

On completion of this module students will be able to:

- apply methods to evaluate performance of individuals and teams in the workplace
- oversee facilities management, workflow and work schedules and design models and processes for effective implementation of these
- resolve complex conflict in the workplace
- facilitate change processes in the workplace
- incorporate 4IR technologies into the approach to facilities management, workflow and change management at an advanced level

8.20.6.22 Supply Chain Administration 302

On completion of this module students will be able to:

- explain the concept of a supply chain with reference to material, financial and informational interchanges
- describe and highlight the role and importance of supply chain management and integration to a business
- describe the scope of and developments in procurement as well as logistics
- understand the role of technology in supply chain management and propose ways in which technology can lead to enhanced supply chain management and administration
- critically reflect on challenges to supply chain integration
- evaluate supply chain information in order to implement improvements in the supply chain of the business

8.20.6.23 International Business Best Practices 302

On completion of this module students will be able to:

- evaluate the reasons for the internationalisation of businesses
- describe the changing nature of the global economy
- understand how globalisation is creating opportunities for businesses
- analyse the business implications of differing cultures
- contextualise the ethical issues faced by international businesses
- identify the strategies for competing globally
- describe the different organisational choices that can be made in international business
- identify the factors that influence the entry mode of a business into another country

8.20.6.24 Project Management Practice 302

On completion of this module students will be able to:

- explain what a project is and propose a project management concept
- demonstrate insight into the context of project management
- discuss project management as an integral part of a business
- utilise appropriate tools to plan and monitor a project.
- describe and illustrate how project management software has revolutionised information processing in a project
- discuss effective project management and leadership characteristics and comment on how these can contribute to effective business operations

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8.21 Advanced Diploma in Financial Management (AdvDip (Finance Management))

NQF Level: 7   **Credits: 120**

Minimum Duration: 1 year

8.21.1 Purpose of The Qualification

The Advanced Diploma in Financial Management is a 1-year programme that provides a sound basis in the principles and practice of financial management. The programme is directed at persons employed in organisations who have a diploma qualification in financial management and who aspire to increase their knowledge, skills and competencies in the procurement, allocation and control of the financial resources of an organisation. The qualification will improve the skills of students in the labour market by enabling them to apply integrated knowledge and advanced conceptual thinking skills to solve problems in financial management.

8.21.2 Access To Qualification

The minimum entrance requirement for admission into the "Advanced Diploma in Financial Management" is:

- A Diploma in Financial Management (NQF 6) or equivalent qualification
- Applicants who do not meet the minimum requirements for admission to the Diploma programme, but have the relevant work experience, may apply for admission via Recognition of Prior Learning (RPL). REGENT Business School reserves the right to conduct an assessment to determine the level of prior learning.

8.21.3 Modular Structure

Semester 1:

- Essentials of Financial Management   (20 credits)
- Short-term Financial Management   (20 credits)
- Long-term Financial Management   (20 credits)

Semester 2:

- Risk and Risk Management   (20 credits)
- Advanced Managerial Accounting   (20 credits)
- Business Ethics and Corporate Governance   (20 credits)

8.21.4 Rules of Progression

There are no prerequisites modules. A student may register for a maximum of 3 modules per semester or 6 modules per year. However, a student may register for 4 modules in a semester, provided that at least one of the modules is being attempted for a second time.

8.21.5 Programme Outcomes

At the end of the programme, a student will be able to:

- contribute to investment decisions including capital budgeting and working capital decisions
- contribute to financial decisions relating to the raising of finance for businesses
- contribute to financial decisions relating to net profit distribution
- display knowledge and skills in the application of management accounting techniques
- demonstrate numeracy and quantitative skills
- identify and evaluate ethical responsibilities and issues
- understand investment and risk management tools
- display an understanding of risk and its applicability
- display an ability to understand, speak and write the language of financial management

8.21.6 Module Outcomes

8.21.6.1 Essentials of Financial Management

Upon completion of this module, the student should be able to:

- contrast financial management with accounting and economics
- relate the financial management functions to the financial objectives of the organisation
- apply the fundamental principles of financial management
- evaluate the impact of economic variables on the financial management of an organisation
- undertake financial statement analysis
- interpret auditors' and directors' reports
- link strategy, risk identification and assessment to financial planning
- apply the principles of budgeting

8.21.6.2 Short-term Financial Management

Upon completion of this module, the student should be able to:

- understand the concept of working capital cycle
- contribute to decisions on a working capital financing policy
- forecast working capital requirements
- identify and evaluate sources of short-term financing
- compile a cash budget
- implement loss prevention measures
- establish a credit policy for an organisation
- evaluate the influence of changes in credit terms on profitability
- implement accounts receivable monitoring and control measures
- perform inventory classifications
- manage inventory balances

- monitor inventory turnover rates

8.21.6.3 Long-term Financial Management

Upon completion of this module, the student should be able to:

- apply the capital budgeting process
- apply an appropriate approach to capital budget decisions
- incorporate risk in capital budgeting
- utilise cost of capital for investment decisions
- understand the mergers and acquisitions process and its relevance
- identify the risks of mergers and acquisitions
- provide advice on how these risks can be mitigated
- determine the influence of operating and financial leverage on an organisation
- determine the influence of financial leverage on the earnings, capital structure and value of an organisation
- evaluate the appropriateness of financial leverage
- evaluate lease financing compared to loan financing
- evaluate the advantages and disadvantages of leasing
- describe convertible securities
- evaluate the factors that influence dividend policy
- explain the purpose of investment appraisal
- evaluate investment projects
- understand the key principles of valuations
- explain the use and limitations of valuation techniques

8.21.6.4 Risk and Risk Management

Upon completion of this module, the student should be able to:

- demonstrate an understanding of the concept of taking risk
- identify the role of risk management in an organisation
- describe the components of a risk management framework
- identify specific types of risk
- apply different tools to assess risk
- develop an action plan to address risks
- understand the importance of risk reporting and risk disclosure
- explain how risk management helps to create sustainable growth
- discuss how a changing environment affects risk and risk management
- demonstrate how business risk and financial risk affect an organisation
- understand the concept of portfolio management

8.21.6.5 Advanced Managerial Accounting

Upon completion of this module, the student should be able to:

- draw a decision tree
- determine the price of a product or service from a market-based approach
- determine the price of a product or service based on a cost method
- explain the concept of relevant costs and revenues
- prepare costing analyses
- utilise linear programming to find optimal solutions to a problem
- discuss the limitations of linear programming
- determine transfer prices using different methods
- explain the concept of responsibility centres
- make inter-divisional performance comparisons
- discuss performance evaluation and the balanced scorecard
- administer contract accounts

8.21.6.6 Business Ethics and Corporate Governance

Upon completion of this module, the student should be able to:

- identify and describe issues pertaining to social responsibility and business ethics
- demonstrate a holistic understanding of the nature of business activity
- evaluate the value and limitations of utilising ethical theories in managerial decision making
- reflect on values and levels of integrity in being a financial manager
- demonstrate knowledge of corporate governance issues
- consider ethical considerations in relation to liquidity management
- identify ethical issues that face management in its decision-making processes
- identify where ethical dilemmas may arise for financial managers with regard to risk and return

8.22   Advanced Diploma in Management (AdvDip (Management))

NQF Level: 7   **Credits: 120**

Minimum Duration: 1 year

8.22.1 Purpose of The Qualification

The purpose of the Advanced Diploma in Management, is to provide learners with a convenient and structured avenue to further and advance their knowledge in Management. The learner should develop advanced intellectual and practical knowledge allowing them to advance to specialist and higher level jobs in the field.

The programme's intended purpose is to:

- Enable learners to develop higher level knowledge, discipline specific skills and applied competence in Commerce and Industry that provide opportunities for continued personal intellectual growth, gainful employment and making a rewarding contribution to society.

- Empower students to solve commercial problems in a general and focused way, to effectively manage and allocate resources, to communicate effectively and to contribute to socio-economic transformation in a responsible and ethical manner.

- Provide South Africa with significant numbers of commerce graduates, particularly from disadvantaged communities, in order to ensure that the leadership base of innovative and knowledge-based economic and scholarly activity is strengthened and diversified.

8.22.2 Access To Qualification

The minimum entrance requirement for admission into the "Advanced Diploma in Management" is:

- A Diploma in Management (NQF 6) or equivalent qualification

- Applicants who do not meet the minimum requirements for admission to the Diploma programme, but have the relevant work experience, may apply for admission via Recognition of Prior Learning (RPL). REGENT Business School reserves the right to conduct an assessment to determine the level of prior learning.

8.22.3 Modular Structure

Semester 1:

- Management   (20 credits)
- Management Accounting   (20 credits)
- Management Information Systems   (20 credits)

Semester 2:

- Marketing Management   (20 credits)
- Economics   (20 credits)
- Human Resource Management and Labour Relations   (20 credits)

8.22.4 Rules of Progression

There are no prerequisite modules. A student may register for a maximum of 3 modules per semester or 6 modules per year. However, a student may register for 4 modules in a semester, provided that at least one of the modules is being attempted for a second time.

8.22.5 Programme Outcomes

At the end of the programme, a student will be able to:

- display knowledge of management in general
- demonstrate an understanding of the individual functional areas of management
- identify and solve management problems across the various functional areas
- understand the role of management and the various functional areas in achieving organisational success
- demonstrate knowledge in a range of core management disciplines
- apply competence and skills related to general management principles of planning, organising, leading and controlling.
- demonstrate competency in the management of the various aspects of human resource management
- apply fundamental hr management principles in a work-based context
- display knowledge of the provisions of relevant legislation relating to human resource management
- utilise technology to solve work-based problems
- solve basic economic problems in different economic systems
- display an understanding of marketing principles and practices to assist in the growth of the organisation
- demonstrate an understanding of an organisation as a set of related functional areas

8.22.6 Module Outcomes

8.22.6.1 Economics

Upon completion of this module, the student should be able to:

- demonstrate an understanding of basic economic principles and concepts
- distinguish between the various economic systems
- elaborate on the concepts of supply and demand
- illustrate the various forms of elasticity
- discuss the types of unemployment and outline policies to combat unemployment
- discuss the concept of inflation and describe the tools that may be utilised combat the effects of inflation

8.22.6.2 Human Resource Management and Labour Relations
Upon completion of this module, the student should be able to:

- elaborate on the evolution of the functions and roles of human resource management in an organisation
- discuss the importance of human resource planning

- explain impact of job design on employee satisfaction
- describe the processes of recruitment and selection and the factors impacting on the processes
- outline the process and methods for training and development in an organisation
- analyse the various approaches to measuring performance
- discuss the compensation system and strategy of an organisation

8.22.6.3 Management

Upon completion of this module, the student should be able to:

- display knowledge of management in general
- demonstrate an understanding of the individual functional areas of management
- identify and solve management problems across the various functional areas
- understand the role of management and the various functional areas in achieving organisational success
- demonstrate knowledge in a range of core management disciplines
- apply competence and skills related to general management principles of planning, organising, leading and controlling.

8.22.6.4 Management Accounting

Upon completion of this module, the student should be able to:

- understand the process of providing financial information and resources to the internal managers for decision making inclusive of statistical data to improve accurate decision making, controlling the business activities, and developing the business.
- distinguish between the various costing methods.
- understand how financial and other data are analysed in order to provide information for decision-making.

8.22.6.5 Management Information Systems

Upon completion of this module, the student should be able to:

- utilise technology to solve work-based problems.
- demonstrate an understanding of an organisation as a set of related functional areas.

8.22.6.6 Marketing Management

Upon completion of this module, the student should be able to:

- suggest factors that should be considered when selecting a target market
- describe positioning methods that marketers can pursue in practice
- outline the steps in the marketing planning process
- distinguish between the various marketing strategies
- differentiate between the different types of competition
- identify qualitative and quantitative market research methods to solve market related problems
- discuss the importance of high ethical standards in marketing campaigns

8.23   Diploma in Public Relations Management (Dip (Public Relations Management))

NQF Level: 6   **Credits: 360**

Minimum Duration: 3 Years

8.23.1 Purpose of The Qualification

The REGENT Business School Diploma in Public Relations Management is a three-year programme that will provide knowledge, specific skills and applied competence in several areas traditionally associated with public relations. The purpose of the Diploma in Public Relations Management seeks to provide students with avenue that will result in employment across various fields such as public relations, business communication, marketing and digital marketing. The Diploma in Public Relations Management will enable students to explore key areas, techniques, theoretical foundations and best practices in the fields such as: public relations management, communication, media, marketing and management principles, business ethics, laws and legislation that are associated with managing public relations.

8.23.2 Access To The Qualification

A National Senior Certificate with a Diploma endorsement or any other NQF 4 qualification or equivalent.

Applicants who do not meet the minimum requirements for admission to the Diploma programme, but have the relevant work experience, may apply for admission via Recognition of Prior Learning (RPL). REGENT Business School reserves the right to conduct an assessment to determine the level of prior learning.

8.23.3 Modular Structure

Year 1
Semester modules:

Management Principles 101   (15 credits)

Media Writing and Environment 101   (15 credits)

Annual modules:

Public Relations 1   (30 credits)

Communication Studies 1   (30 credits)

Marketing and Media: 1   (30 credits)

Year 2
Semester modules:

Business Ethics   (15 credits)

Media Law   (15 credits)

Annual modules:

Public Relations 2   (30 credits)

Communication Studies 2   (30 credits)

Marketing and Media 2	(30 credits)

Year 3

Semester modules:

Digital Marketing	(15 credits)
Public Relations in Corporate Environment	(15 credits)

Annual modules:

Public Relations 3	(30 credits)
Communication Studies 3	(30 credits)
Marketing and Media 3	(30 credits)

8.23.4 Rules of Progression

Year 1: A student may register for a maximum of 5 modules per year.
Year 2: A student may register for a maximum of 5 modules per year.
Year 3: A student may register for a maximum of 5 modules per year.

The student will have to pass the following pre- requisite modules in year 1 in order to progress to year 2:

- Public Relations 1
- Communication Studies 1
- Marketing and Media 1

The student will have to pass the following pre- requisite modules in year 2 in order to progress to year 3 respectively:

- Public Relations 2
- Communication Studies 2
- Marketing and Media 2

A student may register for an additional module in a semester/year, provided that at least one of the modules is being attempted for a second time. A student may only register for a second/third year module when he/she has successfully completed the respective first/second year module

8.23.5 Programme Outcomes

On completion of this qualification graduates will be able to:

Upon successfully completing the Diploma in Public Relations Management (DPRM), graduates will obtain a sound knowledge and competencies in PR management, communication, marketing, digital media as well as ethical foundations and should be able to:

- demonstrate a sound knowledge of the nature, characteristics, practices and functions of public relations

- apply the techniques of public relations and evaluate its impact on business
- examine contemporary issues and challenges in public relations management
- critically explain the value of communication in public relations
- understand and apply the various forms of communication strategies
- provide an assessment of the current trends of new marketing landscapes and examine various forms of media
- analyse and respond appropriately to the marketing environment
- acknowledge the significance of social media platforms and create a social media toolkit
- apply the various management principles and processes in conjunction with public relations within a business environment
- comprehend the background and strategies of printing and publishing within the public relations management realm
- enforce relevant frameworks for marketing ethics
- demonstrate a sound understanding of, and apply the various approaches to corporate social responsibility
- enforce and uphold basic laws and principles governing public relations

8.23.6 Module Outcomes

8.23.6.1 Public Relations 1
Upon completion of this module, the student should be able to:
- demonstrate an informed understanding of the nature, characteristics and functions of public relations
- examine and apply the standard techniques of public relations
- create a sound awareness of the development of public relations as a field
- discuss current international developments of public relations management
- apply the key tools of public relations in a defined context
- develop an informed understanding of the phases of public relations
- to identify leading professional bodies in the public relations sector
- recognise and apply core communication techniques successfully in a public relations context
- apply effective communication practice as a public relations practitioner
- distinguish between the roles of corporate and consulting public relations practice
- discuss the importance of effective relationships in public relations
- identify various stakeholders and discuss the benefits of relationship building
- explain the role and impact of social media on public relations

8.23.6.2 Communication Studies 1
Upon completion of this module, the student should be able to:
- obtain an informed understanding of the value of communication in public relations
- evaluate and apply the communication process in its entirety

- explain the levels of communication within a public relations context
- develop a sound knowledge of interpersonal communication in public relations
- familiarise and evaluate the various networks of communication

8.23.6.3 Management Principles 101

Upon completion of this module, the student should be able to:

- acquire advanced knowledge of management roles and skills in relation to a public relations context
- assess management challenges and contemporary issues within a public relations context
- obtain an advanced knowledge on various management theories: classical: behavioural, quantitative and contemporary theories
- manage the organisational environment through the appropriate use of swot analysis and environmental scanning measures
- discuss the key processes of planning within business and communications
- utilise appropriate models and types of decision making that will increase the efficiency levels of public relations
- explain the concept of organisational change and adapt the relevant approaches towards change management
- discuss the core leadership theories and perspectives in relation to public relations
- acquire a sound understanding on the role of communication in management

8.23.6.4 Marketing and Media 1

Upon completion of this module, the student should be able to:

- demonstrate a thorough understanding of the new marketing communications model
- interpret the significance of integrated marketing communication in public relations
- develop an understanding of marketing and related concepts forming part of an acceptable level of public relations
- discuss the current trends of new marketing landscapes in relation to public relations
- recognise the various forms of media

8.23.6.5 Media Writing and Environment 101

Upon completion of this module, the student should be able:

- develop a sound knowledge of printing and publishing in the field of public relations
- identify and apply the stages of the writing process within the public relations field
- apply the various strategies of persuasion within the public relations field
- obtain a sound knowledge of the key techniques that enable the development of sales messages, good news and bad news and its impact on public relations
- discuss a variety of ways of developing a message
- discuss the channels of media and communication in terms of its role in successful public relations
- understand the contributing factors to Media Writing for Successful Public Relations

8.23.6.6 Public Relations 2

Upon completion of this module, the student should be able to:

- gain an informed insight into working with the media in an endeavour to promote public relations
- comprehend the significance of promotional activities, sponsorships, exhibitions and trade fairs in public relations
- examine contemporary issues and challenges of public relations management
- develop a sound knowledge of the key elements of public affairs
- acknowledge the importance of relations between the public relations officer, publicity media, papers and magazines
- evaluate the impact of public relations on business environments

8.23.6.7 Communications Studies 2

Upon completion of this module, the student should be able to:

- demonstrate a detailed understanding of internal communication in public relations
- critically discuss the core contextual forces affecting communication in the public relations field
- apply the steps necessary in the planning and decision making involved in communication
- explain the role of meeting management and its impact on communication within public relations
- identify the key forms of electronic communication relevant to successful public relations
- implement the process of group communication in business

8.23.6.8 Business Ethics

Upon completion of this module, the student should be able to:

- demonstrate a thorough understanding of ethics and its importance for successful public relations management
- explore the nature of managerial ethics in order to ensure a sound ethical climate
- assess the various approaches and theories of ethical decision making in relation to effective public relations
- apply relevant frameworks for marketing ethics in keeping with best practice
- explore the role of ethics in advertising within the public relations context
- demonstrate a sound understanding of the various approaches to corporate social responsibility

8.23.6.9 Marketing and Media 2

Upon completion of this module, the student should be able to:

- analyse the promotion-mix tools and strategies for communicating customer value
- apply socially responsible marketing communication techniques in the realm of public relations management
- analyse and respond appropriately to the marketing environment
- create an awareness of, and apply marketing information and customer insights
- obtain a critical overview of customer retention management
- explore public relations and selling in public relations management

8.23.6.10 Media Law

Upon completion of this module, the student should be able to:

- acquire a sound understanding of basic laws and principles governing public relations
- understand and apply the Copyright Act with the view to inform public relations practices
- discuss and assess the Electronic Communications and Transactions Act in light of public relations processes and practices
- maintain the role of privacy and data protection
- create an awareness of the Advertising Standards Authority (ASA) in order to facilitate best   practice
- discuss the importance of defamation and trademarks in public relations

8.23.6.11 Public Relations 3

Upon completion of this module, the student should be able to:

- implement various research techniques within a public relations environment
- demonstrate a detailed understanding of the practice of public relations
- apply the relevant approaches necessary for the planning of a successful public relations programme
- enforce various stakeholder and reputation management techniques
- analyse core trends, provide feedback and evaluate events management using the most appropriate feedback mechanisms and instruments
- explain the major aspects of government- media relations

8.23.6.12 Communication Studies 3

Upon completion of this module, the student should be able to:

- analyse the challenges of communication in order to ensure successful public relations
- apply relevant and appropriate tools and strategies to improve communication flows
- successfully apply key strategies for web page communication
- develop a sound understanding of the role that technology plays in the future of successful communication in public relations
- utilise the main steps in problem-solving in context of public relations management
- adopt the relevant research methods in communication
- interpret the role of reports in communication and its application thereof

8.23.6.13 Digital Marketing

Upon completion of this module, the student should be able to:

- analyse the key trends of the new digital age in relation to public relations.
- demonstrate a detailed understanding of the new-direct marketing model.
- understand and apply the various digital direct marketing technologies and online marketing techniques.
- assess the role of digital networks in marketing.
- recognise the major online marketing domains.

- explore and apply the key techniques to establish an online marketing presence.
- discuss the core challenges of online marketing.

8.23.6.14 Marketing and Media 3

Upon completion of this module, the student should be able:

- recognise the significance of social media platforms that contribute to successful public relations management.
- formulate a social media toolkit as part of public relations management.
- acquire sound knowledge of critical approaches to the various forms of social media and evaluate the significance of these in relation to public relations matters.
- critically unpack the role of advertising in the promotional mix.
- evaluate advertising effectiveness and return on advertising investment.
- demonstrate detailed knowledge of market research and its application.
- interpret and apply market segmentation appropriately.
- evaluate and select target segments in an appropriate manner.
- apply methods of differentiation and positioning.
- communicate and deliver the chosen position within a public relations context.

8.23.6.15 Public Relations in Corporate Environment

Upon completion of this module, the student should be able to:

- develop a comprehensive understanding of the practice of public relations in a corporation.
- evaluate the fundamental difference between corporate image and corporate identity.
- assess the key factors that affect corporate identity.
- critically explain the core changes in corporate design.
- assess corporate social responsibility and responsiveness in order to maintain an appropriate level of commitment to society and other related stakeholders.
- examine new policy directions and corporate social investment (CSI) with the aim of upholding an appropriate level of corporate social responsibility.
- execute a well-developed crisis management plan that ensures preparedness in light of risk associated with public relations.
- construct suitable funding proposals.

8.24 Diploma in Financial Management (Dip (Financial Management))

NQF: Level 6   **Credits: 360**

Minimum duration: 3 years

8.24.1 Purpose of The Qualification

The purpose of the qualification is to provide students with specific skills and applied competence in a number of fields in Financial Management and Accounting. This will provide opportunities for continued personal intellectual growth, enhanced marketability and enhanced employability whilst opening up new access routes to additional education and training opportunities.

The Diploma in Financial Management will provide access to higher education to persons wanting to make careers in the field of commerce. The purpose of the qualification is to respond to the needs of the community, industry, private sector and financial sector in the provision of a qualification in financial management.

8.24.2 Access To The Qualification

The minimum entrance requirements for admission to the "Diploma in Financial Management (DIFM)" programme are as follows:

- A National Senior Certificate with a minimum Diploma endorsement, any other NQF 4 qualification or equivalent.

Applicants who do not meet the minimum requirements for admission to the Diploma programme, but have the relevant work experience, may apply for admission via Recognition of Prior Learning (RPL). REGENT Business School reserves the right to conduct an assessment to determine the level of prior learning.

8.24.3 Modular Structure

Year 1
Semester modules:
Business Communication 101   (15 Credits)
Mathematics of Finance 101   (15 credits)
Annual modules:
Financial Management 1   (30 credits)
Economics 1   (30 credits)
Financial Accounting 1   (30 credits)

Year 2
Semester modules:
Business Management 201   (15 Credits)
Introduction to Taxation 201   (15 credits)
Annual modules:

Financial Management 2	(30 credits)
Managerial Accounting 2	(30 credits)
Business information Systems 2	(30 credits)

Year 3
Semester modules:

Ethics and Corporate Governance 301	(15 credits)
Public Sector Finance 301	(15 credits)

Annual modules:

Financial Management 3	(30 credits)
Commercial Law 3	(30 credits)
Taxation 3	(30 credits)

8.24.4 Rules of Progression

Year 1: A student may register for a maximum of 5 modules per year.

Year 2: A student may register for a maximum of 5 modules per year.

Year 3: A student may register for a maximum of 5 modules per year.

However, a student may register for an additional module in a semester/year, provided that at least one of the modules is being attempted for a second time.

A student may only register for a second/third year module when he/she has successfully completed the respective first/second year module.

8.24.5 Programme Outcomes

Upon successful completion of this programme, students will be able to:

- obtain and assimilate knowledge appropriate to the practice of financial management in any organisation.
- prepare financial statements of entities, including groups of companies, using relevant financial information, accounting techniques and standards; and to analyse and interpret such financial statements
- understand the general legal framework, and apply specific legal principles relating to business, including taxation legislation as applicable to individuals, single companies and groups of companies.
- describe the organisational context of the financial manager and of the development of financial systems; to understand the need for the efficient use of resources within an organization
- communicate business and general management information to relevant stakeholders effectively, using both, written and verbal communication.

8.24.6 Module Outcomes

8.24.6.1 Business Communication 101

On completion of this module the student will be able to:

- demonstrate the knowledge of communication models and the importance of an effective communication process in the context of business.
- discuss the fundamental concepts of verbal communication and apply the core techniques for planning, preparation and delivery within a business.
- successfully interpret and display the correct nonverbal communication cues when communicating in an organisation.
- evaluate the influence of culture and diversity in a business environment.
- demonstrate the suitable techniques when drafting and compiling written communication within a business.
- recognise the influence of technology when communicating in the business sector.
- effectively apply standards and techniques required for employment practice.
- efficiently plan and lead meetings whilst contributing to business discussion.
- recognise the different types, benefits and impact of social media on business communication.
- understand and display knowledge of intercultural communication for good business practice.

8.24.6.2 Mathematics of Finance 101

On completion of this module the student will be able to:

- demonstrate the ability to use accurate calculations involving whole numbers, fractions, decimal numbers and exponents
- demonstrate competencies of using appropriate equations to solve business related problems
- display the ability to use appropriate linear equations to determine the market equilibrium
- demonstrate the aptitude to undertake accurate simple and compound interest calculations
- demonstrate proficiency in constructing accurately depreciation schedules of tangible assets

8.24.6.3 Financial Management 1

On completion of this module the student will be able to:

- successfully demonstrate an understanding of key concepts in financial management and what financial management entails
- understand and display knowledge on the importance of working capital management
- demonstrate the ability prepare a financial statement analysis report
- demonstrate an understanding of asset management
- demonstrate an understanding of the budgeting process
- effectively apply cost analysis techniques for the purpose of decision making
- appraise capital investment decisions using appropriate appraisal techniques
- demonstrate the ability to undertake accurate simple and compound interest calculations

8.24.6.4 Economics 1

On completion of this module the student will be able to:

- explain in detail the subject of economics from a theoretical perspective and apply the basic economic problem to the first basic economic model

- determine the typical characteristics and economic arrangement of the world's real economies
- proficiently analyse how buyers and sellers interact with each other to determine the prices and quantities of goods and services in different market systems
- explain in detail and sufficiently differentiate the varying measures of elasticity and how it influences the behaviour of buyers and sellers in a market for a specific good or service
- adequately gauge the measure of satisfaction that a consumer gets from buying a good or service
- examine with the required insight the relationship that exists between inputs used in production and the resulting outputs and costs for firms characterised into the main theoretical market structures
- comprehend how firms would be classified into the different market structures that exist in economic theory and fully explain their equilibrium positions according to their various characteristics as per economic thought
- clearly identify and explain the behaviour of labour, one of the main factors of production and to efficiently demonstrate the behaviour of this factor of production in the labour market when it acts as an intermediary in the buying and selling of an economy's workforce
- proficiently explain the purpose of fiscal policy and monetary policy and how these policies are applied in order to influence the macroeconomic outcomes of a national economy
- demonstrate a thorough understanding of the underlying factors affecting the aggregate demand-aggregate supply model representative of a real economy
- effectively demonstrate the required level of knowledge of key macroeconomic challenges against the background of these challenges also being the key macroeconomic objectives of a national economy
- demonstrate a basic understanding of the theoretical notions, principles and protective measures involved in countries building strong economic links with the rest of the world

8.24.6.5 Financial Accounting 1

On completion of this module the student will be able to:

- apply critical thinking skills by identifying and analysing accounting issues using relevant accounting frameworks of an entity.
- analyse the fundamental concepts, standards and principles of financial accounting and gain an informed understanding of the collection, processing and recording of relevant financial accounting data of an entity.
- obtain an understanding of the accounting treatment and disclosure of non-current assets, current assets; non-current liabilities and current liabilities in accordance to the accounting framework as outlined in the international financial reporting standards for entities.
- develop competencies for the preparation and presentation of financial statements according to the requirements of international financial reporting standards for sole proprietor and partnerships
- develop an understanding of internal control issues and the effects of the regulatory environment on financial reporting

8.24.6.6 Business Management 201

On completion of this module the student will be able to:

- demonstrate knowledge of fundamental management principles
- identify the components of the management environment
- display knowledge of the evolution of management theory
- describe the management process
- demonstrate understanding of the four basic management functions
- discuss the scope and challenges of management
- describe the different tasks of production and operations management

8.24.6.7 Introduction to Taxation 201

On completion of this module the student will be able to:

- display knowledge of relevant tax legislation.
- distinguish between tax evasion and tax avoidance.
- apply tax regulations for individuals.
- calculate personal income tax liability of individuals.
- display an understanding of tax related terminology

8.24.6.8 Financial Management 2

On completion of this module the student will be able to:

- appraise long-term decisions of projects using investment appraisal techniques
- describe the various sources of finance that exist and the implications of each type
- identify a projects cash flow and business risk
- apply the capital assets pricing model (CAPM) to discuss the cost of capital
- interpret and apply the options of leasing on assets as compared to buying it outright
- display an understanding of the different dividend policies and establishing a dividend policy for the firm
- apply knowledge of the different forms of long-term finance
- describe the process of efficiently optimising the use of working capital
- distinguish between the different forms of growth and gain an understanding of the mechanics of acquisitions and mergers

8.24.6.9 Managerial Accounting 2

On completion of this module the student will be able to:

- display basic knowledge of cost classification, cost behaviour, cost analysis and cost management accounting systems
- understand and apply planning, budgeting and control techniques.
- understand how financial and other data are analysed in order to provide information for decision-making
- display a basic knowledge of financial management concepts, tools and techniques
- understand cost of capital, portfolio management and working capital management.

8.24.6.10 Business information Systems 2

On completion of this module the student will be able to:

- describe the operational and managerial roles of information systems
- gain an appreciation of the major concepts, developments and managerial implications involved in computer hardware, software, database management and telecommunications technologies
- demonstrate an understanding of how information technology is used in modern information systems to support the end user collaboration, enterprise operations, managerial decision making and strategic advantage
- utilize is systems to support decision making.

8.24.6.11 Ethics and Corporate Governance 301

On completion of this module the student will be able to:

- facilitate the development and awareness of what is/ is not ethical
- understand ethics and its value for business
- demonstrate perception of the ethical dimension of business activities
- enhance curiosity and concern about discussing moral problems openly in the workplace

8.24.6.12 Public Sector Finance 301

On completion of this module the student will be able to:

- demonstrate an understanding of financial reporting requirements in the public sector
- apply accounting principles and procedures in the preparation of reports
- display knowledge of the Public Finance Management Act, 1999
- display knowledge of the requirements and skills necessary for preparing budgets in line with the stipulations of the Public Finance Management Act
- explain the nature and dynamics of the budget cycle
- explain the role of the financial manager in public financial management.

8.24.6.13 Financial Management 3

On completion of this module the student will be able to:

- analyse the past performance of a business through ratio analysis.
- make long-term decisions on the acceptability of projects using investment appraisal techniques.
- estimate a project's cash flow and business risk, and its suitability for inclusion in a firm's portfolio of investments
- recognise the variety of sources of finance that exist, and appreciate the implications of the usage of each of type.
- use the capital assets pricing model (CAPM) to assess the cost of capital
- understand in detail the management of working capital.

8.24.6.14 Commercial Law 3

On completion of this module the student will be able to:

- understand the principles governing law of contract

- distinguish between the various rules concerning binding contracts
- understand and apply the intricacies of contracts, capacity of contracts, possibility of performance,
- terminate a contract, interpretation of contacts, breach and remedies of contract
- demonstrate basic knowledge of the different forms of business enterprises as recognised by the new companies act
- understand the laws governing the employer / employee relationship
- demonstrate a basic knowledge of labour legislation

8.24.6.15 Taxation 3

On completion of this module the student will be able to:

- calculate various types of tax such as normal tax, secondary tax on companies, donations tax, capital gains and losses, estate duty and value added tax
- analyse and interpret information for the purposes of tax calculations
- explain the concepts and rationale behind tax legislation
- evaluate the implications of legislation in relevant context
- advise individuals on related issues

8.25 Higher Certificate in Human Resource Management (HCert (Human Resource Management))

NQF Level: 5 **Credits:120**

Minimum duration: 1 year

8.25.1 Purpose of The Qualification

The Higher Certificate in Human Resource Management has been developed to facilitate the learning of the knowledge and skills required by people who are capable of applying to systems supporting human resource management practices. For South Africa to continue to grow and to remain globally competitive, it is crucial to increase the supply of competent people with average and middle order capabilities in such sectors in Human Resource Management. The mission of the qualification is to ensure students are equipped with knowledge, theory and ability of the important disciplines in Human Resource Management, and to enable them to demonstrate initiative and responsibility in a professional or academic context in this field of endeavour.

The Higher Certificate in Human Resource Management is a response to the workplace and stepping stone for one to familiarise themselves with the fundamentals of Human Resource Management. The current and future need for competent entry, junior and middle managers has been expressed by employers and employees. The skills, knowledge, attitudes and values required by Human Resource Managers are captured in this qualification. The breadth and depth of learning achieved by students should help facilitate access to the world of work and will promote critical and analytical citizenship.

8.25.2 Access To The Qualification

The minimum entrance requirements for admission to the "Higher Certificate in Human Resource Management" programme are as follows:

- A National Senior Certificate with a minimum Higher Certificate endorsement
- any other NQF 4 qualification or equivalent.

Applicants who do not meet the minimum requirements for admission to the Higher Certificate programme, but have the relevant work experience, may apply for admission via Recognition of Prior Learning (RPL). REGENT Business School reserves the right to conduct an assessment to determine the level of prior learning.

8.25.3 Modular Structure

Semester 1:
- Human Resource Management in Context and Organisational Behaviour (20 credits)
- Attracting, Maintaining and Retaining Staff (20 credits)
- Human Resource Planning (20 credits)

Semester 2:

- Employee Health Safety and Welfare   (20 credits)
- Labour Relations   (20 credits)
- Employee Training and Development   (20 credits)

8.25.4 Rules of Progression

There are no prerequisite modules.

A student may register for a maximum of 3 modules per semester or 6 modules per year. However, a student may register for 4 modules in a semester, provided that at least one of the modules is being attempted for a second time.

8.25.5 Programme Outcomes

Upon successful completion of this programme, students will be able to:

- define the sphere of human resource management
- plan, manage and coordinate human resource requirements for an organisation
- apply human resource principles when selecting and recruiting employees
- communicate effectively to ensure development of employees and ensure maintenance of good working relationships
- analyse the legislative requirements and the business policies and procedures in the human resources management activities.
- assess problems with employees and take appropriate actions
- articulate the operations service and performance levels required in the organisation

8.25.6 Module Outcomes

8.25.6.1 introduction to Human Resource Management and Organisational Behaviour
On completion of this module the student will be able to:
- define management
- discuss the various levels of management
- analyse the various groups and teams with their characteristics
- discuss the various types of motivational theories
- outline and discuss the role and functions of organisational culture
- differentiate between management and leadership
- analyse the current challenges facing Human Resource Management

8.25.6.2 Attracting, Maintaining and Retaining Staff
On completion of this module the student will be able to:
- explain the concept of recruitment
- identify the guidelines for recruitment
- describe the steps in the recruitment process

- explain the objectives of recruitment
- outline and discuss the recruitment process and policy
- identify the factors influencing selection
- describe the selection process
- list the different types of tests used in the selection process
- describe placement and induction
- list the types of contracts of employment
- define performance management.
- define performance appraisal.
- identify how performance management differs from performance appraisal
- name and discuss the stages in the performance management process
- name and discuss the modern methods of performance appraisal
- name and discuss the traditional methods of performance appraisal
- describe what compensation management is
- discuss the four central objectives of compensation management
- define benefits
- differentiate between the types of benefits
- define incentives

8.25.6.3 Human Resource Planning

On completion of this module the student will be able to:

- understand the role and environment of human resource planning.
- examine the importance of strategic human resource management and planning.
- develop an informed understanding of workforce planning
- distinguish between job analysis, job description and job specification

8.25.6.4 Labour Relations

On completion of this module the student will be able to:

- describe the concept of labour relations by reflecting on the theoretical framework on labour and employee relations.
- understand the elements of the tripartite relationships.
- identify and understand the legal and statutory regulations of the employment practices.
- understand and apply the labour laws that play a role in the administration of labour relationships.
- identify the different types of dismissals and unfair labour practices in the workplace.
- reflect on the implications of strikes and lockouts in South Africa.
- understand and apply procedures relating the handling of grievance relation to unfair discrimination and sexual harassment.
- differentiate between the various types of bargaining tools established in terms of the Labour Relations Act,66 of 1995.

- reflect on the importance of collective bargaining and negotiations skills

8.25.6.5 Employee Health Safety and Welfare

On completion of this module the student will be able to:

- identify and describe labour relations in terms of the health and safety regulations.
- health and safety legislations are identified and discussed.
- understand and interpret health and safety policy and procedures.
- describe ergonomics and workplace stress and its effect on individuals and organisations as a whole.
- enumerate and elaborate on health and safety programmes

8.25.6.6 Employee Training and Development

On completion of this module the student will be able to:

- develop the skills to plan, create, implement, and evaluate staff training and development programmes.
- demonstrate the latest training techniques and presentation formats.
- describe the factors and laws that influence training and development in South Africa

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8.26   Higher Certificate in Business Management (HCert (Business Management))

NQF: Level 5   **Credits: 120**

Minimum duration: 1 year

8.26.1 Purpose of The Qualification

The Higher Certificate in Business Management (HCIBM) provides an overview of the essentials of business management theory and practice. It is designed to provide a convenient and appropriate avenue into business management studies and eventual gainful employment for students coming straight out of school. It is also directed towards persons who may have taken employment in business without formal post-school qualifications and who have limited work experience. The HCIBM thus equips students for a formal career in management or small business management. The certificate can provide access to further study at NQF Levels 6.

8.26.2 Access To The Qualification

The minimum entrance requirements for admission to the "Higher Certificate in Business Management (HCIBM)" programme are as follows:

- A National Senior Certificate with a minimum Higher Certificate endorsement
- any other NQF 4 Qualification or Equivalent

Applicants who do not meet the minimum requirements for admission to the Certificate programme, but have the relevant work experience, may apply for admission via Recognition of Prior Learning (RPL). REGENT Business School reserves the right to conduct an assessment to determine the level of prior learning.

8.26.3 Modular Structure

Semester 1:
- Business Communication   (20 credits)
- Business Management   (20 credits)
- Business Information Systems   (20 credits)

Semester 2:
- Marketing Management   (20 credits)
- Entrepreneurship and Small Business Management   (20 credits)
- Financial Management   (20 credits)

8.26.4 Rules of Progression

There are no prerequisite modules.

A student may register for a maximum of 3 modules per semester or 6 modules per year. However, a student may register for 4 modules in a semester, provided that at least one of the modules is being attempted for a second time.

8.26.5 Programme Outcomes

On completion of the HCIBM programme students will be able to:

- apply basic management principles in a business context
- analyse and use financial information for business decision making
- utilise financial management tools for effective acquisition and use of organisational resources
- utilise information and communications technology to communicate effectively for business success
- identify the critical success factors for starting and managing a small business
- cite the key characteristics of entrepreneurs and their role in small business development
- design and implement marketing strategies to leverage business opportunities

8.26.6 Module Outcomes

8.26.6.1 Business Management

On completion of this module the student will be able to:

- demonstrate an understanding of a business and its related challenges.
- demonstrate an understanding of the different levels of management and their responsibilities.
- distinguish between the different internal and external factors that may affect a business organisation.
- develop a PESTEL analysis of an organisational for decision making.
- demonstrate an understating on the strengths, weakness, opportunities and threats (SWOT) of an organisation.
- categorise the four tasks of general management (POLC) and their importance in achieving organisational goals.
- demonstrate an understanding of the areas of management of an organization

8.26.6.2 Financial Management

On completion of this module the student will be able to:

- demonstrate an understanding of financial management, the financial function, fundamental concepts, and techniques employed in financial management.
- analyse the various components of working capital management.
- evaluate and recommend capital investment alternatives using appropriate appraisal techniques.
- describe the sources of funds within an organisation.
- evaluate the financial statements of a company and make informed judgments on the financial wellbeing of a company.

8.26.6.3 Business Information Systems

On completion of this module the student will be able to:

- demonstrate an understanding of key concepts and role of information systems in enhancing management functions.
- demonstrate an understanding of showing how information systems support and work within the automated area of an organisational process.

- explain each of the four change models and how they can be used to introduce a new information system into an organisation
- evaluate the quality and reliability of data from different sources and make recommendations for improving data collection and analysis processes.
- create a data table from a given set of raw data
- select and integrate appropriate communication technologies into the implementation plan.
- develop a comprehensive communication strategy that incorporates different communication technologies, such as email, social media, and chatbots.
- analyze organizational communication needs and evaluate the effectiveness of different communication technologies in meeting those needs.
- assess the importance of performance metrics in measuring the effectiveness of new functions.
- identify the types of performance metrics that are relevant to a given function, such as productivity, efficiency, quality, and customer satisfaction.
- develop a data collection plan using appropriate information systems tools and techniques

8.26.6.4 Marketing Management

On completion of this module the student will be able to:

- demonstrate an understanding of the marketing, its activities and orientations.
- explain the marketing process and its function within an organisation.
- interpret the marketing environment and the variables in the micro environment, market environment and macro environment.
- apply Segmentation, Targeting and Positioning methods that can be used in practice.
- explain the new product development process and illustrate the PLC.
- applying pricing decisions.
- leveraging the promotions mix to develop the most optimal promotion.
- conduct marketing planning, implementation and evaluation.

8.26.6.5 Business Communication

On completion of this module the student will be able to:

- interpret the communication process
- differentiate between various communication channels
- organise, lead and participate in virtual and in-person meetings
- demonstrate understanding of the listening process, and techniques for improving workplace listening in the workplace
- prepare and deliver a professional presentation
- demonstrate writing skills based on professional business practice
- produce and analyse communication messages
- produce well written business correspondence e.g. reports

- build a CV and/or resume
- demonstrate an understanding of the Interview process.

8.26.6.6 Entrepreneurship and Small Business Management

On completion of this module the student will be able to:

- define the concept of entrepreneurship.
- describe the success characteristics of entrepreneurs.
- demonstrate knowledge of the entrepreneurial mindset.
- explain the entrepreneurial process.
- identify business opportunities and assess their viability.
- explain how the functional areas of a business can be used to operate a small business.
- develop a Business Plan.

8.27 Higher Certificate in Accounting (HCert (Accounting))

NQF: Level 5   **Credits: 120**

Minimum duration: 1 year

8.27.1 Purpose of The Qualification

The Higher Certificate in Accounting is an undergraduate qualification that offers a combination of conceptual theory and practice in the key areas of accounting and related subjects.

It provides a relevant higher education qualification enabling students to gain meaningful employment.

The programme will develop junior management and leadership skills, and provide students with elementary skills in accounting, management and technology.

8.27.2 Access To The Qualification

The minimum entrance requirements for admission to the "*Higher Certificate in Accounting (HCIA)"* programme are as follows:

- A National Senior Certificate with a minimum Higher Certificate endorsement
- any other NQF 4 Qualification or Equivalent

Applicants who *do not* meet the minimum requirements for admission to the Higher Certificate programme, but have the relevant work experience, may apply for admission via Recognition of Prior Learning (RPL). REGENT Business School reserves the right to conduct an assessment to determine the level of prior learning.

8.27.3 Modular Structure

Semester 1 :
- Business Information Systems   (20 credits)
- Business Management   (20 credits)
- Financial Accounting   (20 credits)

Semester 2 :
- Financial Management   (20 credits)
- Commercial Law   (20 credits)
- Economics   (20 credits)

8.27.4 Rules of Progression

There are no prerequisite modules:

A student may register for a maximum of 3 modules per semester or 6 modules per year.

However, a student may register for 4 modules in a semester, provided that at least one of the modules is being attempted for a second time.

8.27.5 Programme Outcomes

On completion of the HCIA programmed students will be able to:

- apply financial and business management principles in a work-based context
- utilise technology to communicate effectively
- analyse and use financial information for business decision making
- identify the critical success factors for starting and managing a small business
- design and implement marketing strategies to leverage business opportunities
- operate as informed junior accountants and managers

8.27.6 Module Outcomes

8.27.6.1 Financial Accounting

On completion of this module students will be able to:

- apply the double entry system to keep records of economic activities.
- adjust ledger accounts to fairly reflect the economic activities and financial position for a financial period.
- record ledger accounts using various inventory systems.
- produce a statement of profit and loss and other comprehensive income.
- post journal entries into ledger accounts
- apply accounting treatment and disclose non-current assets.
- produce financial statements from according to the Internal Financial Reporting Standards

8.27.6.2 Financial Management

On completion of this module students will be able to:

- demonstrate an understanding of Financial Management, the financial function, fundamental concepts, and techniques employed in financial management.
- analyse the various components of working capital management.
- evaluate and recommend capital investment alternatives using appropriate appraisal techniques.
- describe the sources of funds within an organisation.
- evaluate the financial statements of a company and make informed judgments on the financial wellbeing of a company.

8.27.6.3 Commercial Law

On completion of this module students will be able to:

- demonstrate an understanding of the south african legal system.
- apply fundamental principles relating to contracts of sale, lease, and credit.
- identify and evaluate the different forms of business enterprise.

8.27.6.4 Business Information Systems

On completion of this module students will be able to:

- demonstrate an understanding of key concepts and role of information systems in enhancing management functions.
- demonstrate an understanding of showing how information systems support and work within the automated area of an organisational process.
- explain each of the four change models and how they can be used to introduce a new information system into an organisation
- evaluate the quality and reliability of data from different sources and make recommendations for improving data collection and analysis processes.
- create a data table from a given set of raw data
- select and integrate appropriate communication technologies into the implementation plan.
- develop a comprehensive communication strategy that incorporates different communication technologies, such as email, social media, and chatbots.
- analyze organizational communication needs and evaluate the effectiveness of different communication technologies in meeting those needs.
- assess the importance of performance metrics in measuring the effectiveness of new functions.
- identify the types of performance metrics that are relevant to a given function, such as productivity, efficiency, quality, and customer satisfaction.
- develop a data collection plan using appropriate information systems tools and techniques

8.27.6.5 Economics

On completion of this module students will be able to:

- demonstrate an understanding of the economic problem of scarcity and its main solution using the first basic economic model
- demonstrate an understanding of basic microeconomic concepts and theories relating to households, firms and government
- classify the market structures according to specific criteria and determine and compare efficiency and their profit-maximising positions in the short- run and long-run
- demonstrate an understanding of fundamental macroeconomic theory and concepts

8.27.6.6 Business Management

On completion of this module the student will be able to:

- demonstrate an understanding of a business and its related challenges.
- demonstrate an understanding of the different levels of management and their responsibilities.
- distinguish between the different internal and external factors that may affect a business organisation.
- develop a PESTEL analysis of an organisational for decision making.
- demonstrate an understating on the strengths, weakness, opportunities and threats (SWOT) of an organisation.

- categorise the four tasks of general management (POLC) and their importance in achieving organisational goals.
- demonstrate an understanding of the areas of management of an organization

8.28   Higher Certificate in Management For Estate Agents (HCert (Management for Estate Agents))

NQF Level: 5   **Credits: 120**

Minimum duration: 1 year

8.28.1 Purpose of The Qualification

The HCMEA is a one-year programme that provides an overview of the application of essentials of business management theory to the Real Estate sector. It is designed to provide persons in the Real Estate sector a convenient and appropriate avenue to business management studies and also to become compliant with recently promulgated regulations that require estate agents to be formally qualified and engaging in career development programmes. This Higher Certificate will broaden the students understanding of essential functions of estate agents' management such as business management, corporate governance, business ethics, finance, marketing, and entrepreneurship. The programme develops the student's skills necessary to enhance productivity, effectiveness and better performance while building and improving sound business practices in the real estate sector.

8.28.2 Access To The Qualification

The minimum entrance requirements for admission to the "Higher Certificate in Management for Estate Agents (HCMEA)" programme are as follows:

- A National Senior Certificate with a minimum Higher Certificate endorsement
- any other NQF 4 Qualification or Equivalent

The programme will also accept candidates who possess a Certificate for Estate Agents [CEA]. Applicants who do not meet the minimum requirements for admission to the Higher Certificate programme, but have the relevant work experience, may apply for admission via Recognition of Prior Learning (RPL). REGENT Business School reserves the right to conduct an assessment to determine the level of prior learning.

8.28.3 Modular Structure

Semester 1:

Management	(20 credits)
Business Information Systems	(20 credits)
Business Law	(20 credits)

Semester 2 :

Real Estate Practice	(20 credits)
Financial Management	(20 credits)
Marketing Management	(20 credits)

8.28.4 Rules of Progression

There are no prerequisites modules:

A student may register for a maximum of 3 modules per semester or 6 modules per year.

However, a student may register for 4 modules in a semester, provided that at least one of the modules is being attempted for a second time.

8.28.5 Programme Outcomes

On completion of the HCMEA programmed students will be able to:
- apply management principles in context of management in real estate
- analyse and use financial information for business decision making in real estate
- utilise financial management tools for effective acquisition and use of organisational resources in the real estate sector
- utilise information and communications technology to communicate effectively in the real estate sector
- identify the critical success factors for starting and managing a real estate agency
- design and implement marketing strategies to leverage business opportunities in relation to the property market
- discuss and review the different legislative practices involved in the real estate sector.

8.28.6 Module Outcomes

8.28.6.1 Management
On completion of this module students will be able to:
- demonstrate an understanding of a business and its related challenges.
- demonstrate an understanding of the different levels of management and their responsibilities.
- distinguish between the different internal and external factors that may affect a business organisation.
- develop a PESTEL analysis of an organisation for decision making.
- demonstrate an understating on the strengths, weakness, opportunities and threats (SWOT) of an organisation.
- categorise the four tasks of general management (POLC) and their importance in achieving organisational goals.
- demonstrate an understanding of the areas of management of an organization

8.28.6.2 Financial Management
On completion of this module students will be able to:
- demonstrate an understanding of financial management, the financial function, fundamental concepts, and techniques employed in financial management.
- analyse the various components of working capital management.
- evaluate and recommend capital investment alternatives using appropriate appraisal techniques.
- describe the sources of funds within an organisation.
- evaluate the financial statements of a company and make informed judgments on the financial wellbeing of a company.

8.28.6.3 Business Information Systems

On completion of this module students will be able to:

- demonstrate an understanding of key concepts and role of information systems in enhancing management functions.
- demonstrate an understanding of showing how information systems support and work within the automated area of an organisational process.
- explain each of the four change models and how they can be used to introduce a new information system into an organisation
- evaluate the quality and reliability of data from different sources and make recommendations for improving data collection and analysis processes.
- create a data table from a given set of raw data
- select and integrate appropriate communication technologies into the implementation plan.
- develop a comprehensive communication strategy that incorporates different communication technologies, such as email, social media, and chatbots.
- analyze organizational communication needs and evaluate the effectiveness of different communication technologies in meeting those needs.
- assess the importance of performance metrics in measuring the effectiveness of new functions.
- identify the types of performance metrics that are relevant to a given function, such as productivity, efficiency, quality, and customer satisfaction.
- develop a data collection plan using appropriate information systems tools and techniques

8.28.6.4 Business Law

On completion of this module students will be able to:

- demonstrate an understanding of the south african legal system and the principles governing.
- demonstrate knowledge of the fundamental principles relating to the law of contract.
- identify and interpret aspects of specific contracts such as sale, lease, agency, security and franchise

8.28.6.5 Marketing Management

On completion of this module students will be able to:

- demonstrate an understanding of the marketing, its activities and orientations.
- explain the marketing process and its function within an organisation.
- interpret the marketing environment and the variables in the micro environment, market environment and macro environment.
- apply segmentation, targeting and positioning methods that can be used in practice.
- explain the new product development process and illustrate the plc.
- applying pricing decisions.
- leveraging the promotions mix to develop the most optimal promotion.
- conduct marketing planning. Implementation and evaluation.

8.28.6.6 Real Estate Practice

On completion of this module students will be able to:

- describe the principles of the negotiation process and discuss the techniques that can be used in the process
- interpret the policies and practices of the real estate sector
- discuss the practice of estate agents' management and the main elements of human resource management.

8.29 Higher Certificate in Entrepreneurship (HCert (Entrepreneurship))

NQF: Level 5   **Credits: 120**

Minimum duration: 1 year

8.29.1 Purpose of The Qualification

The primary objective of this programme is to provide learning opportunities for understanding the various aspects of entrepreneurship, along with the key functional skills required to practice it. The secondary objective is to stimulate venture creation and is meant for those individuals who would like to equip themselves with the skills of being self-employed instead of being dependent on a job. On successful completion, this programme will give candidates opportunities to drive economic growth in a business environment.

Finally, the programme creates opportunities, for individuals in companies going through job cuts. This programme can assist individuals to make a new beginning by starting their own businesses

8.29.2 Access To The Qualification

The minimum entrance requirements for admission to the "*Higher Certificate in Entrepreneurship (HCIE)*" programme are as follows:

- A National Senior Certificate with a minimum Higher Certificate endorsement
- any other NQF 4 Qualification or Equivalent

Applicants who ***do not*** meet the minimum requirements for admission to the Certificate programme, but have the relevant work experience, may apply for admission via Recognition of Prior Learning (RPL). REGENT Business School reserves the right to conduct an assessment to determine the level of prior learning.

8.29.3 Modular Structure

Semester 1 :

- Management Principles   (20 credits)
- Business Communication   (20 credits)
- Small Business Marketing   (20 credits)

Semester 2 :

- Small Business Finance and Accounting   (20 credits)
- Strategic Small Business Management   (20 credits)
- Entrepreneurship   (20 credits)

8.29.4 Rules of Progression:

There are no prerequisites modules.

A student may register for a maximum of 3 modules per semester or 6 modules per year. However, a student may register for 4 modules in a semester, provided that at least one of the modules is being attempted for a second time.

8.29.5 Programme Outcomes

At the end of the programme, a student will be able to:

- develop the characteristics of successful entrepreneurs
- build the necessary skills which will serve as a foundation for all further business learning
- utilise numerical and statistical knowledge in facilitating the ability to manage a small business
- display knowledge of communication skills to understand and be understood
- use and understand conventional accounting processes for small businesses
- undertake appropriate managerial decisions on the basis of understanding of accounting and financial processes
- demonstrate knowledge with regard to the human resource and labour relations functions of a small or medium business organisation
- demonstrate an understanding of the environment in which businesses are situated
- display knowledge of selected day-to-day management functions of a business enterprise

8.29.6 Module Outcomes

8.29.6.1 Management Principles

On completion of this module students will be able to:

- demonstrate an understanding of a business and its related challenges.
- demonstrate an understanding of the different levels of management and their responsibilities.
- distinguish between the different internal and external factors that may affect a business organisation.
- develop a PESTEL analysis of an organisational for decision making.
- demonstrate an understating on the strengths, weakness, opportunities and threats (swot) of an organisation.
- categorise the four tasks of general management (POLC) and their importance in achieving organisational goals.
- demonstrate an understanding of the areas of management of an organization

8.29.6.2 Business Communication

On completion of this module students will be able to:

- interpret the communication process
- differentiate between various communication channels
- organise, lead and participate in virtual and in-person meetings
- demonstrate understanding of the listening process, and techniques for improving workplace listening in the workplace
- prepare and deliver a professional presentation
- demonstrate writing skills based on professional business practice

- produce and analyse communication messages
- produce well written business correspondence e.g. reports
- build a CV and/or resume
- demonstrate an understanding of the Interview process.

8.29.6.3 Entrepreneurship

On completion of this module students will be able to:

- define the concept of entrepreneurship.
- describe the success characteristics of entrepreneurs.
- demonstrate knowledge of the entrepreneurial mindset.
- explain the entrepreneurial process.
- identify business opportunities and assess their viability.
- explain how the functional areas of a business can be used to operate a small business.
- develop a Business Plan.
- identify the types of performance metrics that are relevant to a given function, such as productivity, efficiency, quality, and customer satisfaction.
- develop a data collection plan using appropriate information systems tools and techniques

8.29.6.4 Small Business Marketing

On completion of this module students will be able to:

- demonstrate an understanding of the marketing, its activities and orientations.
- explain the marketing process and its function within an organisation.
- interpret the marketing environment and the variables in the micro environment, market environment and macro environment.
- apply segmentation, targeting and positioning methods that can be used in practice.
- explain the new product development process and illustrate the plc.
- applying pricing decisions.
- leveraging the promotions mix to develop the most optimal promotion.
- conduct marketing planning.

8.29.6.5 Small Business Finance and Accounting

On completion of this module students will be able to:

- demonstrate an understanding of Financial Management, the financial function, fundamental concepts, and techniques employed in financial management.
- analyse the various components of working capital management.
- evaluate and recommend capital investment alternatives using appropriate appraisal techniques.
- describe the sources of funds within an organisation.
- evaluate the financial statements of a company and make informed judgments on the financial wellbeing of a company.

8.29.6.6 Strategic Small Business Management

On completion of this module students will be able to:

- detail the importance of small businesses to an economy.
- describe and explain the strategic management process.
- understand the role of opportunity recognition and evaluation in the development of an entrepreneurial venture.
- demonstrate an understanding of the importance of business ethics and social responsibility to a small business.
- discuss the concept of entrepreneurial leadership in a business.
- describe and explain the key components of an operational plan for a small business.

8.30 Higher Certificate in Healthcare Service Management (HCert (Healthcare Services Management))

NQF: Level 5   **Credits: 120**

Minimum Duration: 1 year

8.30.1 Purpose of The Qualification

The Higher Certificate in Healthcare Services Management is a 1 year programme intended for healthcare practitioners and related professionals such as medical practitioners, nurses, physiotherapists and optometrists, as well as non–medical persons interested in pursuing management careers in healthcare services in the private and public sector. The programme serves a dual purpose, firstly, school leavers will be empowered with initial management training and secondly professionals in healthcare, who occupy managerial positions but have no formal management training will acquire managerial training and competencies. This qualification will develop management skills and competencies in persons involved in or wanting to make a career in the management of healthcare services. The certificate can provide access to further study at NQF Levels 6.

8.30.2 Access To The Qualification

The minimum entrance requirements for admission to the "*Higher Certificate in HealthCare Services Management (HCHCSM)*" programme are as follows:

- A National Senior Certificate with a minimum Higher Certificate endorsement
- any other NQF 4 Qualification or Equivalent

Applicants who *do not* meet the minimum requirements for admission to the Higher Certificate programme, but have the relevant work experience, may apply for admission via Recognition of Prior Learning (RPL). REGENT Business School reserves the right to conduct an assessment to determine the level of prior learning.

8.30.3 Modular Structure

Semester 1 :

- Health Economics   (20 credits)
- Healthcare Services Environment   (20 credits)
- Healthcare Services Planning and Policy   (20 credits)

Semester 2 :

- Principles of Management   (20 credits)
- Practice Management   (20 credits)
- Services Delivery and Quality Management   (20 credits)

8.30.4 Rules of Progression:

There are no prerequisite modules. A student may register for a maximum of 3 modules per semester or 6 modules per year. However, a student may register for 4 modules in a semester, provided that at least one of the modules is being attempted for a second time.

8.30.5 Programme Outcomes

On completion of the programme, a student will be able to:

- understand and work in the healthcare services environment
- use economic principles to understand, explain and discuss allocation of resources in healthcare services
- apply management principles (general, financial and human resources) in the healthcare services management
- contribute to the management of a healthcare service practice
- understand, monitor, review and implement quality improvement in this industry
- understand planning and policy making, monitoring, review and implementation in the healthcare services sector

8.30.6 Module Outcomes

8.30.6.1 Principles of Management

On completion of this module students will be able to:

- demonstrate an understanding of a business and its related challenges.
- demonstrate an understanding of the different levels of management and their
- responsibilities.
- distinguish between the different internal and external factors that may affect a business organisation.
- develop a PESTEL analysis of an organisational for decision making.
- demonstrate an understating on the strengths, weakness, opportunities and threats (SWOT) of an organisation.
- categorise the four tasks of general management (POLC) and their importance in achieving organisational goals.
- demonstrate an understanding of the areas of management of an organization

8.30.6.2 Healthcare Services Environment

On completion of this module students will be able to:

- describe the nature of the healthcare services environment
- distinguish the unique characteristics of the healthcare services environment
- define types of public healthcare systems
- describe the structure of the healthcare systems in a country
- explain the regulatory framework in which healthcare services operate
- describe current and emerging issues in the healthcare services environment
- apply the design thinking approach to problem-solving in a healthcare setting

8.30.6.3 Health Economics

On completion of this module students will be able to:

- explain the economic principles of scarcity, choice and opportunity cost as they apply to the healthcare sector

- undertake an economic analysis in a healthcare services environment
- distinguish between the various forms of health insurance, and the relevance of each.
- use the economic principes to show efficiency in a healthcare service
- describe the demand and supply for healthcare, and the factors influencing demand and supply.
- evaluate the impact of new technologies on the cost of and demand for healthcare.

8.30.6.4 Practice Management

On completion of this module students will be able to:

- describe the roles of leadership in a healthcare practice.
- apply the principles of Batho Pele in patient interactions in a healthcare setting.
- describe the planning and organizational aspects of healthcare practice management.
- explain the processes of practice management.
- describe rules for documentation and record-keeping in a healthcare practice.
- conduct a risk analysis for a healthcare services practice.
- demonstrate an understanding of use and value of technologies in healthcare management.

8.30.6.5 Healthcare Services Delivery and Quality Management

On completion of this module students will be able to:

- describe the characteristics of healthcare as a service.
- identify the issues in healthcare service delivery.
- discuss challenges that healthcare managers face in delivering a service
- define quality management
- evaluate the role of a manager in quality improvement
- explain the importance of monitoring, review and quality improvement.
- describe the tools available for quality improvement.
- apply the quality improvement cycle in a healthcare project
- describe the relationship between risk management and quality in healthcare.

8.30.6.6 Healthcare Services Planning and Policy

On completion of this module students will be able to:

- explain the need for planning in healthcare
- describe and apply the planning process in healthcare organizations
- discuss the importance of policy making and preservation of policies.
- distinguish between policies and procedures and their use.

8.31   Higher Certificate in Islamic Finance, Banking And Law (HCert (Islamic Finance, Banking & Law))

NQF Level 5   **Credits: 120**

Minimum Duration: 1 year

8.31.1 Purpose of The Qualification

The Higher Certificate in Islamic Finance, Banking and Law (HCIFBL) is a one-year programme that aims to equip students with knowledge on a wide spectrum of Islamic Finance, Banking and relevant legal issues in order to create an improved understanding of the practicality of Islamic Finance, Banking and Law in a secular state. Reference will be made to South African Law as comparison to Islamic law. It will thus be an enriching experience to both those with and without Islamic Law (Shari'ah) knowledge and to both Muslim and non-Muslim students. The programme is aimed mainly at students and professionals who are seeking to have more than a basic understanding of the concepts and operating principles that apply to different types of Islamic banking in comparison to conventional banking. Applying Islamic principles in banking in modern markets poses serious challenges for Islamic banks and the programme looks at the steps that the South African Government has taken to facilitate Islamic Banking in South Africa. The programme also provides an overview on Islamic insurance termed as takaful and Islamic Financial Certificates termed as Sukuks. The programme also examines Islamic Risk Management and Governance and the unique role of the Shari'ah Board in responsible supervision of Islamic banks. The elements of accounting within a Shari'ah- compliant economic framework are also considered. The programme is designed for persons aiming to pursue a career in Islamic Banking and Finance and for those in the industry aspiring for career progression. The programme will also benefit those who wish to learn the fundamentals of Islamic Law generally and Islamic Banking and Finance in particular

8.31.2 Access To The Qualification

Applicants will be admitted to this qualification on the basis of one of the following minimum benchmark qualifications:

- Grade 12 or other equivalent NQF4 qualification; or
- An appropriate Further Education and Training Certificate or equivalent

In addition to the above admission criteria, the following will also be considered:

- Relevant experience in finance, banking and business sectors
- Employment experience
- A detailed motivational letter and Curriculum Vitae
- Evidence of prior learning
- Applicants who do not meet the minimum requirements for admission to the Diploma programme, but have the relevant work experience, may apply for admission via Recognition of Prior Learning (RPL). REGENT Business School reserves the right to conduct an assessment to determine the level of prior learning.

8.31.3 Modular Structure

Semester 1:
- Introduction to Principles of Islamic Law   (20 credits)
- Islamic Finance   (20 credits)
- Islamic Contracts and Charitable Endowments (WAQF)   (20 credits)

Semester 2:
- Islamic Banking   (20 credits)
- Islamic Risk Management and Governance   (20 credits)
- Islamic Family Law   (20 credits)

8.31.4 Rules of Progression

There are no prerequisite modules.

A student may register for a maximum of 3 modules per semester or 6 modules per year. However, a student may register for 4 modules in a semester, provided that at least one of the modules is being attempted for a second time.

8.31.5 Programme Outcomes:
On completion of the Higher Certificate in Islamic Finance, Banking and Law a student will be able to:
- display knowledge and skills that form the basis of Islamic banking and finance
- identify the essential differences between conventional and Islamic banking and finance
- understand the difficulty of conducting Islamic banking in an un-Islamic environment
- identify, decipher and explain the essential elements of contracts in Islam
- explain the concept of conventional insurance and the basis of *takaful* as an insurance scheme along with its operating features
- examine the elements of accounting within a *Shari'ah*-compliant economic framework
- examine the unique role of the *Shari'ah* board in the responsible supervision of Islamic banks
- explain and discuss issues in relation to marriage, divorce and succession in terms of Islamic Law and South African Law

8.31.6 Module Outcomes

8.31.6.1 Introduction to Principles of Islamic Law
On completion of this module students will be able to:
- discuss the meaning of Shari'ah and Al-Fiqh
- identify the sources of Western Law and Shari'ah
- discuss the development of Western Law and the Shari'ah
- discuss development of Islamic Law and Schools of Jurisprudence
- define the objectives of Shari'ah and Legal Maxims

- tabulate the differences between Western Law and Islamic Law
- explain the importance of Justice (Qadha) and its scope in Islam
- describe the appointment, qualifications, qualities and conduct of a Judge (Qadhi)
- discuss the structure and functioning of South African Courts
- differentiate between the court procedure in terms of Western law and Islamic law
- explain Justice ('Adl) in Islam

8.31.6.2 Islamic Finance

On completion of this module students will be able to:

- explain the meaning, function and different forms of Islamic Bonds (Sukuks)
- differentiate between an Islamic Bond and a conventional bond
- discuss the requirements of Islamic insurance (Takaful)
- compare and contrast Islamic insurance with conventional insurance
- describe the workings of the Islamic Secondary Market
- explain the role it plays in facilitating Islamic Finance and Banking
- explain the accounting procedures for Islamic Financial institutions
- compare accounting procedures for Islamic Financial institutions with conventional accounting

8.31.6.3 Islamic Contracts and Charitable Endowments (WAQFS)

On completion of this module students will be able to:

- identify the different economic systems
- explain the general principles of contract in terms of Islamic law
- compare Islamic Contracts with contracts in terms of South African
- discuss the specific contracts in the light of Shari'ah
- illustrate the principles underpinning Islamic Business Ethics
- explain the salient features of Charitable Endowments
- discuss the reasons for the decline of the institution of Charitable Endowments and the revival thereof in the world
- explain the important role that Charitable Endowments could play in alleviating the socio-economic problems of the world

8.31.6.4 Islamic Banking

On completion of this module students will be able to:

- list the differences between Conventional and Islamic Banking
- explain the prohibition of interest in various religious scriptures
- tabulate the various Islamic banking products and services
- discuss the challenges faced by Islamic banks conducting business in non-Islamic environments

- explain the South African government's initiative in facilitating Islamic Finance and Banking and legislative amendments that have occurred
- analyse the differences between the 20th century and 21st century approaches to Islamic Banking

8.31.6.5 Islamic Risk Management and Governance

On completion of this module students will be able to:

- explain meaning of risk in conventional banks and compare it with risks faced by Islamic banks
- list the ways in which Islamic banks mitigate risks
- discuss the King Report on Corporate Governance
- explain Corporate Governance in terms of Shari'ah
- describe the structure of Shari'ah Boards in Islamic banks both nationally and internationally
- illustrate the workings of a Shari'ah department in an Islamic bank
- discuss the differences between conducting Shari'ah audits in an Islamic bank as compared to audits in a conventional bank

8.31.6.6 Islamic Family Law

On completion of this module students will be able to:

- identify the differences in marriage, divorce and succession in terms of Islamic law and South African law
- discuss the requirements of a valid marriage in terms of Islamic law
- Classify the various forms of divorce (Talaq) or divorce in terms of Islamic law.
- explain wills and inheritance in terms of Islamic law
- compare wills and inheritance in terms of Islamic law with South African law
- discuss the implications of the Muslim Marriage Bill and the arguments for and against its adoption

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8.32   Higher Certificate in Marketing Management (HCert (Marketing Management))

NQF Level: 5   **Credits: 120**

Minimum duration: 1 year

8.32.1   Purpose of The Qualification

The purpose of the Higher Certificate in Marketing Management programme is to equip students with the necessary skills for implementing marketing strategies as well as assisting with the basic administrative tasks associated with an entry level marketing job. The programme seeks to develop student's skills and aptitude by exposing them to basic principles of marketing, sales and promotion techniques as well developing an understanding of customer relationship marketing. The outcome of the programme is to ensure that students have the knowledge, skills and understanding of the latest marketing and sales strategies as well to develop elementary quantitative and critical thinking skills.

8.32.2   Access To The Qualification

The minimum entrance requirements for admission to the "Higher Certificate in Marketing Management (HCIMM)" programme are as follows:

- A National Senior Certificate with a minimum Higher Certificate endorsement
- any other NQF 4 qualification or equivalent.

Applicants who do not meet the minimum requirements for admission to the Higher Certificate programme, but have the relevant work experience, may apply for admission via Recognition of Prior Learning (RPL). REGENT Business School reserves the right to conduct an assessment to determine the level of prior learning.

8.32.3   Modular Structure

Semester 1:

Business Communication   (20 credits)
Principles of Marketing   (20 credits)
Business Information Systems   (20 credits)

Semester 2:

Sales Marketing   (20 credits)
Financial Management   (20 credits)
Customer Relationship Marketing   (20 credits)

8.32.4   Rules of Progression

There are no prerequisite modules.

A student may register for a maximum of 3 modules per semester or 6 modules per year. However, a student may register for 4 modules in a semester, provided that at least one of the modules is being attempted for a second time.

8.32.5 Programme Outcomes

Upon successful completion of this programme, students will be able to:

- apply fundamental marketing principles in a work-based context
- utilise technology to communicate and market effectively
- develop basic marketing plans
- evaluate, apply, and integrate marketing knowledge and skills and general business principles to real life situations taking into account societal, ethical and cultural considerations
- gather and manage marketing information appropriately in alignment to business objectives and sustainability of the business.
- understand and analyse contemporary marketing information and evaluate the potential future outcomes of marketing management decisions

8.32.6 Module Outcomes

8.32.6.1 Business Communication
On completion of this module students will be able to:

- interpret the communication process
- differentiate between various communication channels
- organise, lead and participate in virtual and in-person meetings
- demonstrate understanding of the listening process, and techniques for improving workplace listening in the workplace
- prepare and deliver a professional presentation
- demonstrate writing skills based on professional business practice
- produce and analyse communication messages
- produce well written business correspondence e.g. reports
- build a CV and/or resume
- demonstrate an understanding of the Interview process.

8.32.6.2 Principles of Marketing
On completion of this module students will be able to:

- demonstrate an understanding of the marketing, its activities and orientations.
- explain the marketing process and its function within an organisation.
- interpret the marketing environment and the variables in the micro environment, market environment and macro environment.
- apply segmentation, targeting and positioning methods that can be used in practice.
- explain the new product development process and illustrate the plc.

- applying pricing decisions.
- leveraging the promotions mix to develop the most optimal promotion.
- conduct marketing planning. Implementation and evaluation.

8.32.6.3 Business information Systems

On completion of this module students will be able to:

- demonstrate an understanding of key concepts and role of information systems in enhancing management functions.
- demonstrate an understanding of showing how information systems support and work within the automated area of an organisational process.
- explain each of the four change models and how they can be used to introduce a new information system into an organisation
- evaluate the quality and reliability of data from different sources and make recommendations for improving data collection and analysis processes.
- create a data table from a given set of raw data
- select and integrate appropriate communication technologies into the implementation plan.
- develop a comprehensive communication strategy that incorporates different communication technologies, such as email, social media, and chatbots.
- analyze organizational communication needs and evaluate the effectiveness of different communication technologies in meeting those needs.
- assess the importance of performance metrics in measuring the effectiveness of new functions.
- identify the types of performance metrics that are relevant to a given function, such as productivity, efficiency, quality, and customer satisfaction.
- develop a data collection plan using appropriate information systems tools and techniques

8.32.6.4 Sales Marketing

On completion of this module students will be able to:

- describe the development and role of selling in the marketing environment.
- explain the different types of sales strategies.
- describe the sales environment with regards to consumer and organisational buyer behaviour.
- evaluate the impact of the sales setting on the sales function.
- describe how to conduct international selling.
- describe the laws and ethical issues that impact the selling function.

8.32.6.5 Customer Relationship Marketing

On completion of this module students will be able to:

- examine the strategic importance of relationship marketing.

- determine the roles of external and internal marketing.

- examine key elements of relationship marketing.

- analyse, develop, and audit key strategic processes necessary for effective CRM

8.32.6.6 Financial Management

On completion of this module students will be able to:

- demonstrate an understanding of Financial Management, the financial function, fundamental concepts, and techniques employed in financial management.

- analyse the various components of working capital management.

- evaluate and recommend capital investment alternatives using appropriate appraisal techniques.

- describe the sources of funds within an organisation.

- evaluate the financial statements of a company and make informed judgments on the financial wellbeing of a company.

8.33   Higher Certificate in Retail Management (HCert (Retail Management))

NQF: Level 5   **Credits: 120**

Minimum Duration: 1 year

8.33.1   Purpose of the Qualification

South Africa has a well-developed and extensive wholesale and retail industry. The Higher Certificate in Retail Management (HCRM) programme is designed to meet the needs of students who are already employed and involved in the wholesale and retail field.

The retail sector is currently faced with one of the highest skills shortages. The academic purpose of a qualification in retail management programme is to introduce a student to the main functions and management of a retail business and the key issues associated with understanding retail trading and retail environments.

8.33.2   Access to the Qualification

The minimum entrance requirements for admission to the Higher Certificate in Retail Management (HCRM) programme is as follows:

- A National Senior Certificate with a minimum Higher Certificate endorsement
- Any other NQF 4 Qualification or Equivalent.
- Applicants who do not meet the minimum requirements for admission to the programme, but have the relevant work experience, may apply for admission via Recognition of Prior Learning (RPL). REGENT Business School reserves the right to conduct an assessment to determine the level of prior learning.

8.33.3   Modular Structure

Semester 1:

- Business Management   (20 credits)
- Accounting   (20 credits)
- Business information Systems   (20 credits)

Semester 2:

- Economics   (20 credits)
- Business and Consumer Law   (20 credits)
- Retail Management   (20 credits)

8.33.4   Rules of Progression

There are no prerequisite modules.

A student may register for a maximum of 3 modules per semester or 6 modules per year.

However, a student may register for 4 modules in a semester, provided that at least one of the modules is being attempted for a second time.

8.33.5 Programme Outcomes

The outcomes of this programme is to develop employable entry-level retail professionals equipped with an understanding of how retail organisations function and provide the relevant skills, knowledge and self-awareness to work effectively across the various functional areas in a retail business. Specific outcomes are as follows:

- Communicate effectively with a range of stakeholders using a variety of communication tools.
- Analyse and interpret financial information and develop an action plan to address possible shortcomings.
- Manage employee performance to achieve specific objectives in a retail environment.
- Understand various aspects of the retail supply chain to achieve specific objectives in a retail environment.
- Analyse information relating to the economics of business and develop an action plan to address possible shortcomings

8.33.6 Module Outcomes

8.33.6.1 Business Management
On completion of this module students will be able to:
- explain what is meant by the free market system
- explain the business organisation as a system with value-adding elements
- describe the composition of the business management environment
- understand the interaction between the four primary management tasks
- explain the factors that affect motivation of staff
- display knowledge of effective leadership
- define and describe the communication process in business organisations
- identify barriers to effective communication in organisations
- understand decision-making as a supportive management task
- explain the importance of groups and teams in organisations

8.33.6.2 Accounting
On completion of this module students will be able to:
- record transactions in various journals.
- process transactions using the accounting equation.
- evaluate the fundamental principles of accounting.
- collect, record and process accounting data.
- prepare data for disclosure.
- record transactions from incomplete records.
- evaluate the fundamental principles of income tax.
- prepare statutory tax returns.

8.33.6.3 Economics

On completion of this module students will be able to:

- explain the existence of various economic systems
- identify the economic problem and provide solutions to these problems
- apply appropriate methods to measure economic activity
- establish how firms and households play a part in determining price level
- explain how economic conditions operate under perfect and imperfect conditions
- understand and explain basic macroeconomic concepts

8.33.6.4 Business information System

On completion of this module students will be able to:

- align information systems and services with business strategy and formulate plans for the retrieval and analysis of supporting data.
- categorise, document, monitor and assess the effectiveness of IT controls.
- apply networking concepts and technologies to support business needs.
- assess the major concepts, developments and managerial implications involved in computer hardware, software, database management and telecommunications technologies.
- determine information system strategy to support managerial decision making

8.33.6.5 Business and Consumer Law

On completion of this module students will be able to:

- appreciate where a range of legal issues may occur in complex consumer scenarios.
- debate the relevant legal principles.
- critically evaluate how legal theory will apply in a consumer context.
- synthesise findings and translate these into practical recommendations for business.

8.33.6.6 Retail Management

On completion of this module students will be able to:

- become familiar with retail management terminology, concepts and principles.
- differentiate types of retailers in the retail environment.
- understand factors affecting store location.
- understand the elements of the retail value chain.
- undertake financial and sales planning.
- discuss financial merchandise management.
- know warehousing and distribution within the retail sector.
- discuss the role and scope of marketing.
- segment the market and identify target customers.
- display knowledge of brand and positioning strategies.
- determine the customer value proposition and how it will be communicated and delivered.

8.34   Higher Certificate in Supply Chain Management (HCert (Supply Chain Management))

NQF: Level 5   **Credits: 120**

Minimum Duration: 1 year

8.34.1   Purpose of the Qualification

Supply chain management seeks to integrate the whole chain of organisations (all suppliers and customers) and processes that contribute to ultimate customer value. Supply chain management is a systems approach to managing the entire flow of information, materials and services from the suppliers' supplier to the customers' customer. Supply chain thinking is a management philosophy aimed at integrating upstream linkages (supply sources), internal linkages inside the organization and downstream linkages (distribution and ultimate customers) in order to create customer value.

Supply chain management as a concept and approach to increasing customer value has taken root in most organisations and has evolved from the more traditional concepts of purchasing management, materials management, logistics and physical distribution. Supply chain management has emerged as a multi-disciplinary body of knowledge aimed at assisting the management of organisations deal with phenomena such as globalisation, time-based competition, the customer service explosion and rapid technological development.

The Higher Certificate in Supply Chain Management will provide a sound basis in the principles and practice of supply chain management. The programme is directed at persons employed in organisations who have practical knowledge of aspects of supply chain management and who may not have had the opportunity to pursue higher education qualifications. The qualification may also be accessed by school leavers who intend pursuing careers in the sub-disciplinary areas of supply chain management.

8.34.2 Access To The Qualification

The minimum entrance requirements for admission to the "*Higher Certificate in Supply Chain Management (HCSCM)"* programme are as follows:

- A National Senior Certificate with a minimum Higher Certificate endorsement
- any other NQF 4 Qualification or Equivalent

Applicants who do not meet the minimum requirements for admission to the Higher Certificate programme, but have the relevant work experience, may apply for admission via Recognition of Prior Learning (RPL). REGENT Business School reserves the right to conduct an assessment to determine the level of prior learning.

8.34.3 Modular Structure

Semester 1:

- Management Principles   (20 credits)
- Principles of Economics   (20 credits)
- An Overview of Supply Chain Management   (20 credits)

Semester 2:

- Supply Issues in Supply Chain Management   (20 credits)
- Operations Issues in Supply Chain Management   (20 credits)
- Distribution Issues in Supply Chain Management   (20 credits)

8.34.4 Rules of Progression

There are no prerequisite modules:

A student may register for a maximum of 3 modules per semester or 6 modules per year. However, a student may register for 4 modules in a semester, provided that at least one of the modules is being attempted for a second time

8.34.5 Programme Outcomes

On completion of this qualification, graduates will be able to:

- demonstrate knowledge and understanding of the supply chain management environment within an organisation.
- demonstrate knowledge and understanding of the influence of performance and risk within a supply chain management environment
- contribute to the development of a supply chain strategy for an organisation.
- contribute to operational plans for supply chain management
- implement elements of a supply chain strategy

8.34.6 Module Outcomes

8.34.6.1 Management Principles

Upon completion of this module, the student should be able to:

- describe the fundamental concepts of business management in an organisational environment
- provide an elementary understanding of the evolution of management theory in relation to current business practice.
- effectively determine the relationships between the organisation and external environmental factors.
- describe the different internal and external factors that may affect a business organisation.
- constructively apply factors of the business environment to a variety of business contexts.
- demonstrate a sound understanding of the four basic management functions.
- display a basic knowledge of management adapting from traditional management methods to the digital age.
- successfully display knowledge and differentiation between the types of business ownerships.

8.34.6.2 Principles of Economics

Upon completion of this module, the student should be able to:

- distinguish between microeconomics and macroeconomics
- understand the problem of economic scarcity

- describe the different categories of elasticity
- identify different types of costs
- relate production to costs
- differentiate between the different market structures
- explain the components of GDP
- understand macroeconomic demand models
- explain how monetary and fiscal policy is used to achieve economic objectives

8.34.6.3 An Overview of Supply Chain Management
Upon completion of this module, the student should be able to:

- define supply chain management
- explain the concept of supply chain management
- describe a supply chain
- describe supply chain management activities
- indicate trends in supply chain management
- understand the bullwhip effect
- display insight into the management process of a supply chain

8.34.6.4 Supply Issues in Supply Chain Management
Upon completion of this module, the student should be able to:

- understand the role of purchasing in an organisation
- understand sourcing decisions
- describe the factors influencing supplier selection
- explain the importance of supplier partnerships
- describe the differences in ethical and sustainable sourcing

8.34.6.5 Operations Issues in Supply Chain Management
Upon completion of this module, the student should be able to:

- explain the role of demand forecasting in a supply chain
- compare qualitative and quantitative forecasting techniques
- describe an enterprise resource planning (erp) system
- describe the four types of inventories and their functions
- understand the costs of inventory and inventory turnovers
- identify and define the different process strategies

8.34.6.6 Distribution Issues in Supply Chain Management
Upon completion of this module, the student should be able to:

- understand the importance of the logistics elements
- describe how logistics elements affect supply chain management

Prospectus

- compare the various modes of transportation
- define CRM and discuss the importance of CRM
- display knowledge of the key tools and components of CRM
- identify the factors influencing location decisions

SECTION C: SUPPORT STRUCTURES

9. STUDENT CODE OF CONDUCT

Student conduct is regulated in terms of the Student Code of Conduct policy.

The purpose of this policy is:

- To provide clear guidelines for the management of student code of conduct to ensure effective teaching and learning, and the achievement of intended learning outcomes in all programmes.
- Ensure coherence within the holistic learning experience of the student through a robust teaching and learning environment.

In addition, policy seeks to:

- Govern the conduct of all students and the relationship between RBS and its students.
- Aim to create an environment in which it is possible for the individual student to achieve the best possible results.
- Promote the development of each student's relationship skills.
- Take into account the interests of individuality at RBS: initiative, personal responsibility and mutual respect.

The Student Ethics and Disciplinary committee is responsible for the preservation of good conduct of the student body in keeping with the rules and regulations as set out in the Student Code of Conduct policy. The Student Discipline Committee (SDC) is responsible for assisting with the development of positive attitudes and an acceptable code of conduct among RBS students. The committee will be responsible for making decisions on student behavioural misconduct (such as fraud for example), as a means of promoting the student Code of Conduct. Any student found showing behavioural misconduct will be presented to the SDC.

The Student Code of Conduct policy contains important information, and we draw your attention to the following:

- Rules of good conduct and rules of misconduct;
- Disciplinary procedures;
- Complaints and appeals procedures.

See Annexure L6.

10. STUDENT SUPPORT

10.1 Student Support

10.1.1 Student Engagement Hub

Student centric education is one of the major policy objectives of RBS. in pursuance of this policy, the institution established a dedicated office to deal with student enquiries called the Student Engagement Hub. RBS is committed to the principle of excellence in service delivery.

Student Engagement Hub gives intrinsic meaning and credence to the institution's motto – "*Taking the Distance out of Distance Learning"*. The team at Student Engagement Hub ensures that the challenges experienced by students at a distance are dealt with promptly and efficiently.

Furthermore, in an effort to coordinate all student queries and ensure timeous and appropriate feedback; a specially designed system has been developed with the following focus:

- Formalise all queries and generate reference numbers for future communication.
- Coordinate communication between students and different divisions of the RBS.
- Follow-up on each query and bring it to a closure
- Identify student challenges and strategise support with a view to mitigating challenges.

RBS confirms its commitment to students by assuring students of a rewarding study experience. You are encouraged to contact the staff at Student Engagement Hub for any assistance and support at:

studentsupport@regent.ac.za

10.1.2 Teaching and Learning Methodology

RBS is a distance education provider. Teaching and learning are facilitated through a variety of methods and technologies to ensure an engaging and effective educational experience. Key examples include online lectures, interactive multimedia content, virtual classrooms, discussion forums, e-books, webinars, online quizzes, social media integration, podcasts, and learning management systems. These tools and approaches cater to diverse learning styles, provide flexibility for asynchronous communication, and foster a sense of community among students.

In the final stage of the postgraduate programme, students attend an online lecture to assist them with the dissertation/project component of the programme. This lecture is conducted for students who have successfully completed the course work modules. Whilst lectures provide an effective form for interaction and group work, students are encouraged to form study groups and RBS facilitates this process. In addition, students are given contact details and email addresses of their academics to ensure easy access and ongoing pastoral care.

Electronic resources which are available on the REGENT Online portal:

- A Prospectus.

- An Academic Planner, which includes details of:

  - Prescribed/Recommended Readings

  - Webinars (Dates and Times)

  - Submission dates for assessments

  - Examinations dates

  - Contact details of support structures

- A module guide for each module (where applicable)

An online orientation programme is conducted for first year students.

Further academic and non-academic support resources are released progressively through the academic period/semester of the module to registered students. These resources are uploaded onto the REGENT Online student portal and may be emailed to the *myregent* email account.

10.1.3 Enrichment Sessions

Enrichment classes may be offered to students who wish to further their understanding of a module and may experience difficulties during the academic semester. These classes are held subject to requests from students and also on analysis of student achievement data. These classes are contact sessions and take place in selected centres, subject to sufficient demand and student registrations per centre per selected* programmes.

*Subject to demand.

10.1.4 Forming Study Groups

Study groups and syndicated learning is one of the key teaching and learning strategies that enhances the students' learning experiences and lends itself to holistic development of the student. The following write up is intended to advise and encourage students to establish and sustain effective study groups.

The Learner Management System (LMS) provides an opportunity for interaction and the setup of discussion forums which encourages online study groups. Both facilitators and students are encouraged to use this feature.

One of the key challenges for students in the distance and supported learning programme is to set up your own study schedule and adhere to it, even though many new social opportunities and responsibilities may have also been added to your life.

"Two heads are better than one."

That's the simple idea behind study groups. By participating in a study group, you take advantage of one of your best academic resources at REGENT Business School, other students. You will benefit from shared wisdom. Study groups help develop abilities like teamwork, leadership, entrepreneurial outlook, decision making etc., which are also referred to as critical cross-field outcomes. Working effectively in teams is one of the major expectations in today's managerial environment. A study group is a structured opportunity to achieve this.

How to form a successful study group?

- Keep it small. Four to five participants are about right.
- Try to group with people of equivalent ability. It doesn't help you to have the class genius in your group if he/she is way ahead of the rest of you. You need the chance to make your own discoveries, to learn how to understand the material. Understanding someone else's explanation is not as good as being able to explain it yourself.
- Clarify your goals. Are you coming together to prepare for a particular assignment or examination or are you going to discuss reading and literature surveys etc.?

- Agree in advance for how many weeks you want to meet, and for how many times per week. You might want a group that lasts the whole semester, or you might want to meet a few times before an examination.
- Schedule your first two meetings in advance. Try to find a regular time and place to meet. Get a verbal commitment from group members, so that they will not schedule other activities to conflict with the study group.
- Allow for socializing in the group, this is one of the pleasures of group study, but make sure it takes up only a small portion of your group study time.

How to assign roles within a group?

Some groups like to assign members certain roles to keep the group functioning smoothly.

You may consider the following:

➢ **Organiser**

This person gets group members to agree to a common purpose and a convenient time and place.

➢ **Expediter**

This person watches the time, making sure the group doesn't spend too much time on one thing. The expediter will also try to keep the group focused on the task at hand, for example by directing a social conversation back to study questions.

➢ **Source-seeker**

This person reminds group members to identify their sources. When a group member says, "I read somewhere that..." the source-seeker remembers to ask for specifics. He/she reminds the group that it's important to know who said what, and where it was said.

➢ **Gatekeeper**

This person tries to make sure that all group members are participating. The gatekeeper might ask a direct question to help a shy person participate, or find a tactful way to get a dominating member to listen.

➢ **Harmonizer**

This person resolves conflicts between group members.

How does a Study Group work?

- Review the workshop. Agree on what points were most important and fill in missing information. Correlate module guide with assigned reading. Practice explaining difficult concepts to one another.
- Study for examinations by looking at important topics and make up different kinds of questions (objective, application, evaluation) for each topic. Practice outlining essay answers to your questions.
- In quantitative modules, do your assignment individually before the study group meets. Then have group members teach each other how they solved the problems.
- Concentrate on the reasoning process, how you thought your way through the problem.
- In qualitative modules, come together to critique each other's rough drafts.

How to Manage Study Group Meeting Procedures?

A well-regulated study group process helps the study group achieve its goals effectively. Setting up study group meeting procedures like the following can do this:

- Determine the purpose of each meeting in advance, e.g. reporting on progress, analysis and synthesis of information collected, practice for presentation, and if possible, set a regular time and place for meetings.
- Circulate an agenda before each meeting, indicating the topics to be discussed and an estimated duration of the meeting. The responsibility for preparing and distributing the agenda could be assigned permanently to one individual or to a different individual at each meeting.
- Inform the coordinator of your absence before any meeting that you cannot attend and explain your reason. Note that one individual may serve as coordinator, or team members may take turns at being coordinator.
- Arrive on time for all meetings, showing respect for other members' time.
- Be fully prepared for each meeting, having completed previously assigned tasks.
- Focus discussion on the 'tasks on hand' at each meeting, and respect the preset time limit.
- Keep minutes of each meeting, including the following information: time, place, and duration of meeting; names of members present, absent without notice, and regrets; summary of issues discussed and conclusions reached; actions to be taken, with names of members responsible for each action; time and place of the next meeting, etc.

How to Evaluate Performance and Stay on Track?

To ensure contribution from all members, and to prevent some of the team members from becoming passive participants, self-evaluation is useful. To achieve this, establishing some of the formats could be useful e.g.:

- ➢ Project Log
- ➢ Meeting Record
- ➢ Peer Assessment of Team Skills

Ensure that the peer evaluation criteria are simple, fair, and objective by being behaviour based.

What Resources are available for Study Groups?

Students wanting to network with students may communicate such a request to the SID, who will then facilitate by identifying and communicating to prospective group members. The staff at the SID can provide support through telephone, fax, e-mail and even personal contact where possible. Students may write to studentsupport@regent.ac.za for any such requests.

10.2 IT and Website Support

10.2.1 Access To Regent Business School's Website.

To visit REGENT Business School's website kindly logon to www.regent.ac.za. The RBS website provides a gateway to who we are, the programmes on offer and includes information on campus activities, research, academic excellence, student support services, alumni and a whole lot more. Students are urged to regularly visit the website to keep up to date on campus news.

10.2.2. Accessing Your "m*yregent*" Email

(NB: It is **compulsory** that you access your "*myregent*" mailbox as this will be the preferred means of contact between RBS and students.)

Follow the steps below to login to your "*myregent*" email address on www.office.com.

STEP 1

Navigate to the **Microsoft Office 365 website**
www.office.com
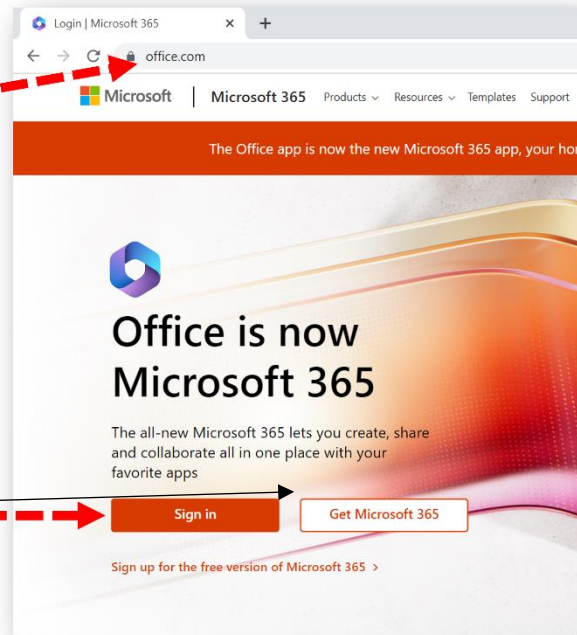
STEP 2

Click on the **Sign in** button.

STEP 3

Enter your '**My Regent**' email address here.
e.g. studentnumber@myregent.ac.za
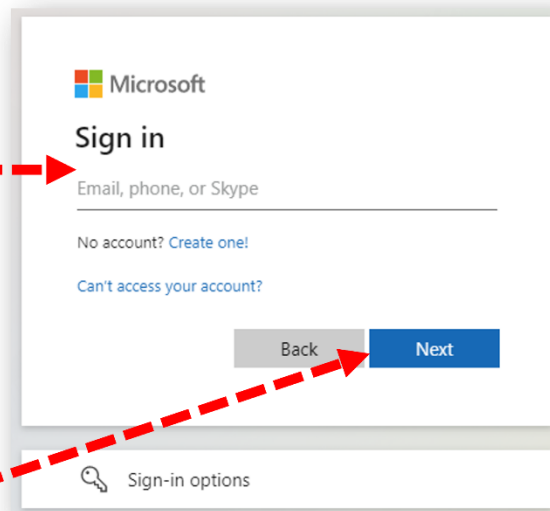
STEP 4

After you have correctly entered your email address please click '**Next**'

STEP 5

Please enter your **'My Regent'** email password

e.g. RbsddMMyyyy (e.g. Rbs21011980)

Microsoft

← studenttest@rbssociety.co.za

Enter password

....

Forgot my password

Click **'Sign in'** here.

Sign in

STEP 6

e.com/common/login
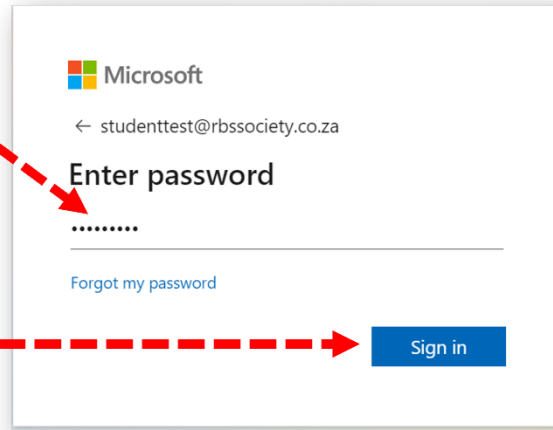
STEP 7

If this computer belongs to you personally, please click **"Yes."** Otherwise, click **"No."**

Microsoft

studenttest@rbssociety.co.za

Stay signed in?

Do this to reduce the number of times you are asked to sign in.

☐ Don't show again
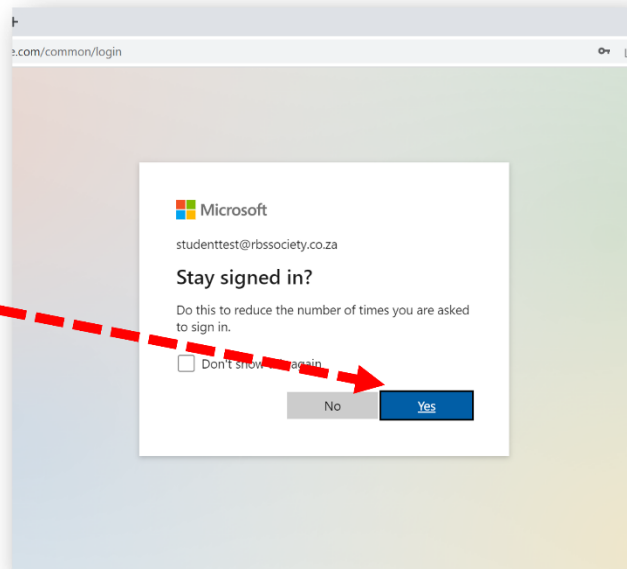
No | Yes

You have now successfully logged into your account.

You are now logged on to the **Office 365 portal** to access all the available applications please click on the **app's icon**.

All your future email communication from REGENT Business School will appear in your **Outlook** Inbox.

Kindly be informed that Microsoft Office 365 for students can only be accessed through the web. It is not possible to install Microsoft Office 365 desktop applications.
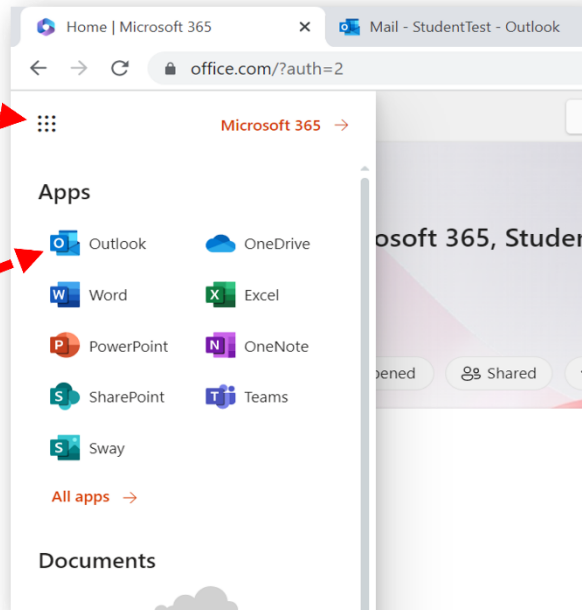
10.2.3 Access To Regent Business School's Student Portal

The REGENT Online student portal is a web-based system for both academic and administration related interaction with RBS. This system has been developed to supplement and enhance academic interaction and improve communication between RBS and its students as well as provide opportunity for engagement among students. The REGENT Online student portal provides access to various features inclusive of:

- Profile information
- Library Resources (EBSCO host, Emerald, Sabinet etc.)
- Academic content
- Past Year Examination Papers
- Programme Handbook
- Assessment Dates

10.2.3.1 To access the "REGENT Online" student portal the following steps apply:

Go to https://regent.ac.za/logins/ and click on the REGENT Online **Portal** link appearing in the middle of the screen.
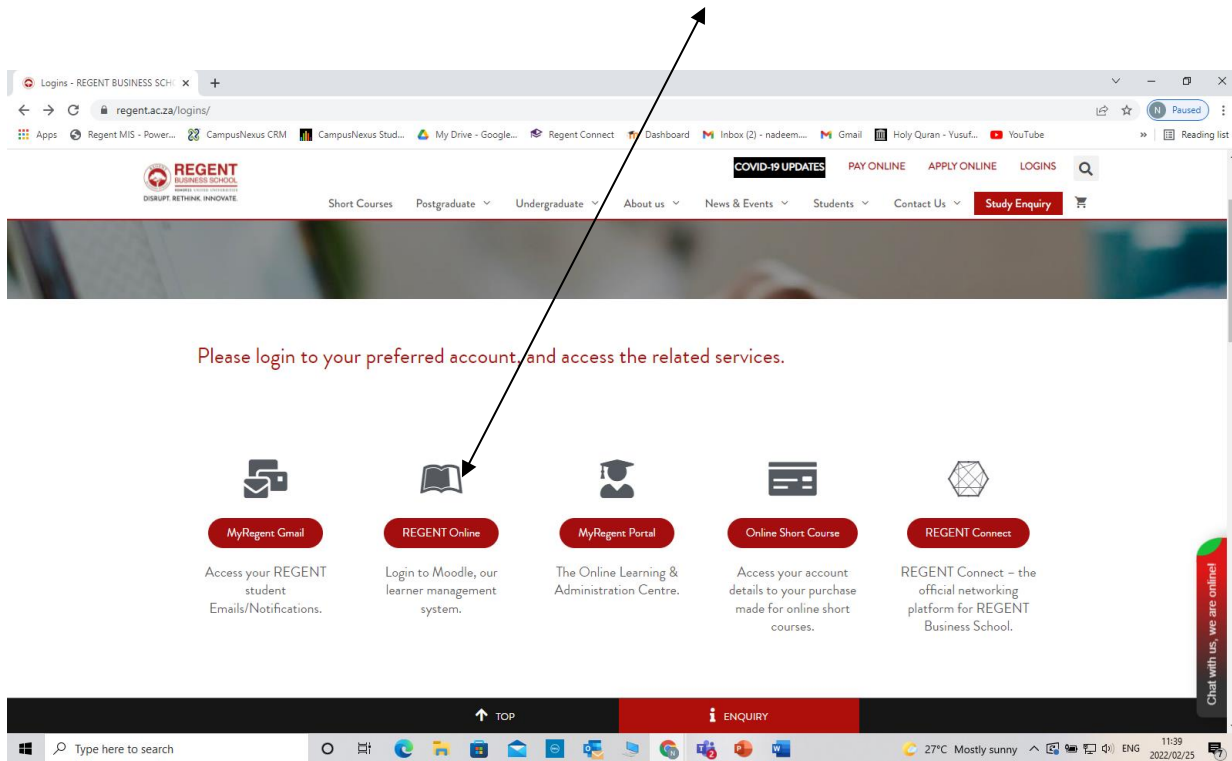
Alternatively you can paste the following URL into your web browser to access the REGENT Online portal:

regentonline.ac.za

Once you are on the login page kindly follow the below steps:

Step 1: Enter your login credentials:

Username: Your student number

Password: RbsDDMMYYYY (your date of birth)

Prospectus

Step 2: Once you have logged in, the following page will pop up (This is your Dashboard page), you can navigate between the **Dashboard** and **My courses Tab**
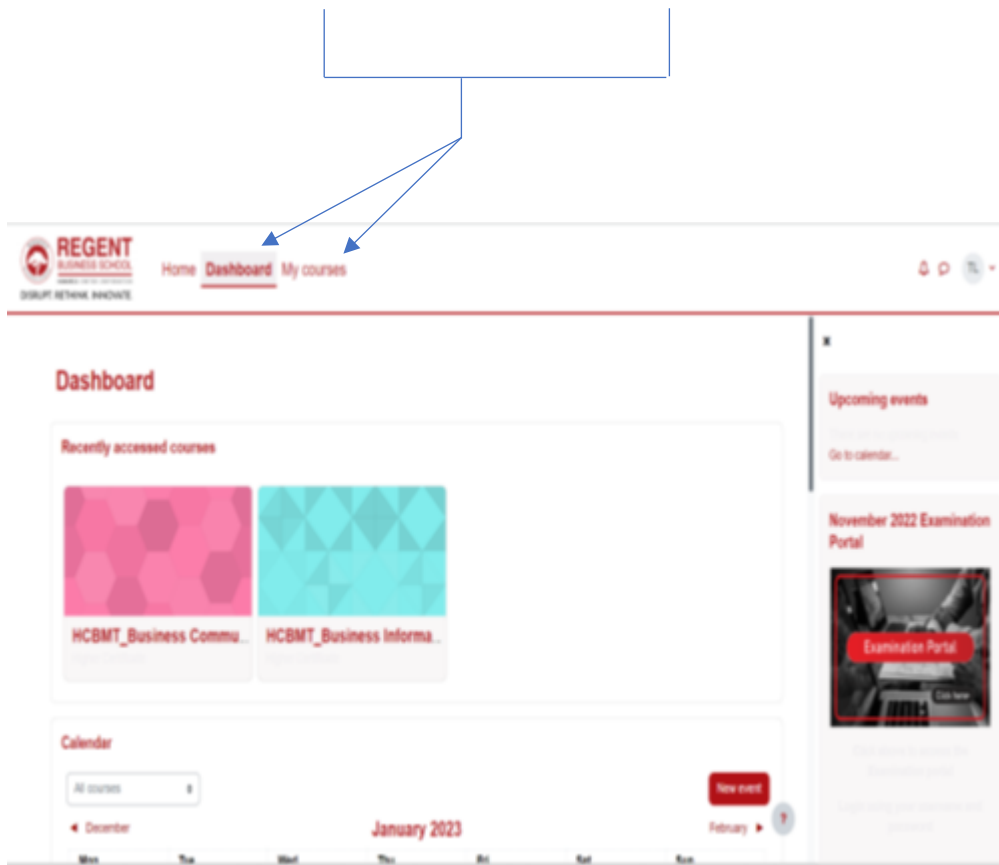
This is the **Dashboard view,** you can navigate to the different features on the page

Scroll to view and access
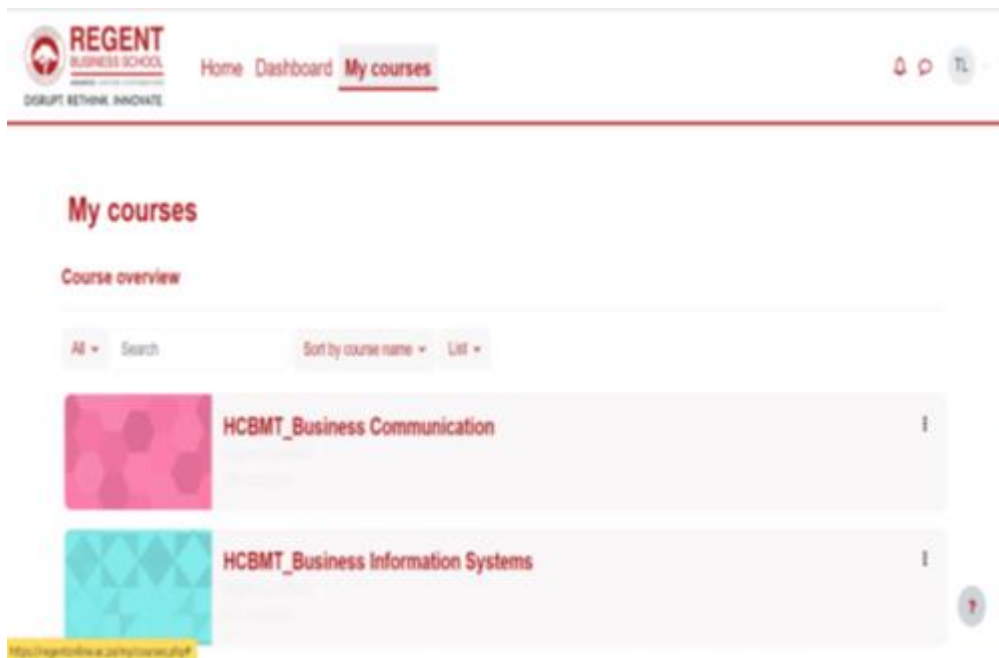
This is the **My courses view,** you can navigate between the courses you are registered for.

You can change the way your courses appears on this page looks by clicking on these buttons

Guidelines to access the REGENT Online portal will also be emailed to students.

10.2.4 Access To Journal Databases

REGENT Business School has facilitated access to a host of journal databases; follow the steps below for accessing the library resources of the student portal.

Accessing Library Resources

Select "Students" and the drop down menu of the available resources will appear:

- Click on Library resources.
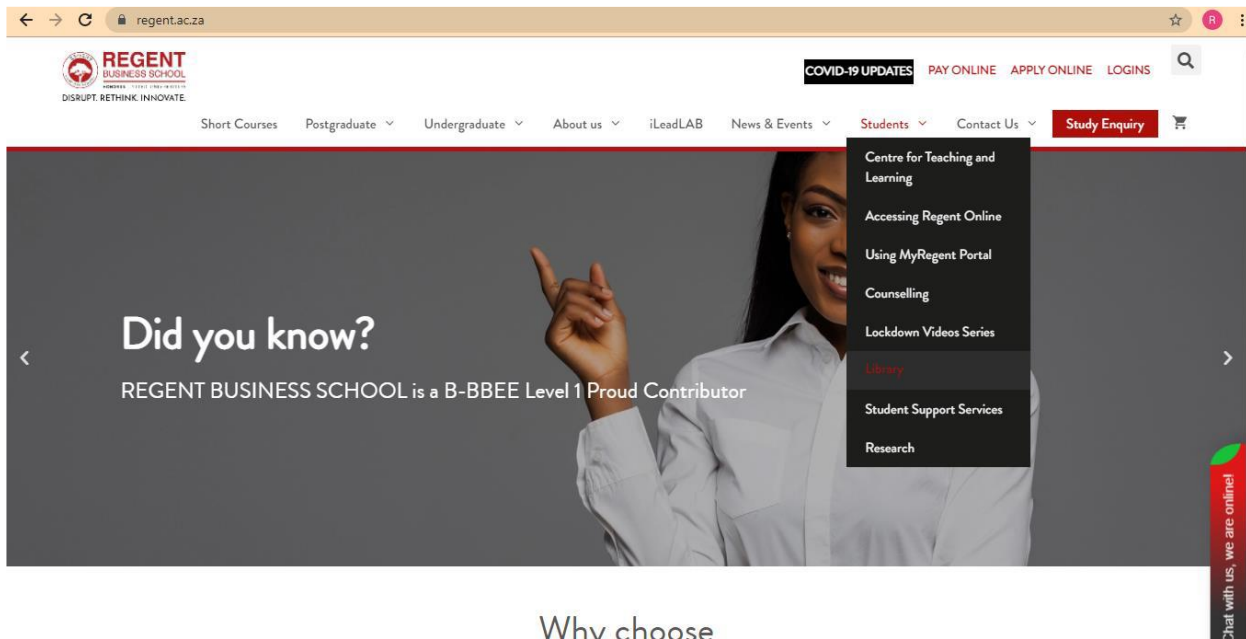
- The Library Resources screen will then appear as per the depiction below.

Resources

Electronic resources – Only authorized users may use the electronic databases for reference purposes. Authorized users should not allow anyone else who is not authorized, access to these resources, nor use the resources for commercial gain. Users must abide by the Copyright Act of 1978 as well as any other restrictions provided by the publishers and specified in the databases. Users may download / print limited copies of content of portions thereof provided the information is used solely in accordance with copyright law.

EbscoHost

The library subscribes to Business Source Premier which has full text coverage in all disciplines of business, including marketing, management, MIS, accounting, finance and economics. This database is updated daily on EbscoHost.

Emerald Insight

A collection of electronic resources including full text articles, case studies, reviews and abstracts, covering business and management, health services management and more.

Sabinet

Sabinet has been a leader in facilitating access to electronic information for more than 30 years. The library subscribes to SAePublications which covers business and finance.

LINKS:

- EBSCOHOST
- EMERALD INSIGHT
- SABINET JOURNALS

For further information, please refer to the online step by step guide (Login credentials) on how to access the different library resources via the REGENT Online portal.

Should you have difficulties accessing the links, contact **library@regent.ac.za**

10.3 Academic Support

10.3.1   Facilitators

Appropriately qualified academic staff have been appointed as facilitators on the programme. Their duties include conducting workshop and webinar sessions (where applicable) and providing telephonic and e-mail support to students. The details for these facilitators may be obtained from the student information desk.

Furthermore, the academic programme coordinator can be contacted in this regard on:
Tel: +27 31 3044626
E-Mail: studentsupport@regent.ac.za

10.3.2   Library Services

RBS has library facilities in Durban, Cape Town, Johannesburg, Pretoria, East London, Windhoek, Ongwediva, and Swaziland. The library serves to support the academic and research related needs of our student body and seeks to further enhance learning by providing information to students across a diverse range of management and commerce related fields. Online Library services can also be accessed on REGENT online.
For further information about library services in your region, kindly contact the library staff on the following telephone number 031-3044626 or e-mail library@regent.ac.za

(The library will be closed on Public Holidays)

Services and Facilities offered by the library

- Studying area.
- Photocopying machines.
- Computer room may be utilised by our students to type their assignments.
- Orientation will be provided to our students.

Information resources available at the library

- Reference materials i.e. dictionaries, encyclopaedia, biographies.
- Ebooks - open access
- Journals / periodicals / E journals.
- Newspapers and magazines
- SABINET and EMERALD databases can be accessed via the REGENT Online student website link.
- General Books
- Dissertations
- Prescribed text books. All prescribed textbooks that are in the library will be issued to students by the librarian on a restricted time frame, to be used only in the library.
- Past examination question papers are loaded onto the student portal.

For further information on library services and assistance, please contact the library staff on 031- 3044626 or studentsupport@regent.ac.za or library@regent.ac.za

10.3.3 GUIDELINES TO WRITING ASSIGNMENTS

The guidelines serve three purposes:

- ➢ Firstly, it will provide you with an understanding of the processes and techniques involved in writing assignments.
- ➢ Secondly, it will provide guidelines to help you design an appropriate structure for your assignments.
- ➢ Thirdly, it provides a methodological and technical framework for your assignments.

The following points are important:

- Understanding of the assignment topic,
- Sources of information and information gathering (i.e. data collection),
- Information handling and analysis, and
- Structure of the assignment and writing of the assignment.

Learning Outcomes

You should be able to:

Produce an appropriate, well-researched, well-structured assignment that is technically correct and is in keeping with your studies at the appropriate level.

An accurate definition of the assignment topic or problem is probably the most important element of the entire process. There are many examples in which the problem has not been properly defined resulting in the right answer to the wrong problem. It is up to the student to ensure that he/she knows exactly what needs to be done. The student may be interested to know that the most common cause of failure and low grades stems from poor problem definition.

General

Note the following before beginning to write:

Students are to organise and analyse the data and information. The language, expression and grammar must be of good standard.

Subject Matter (Contents): The subject matter or contents should have relevance to the topic. Always keep the topic in mind and anything written must have some relevance to the topic. Do not wander off the topic. Acknowledge sources of material (including page numbers) at all times. Keep the topic in mind, at least the important (key) words. Whatever is written should also be in line with the aims and objectives. A good way to achieve this is through mind-mapping, which allows you to keep within the confinement of the topic.

Quotations and Referencing: All direct quotations must be marked within quotation marks and correctly referenced including page numbers. Avoid the over use of direct quotations or taking extracts from existing works as this is regarded as "padding". instead students should write in their own words what these extracts mean but still indicate the source of the information as it is not their own thought or idea. Always endeavor to give the page numbers in the references, e.g. Smith (1998: 24) instead of just Smith (1998).

Finding Relevant Literature

Students must show that they can consult, understand, interpret and use recent sources of information relevant to the topic. These may be books, journals, reports, surveys, other periodicals and publications. Here the electronic media is very useful. However, you should ensure that all your information is obtained from accredited sources. Please do not use Wikipedia as a reference source of information. Please reference all sources correctly. The Harvard method of referencing is the preferred method of referencing. Please indicate page references in the text of the assignment.

The literature consists of two parts: firstly, information and data on the topic and secondly, theory on the topic. Keep them separate and logically derive at a substantial theoretical framework.

This is where students can save a great deal of time and effort in the assignment – find out what has been done before. What is required is that students show that they can find recent, relevant academic work related to a specific topic. This will involve the use of indexes and Bibliographic sources. This will then need to be organised in a systematic way so that they can report what they have discovered.

Analysing the results

Students are required to demonstrate the ability to analyse information. Students should demonstrate that they could apply techniques to the data to derive at with meaningful results.

Here the focus is on providing an analysis of the data to generate relevant 'information' with respect to the assignment question.

Structure

Always use a logical structure. Divide into sections where possible.

- **Introduction:** The introduction provides a brief outline of the general structure. This section is generally the first to be written, but can also be the last. An introduction is an "overview of what is to come". It states the why and how of the assignment.
- **Body:** Structure the body logically and keep the topic and assignment problem in mind at all times.
- **Conclusion:** First provide a summary of what has been done. Critically discuss whether the aims and objectives identified earlier have been achieved. Follow up with appropriate recommendations where required.

Length: Observe the length stipulated in the assignment question.

Bibliography: The bibliography should be substantial. All references used in the text of the assignment must be listed. The bibliography should contain all the texts and sources that have been drawn from. There are several formats that are commonly used, but students must be consistent. It must be possible for someone else to find the book, article etc. using only the information given. indicate all references in an alphabetical order of the authors. The usual format is:

For a book:
Armstrong, J. S. (1985). **Long Range Forecasting: From Crystal Ball to Computer**. John Wiley and Sons, New York.

Chapter in a book:
Ngcobo, B.C. (2001). Economics for Management. in Ntuli M N and Smith B J (Ed) (2001): **Management as a Science.** Longmans, Cape Town.

For a journal article or periodicals:
Bleimel, F. (1973). Theil's Forecast Accuracy Coefficient: A Clarification, in **Journal of Marketing Research.** Vol. X (4), pp. 444-446.

If students use a quote or use an example from either a textbook or a journal article, it should be referred with a page number. For example:

Smith (1995: 32) indicates that …

If they have used an internet reference, this should be included in the text similar to a normal reference, e.g. (Smith 1995), and the bibliography entry should be in the full format as follows:

Smith, D. (1995). Forecasting Marble Games, Journal of incident Studies, Vol 9, Issue 3, pp. 32 – 45, **http://www.jis.co.uk/papers/smith/marbles_series**. Accessed on 23/01/2001.

The reason for putting the date when the site was accessed on the internet is that this medium is very transitory, and web sites can be changed or even shut down very quickly. A bibliographic reference is given so that a reader of the assignment can obtain a copy of the paper to which the student has referred. If they were to view this at a later stage it may have changed, been updated or deleted.

Appendices:

Appendices are used when the information is too bulky to be included in the text. References are made to appendices in the text for discussion and analytical purposes. The reader can find the full information in the appendix. Do not include any material that does not improve the quality of the assignment as appendices. It must be used in the context of the assignment problem.

The assessment of the assignment is designed to reflect the learning opportunities.

The submission will be assessed in following general areas:

- How well the problem was tackled - This includes the interpretation of the problem, the thoroughness of the research, planning and execution, and how well the information has been analysed.
- How well the information is reported - This includes both the report itself and any supporting material. It refers to ease of understanding and good communication.
- Use of theory - this includes the extent to which the assignment reflects good practice and draws from the literature provided.
- How well do the sections of the literature review focus on linking theory to practice and vice versa? Has the student read up- to- date material to help the student and have appropriate models been used?

Assignment/Report Checklist

Has the student:

- provided a bibliography and appendices?
- given an appropriate synthesis of the material, rather than just summaries?
- used a recognised referencing format?
- linked theory to practice and vice versa?

The assignments you complete as part of your studies at RBS are designed to expand your understanding of the topics you are studying. Each assignment is intended to test your abilities, to demonstrate your skills in thinking and researching around the relevant topic and to then apply what you have learnt to the question.

In doing so, you aim to demonstrate a number of skills, namely to:

- analyse the requirements of an assignment;
- produce a response to this that addresses the different aspects of the question;
- read and research around the relevant topics;
- bring what you have learnt to bear on the specifics of the question;
- demonstrate your understanding and abilities by providing evidence of analysis of the relevant issues.

In summary, an effective assignment should demonstrate not only that are you able to understand what the question requires and the issues implicit within it, but also that you are able to apply your understanding to the issues under discussion and demonstrate this in your written submission.

The style of the question posed may dictate the approach you take in drafting your answers. However, the essentials of the approach remain the same, as outlined above.

Effective answering of an assignment requires:

- analysing the question: determine the scope (what is the question about? does it cover more than one topic?);
- identifying key words (what do these mean? what are you being asked to write about?);
- the focus of the assignment (what should you be concentrating on? what are the main and secondary issues?);
- the method or process key words (what actions should you take? how should you present your answer?)

10.3.4   ANSWERING CASE STUDY QUESTIONS IN FORMATIVE ASSESSMENTS AND THE SUMMATIVE ASSESSMENTS

There are many subjects where analysing a case study is very important. It is not that difficult to read a case study and answer the questions.

When your assessment includes a case study, there will be a series of questions relating directly to the text. You should read both the case study and question. A great tip is to then *re-read* the case study.

Your mind will sub-consciously seek for the answers the second time you read the case study. Each question will generally be related to each main point of the text. So as a 'general rule of thumb' if there are 6 questions, there are more than likely to be six main points within the case study. So in your second reading, highlight the information directly related to each question.

Some useful pointers to aid you in drafting a response to a case study style question are set out below:

- The key to producing an effective response to a case-study style question is to ensure that the answer you provide is clearly linked back to the case study scenario.

- Many students have a tendency to provide broad, generalist answers to such questions, rather than taking time to tailor the answer to the specifics of the scenario.

- This is equally true of assignments – the answer provided must be tailored to the question rather than being broad and unfocused.

in dealing with case study style questions, you need to break the question down to ensure you fully explore what the case study is about and what is required of you in your answer. Perhaps you might find it useful to sketch out a diagram showing the key issues arising within the case study – perhaps events, individuals involved, particular actions to be taken, etc. This can help make it clearer in your own mind and help you to pull together an answer framework that you can then base your answer upon, to ensure you cover everything you need to cover in a logical and clear manner.

As mentioned earlier if you want to score top marks for case study questions, one thing must be understood. The point of a case study is not to just list facts, it is to marry these facts with your knowledge of the subject and voice an opinion.

And REMEMBER - Read the question carefully, students seem to do poorly in case study analysis because they don't answer exactly what is being asked.

10.3.5   A GUIDE TO HARVARD REFERENCING

10.3.5.1 INTRODUCTION

Referencing is the practice of letting the reader know the source of idea/s, opinion/s or information included in the text. It is an acknowledgement of a piece of writing by another author which has been referred to or quoted directly. in academic writing, direct quotations, ideas, theories and facts/figures must all be referenced. Referencing is thus necessary to avoid plagiarism, to verify quotations and to enable readers to follow-up on cited author's arguments. It follows then, that there are three specific reasons for using a referencing method:

- **To let the reader know whose ideas are being used**
  in the academic system, ideas are a kind of property of those who develop them. When sources of information are not acknowledged, there may be accusations of **plagiarism**.
- **To enable the reader to check the information**
  The reader might want to go back to that author's original work for him/herself and check the accuracy of the information.
- **To provide information for the reader**
  Current research into a topic might make reference to an interesting book or journal article which may be new to the reader. If referenced accurately, the reader will be able to find that book or article to get a more comprehensive grasp of the original material.

Consequently, the aim of this section is to offer an introduction to the practice of referencing published material to anyone writing essays/reports/research projects for academic purposes at RBS.
As such, this guide will assist students to:
- understand the need for, and how to use, reference systems (specifically the HARVARD SYSTEM).

- indicate other writers' ideas in one's own work using a specific citation style.
- format appropriate references correctly from citations/quotations.
- reference a range of common and less common bibliographic and electronically accessed material.

1.3.5.2   REFERENCING FORMAT

How to Reference?

Various institutions and publications have different ways of citing references. RBS suggests that all students use the HARVARD SYSTEM of referencing as described in this section. Some advantages of this style are:

- it ensures one alphabetical list of all references in the text, facilitating easy identification of sources.
- last minute additions and deletions can be made without having to re-number all references.
- only one entry is necessary in the list even though the work may have been referred to more than once in the text.

There are two parts to the Harvard System, one relates to in-text references and the other to the reference list that appears at the end of the text.

In-Text Referencing / Reference List

The following section will discuss in-text referencing and the reference list.

Note: Generally, in-text referencing follows two major patterns:

(Surname, year: page number) in this format, the surname is written, followed by year of publication and thereafter the page number. All information is carefully punctuated and enclosed in a bracket after a statement or idea gleaned from a particular text e.g:

Branding is an important marketing tool (Kotler, 2006: 90).

Surname [Year: Page number] in this format, the writer generally prefixes the author's name. This is followed by the year and page number enclosed in a bracket e.g.:

According to Kotler (2006: 90) branding is an important marketing tool.

Irrespective of the source of information, all in-text referencing follows, in the main, the above format.

General in-text referencing rules:

- Use the surnames of authors only.
- Avoid initials, titles and first names [Use these only in the bibliography/reference list]
- Always provide full pagination details.
- For multiple authors use et al. only after first citation of all authors.
- Note the punctuation of et al. inside brackets and outside brackets e.g.

Prospectus

1. First citation: King, Harrison and Becker (2009: 78) believe that…..

2. Second citation: King et al. (2009: 78) believe that…….

Note full stop after al. outside bracket and compare with (King et al., 2009 :78), al. is followed by a full stop and a comma inside brackets.

In-text referencing from the WWW and Online Sources:

Some articles are published in print only, some in print and online, some online and the www only. in all cases the reader needs to know:

- The author's surname
- Year of publication
- Page number

In cases where there is missing information, follow the procedure tabled below:

Information	In-text procedure
No author	Use Anonymous
No page numbers	Download, number pages and cite as per page details
No year	Use year accessed

In-text Referencing		*Reference List*
A book with a single author	Smith (1990:58) claimed that …	Smith, D. (1990). *Elements of Management*. London: McMillan.
A book with multiple authors	Mitchell and Smith (2000:100) indicated that …	Mitchell, J. and Smith, D. (2000). *Decision theory: conduct, critique and utilization.* 3rd Edition. New York: Bantam Books.
A book with no author	in the concise South African Dictionary (1999:44) it stated that …	Anonymous. (1999). *The Concise South African dictionary*. Cape Town: MacMillan.
An edited book	Swanepoel, Slabbert, Erasmus and Nel (1999:78) believe that ……	Swanepoel, B.J., Slabbert, J.A., Erasmus, B.J. and Nel, P.S. (eds.) (1999). *The management of employment relations: organisational level perceptions*. Special student edition. Durban: Butterworths.
A chapter in a book	Weir (1995:1) stated that …	Weir, P. (1995). Clinical practice development role: a personal reflection. in: Smith, A. (ed.) (1995). *innovations in nursing*. London: Edward Arnold, p. 5-22.
Thesis	According to Otineo (2008:55) …	Otieno, P.O. (2008). *An investigation on the circulation of the construction review magazine, Botswana*. MBA Thesis. RBS.

	In-text Referencing	Reference List
An article in a periodical/Journal	As mentioned by Boyell (1995:122)…	Boyell, D. (1995). Pupil behaviour in junior classrooms. *British Journal of Educational Psychology*, 45(1), p. 122-129.
Non-English Journal Article	Ising (2000:78) states…….	Give the original title, as well as an English translation in brackets. Ising, M. (2000). Foreign title.(English title)
A periodical without volume or part number	Boulder (1997:67) argues that……	Boulder, J. (1997). The city and the Olympic games: what next? *Architect and Builder*, Spring: p. 33-40.
Government Publications	Malaria is now under control (Department of Health, 1996:43).	Department of Health. (1996). *Choice and opportunity: primary care: the future.* CM 3390. London: Stationery office.
A newspaper article with no obvious author	The recruitment process is becoming very difficult (Anonymous, 1999:32).	Anonymous. (1999). Recruitment: lessons in leadership. *Sunday Times,* Johannesburg, 11 March, p. 32.
In-text Referencing		*Reference List*
An article in a newspaper	As discussed by White (1998:8)…	White, M. (1998). £68m to cut NHS waiting lists. *Guardian*, Manchester, Monday, 18 May, p.8. *or* Chopra, R. (1998). Frustration and despair [letter to the editor]. The Daily News, Durban, Monday, 21 June, p. 21.
Booklet, pamphlet or leaflet	Plagiarism is avoided by correct referencing techniques (South African College of Advanced Education, 1999:10).	South African College of Advanced Education (1999). Referencing: the footnote and Harvard system (Brochure). Johannesburg: Wits Technikon.
Review or interview when titled	Cormond (1982:208) believes that social factors must be taken into consideration when……….	Cormond, T.P. (1982). A new look at medicine from the social perspective: Review of Social contexts of health care management. *Contemporary society*, 27(1), p. 208.
Conference Papers	According to Webb (1993:45) the teaching of maths requires an all-round improvement so that….	Conference papers are often published in book form or as a special issue of a journal. It is necessary to include the name, place and date of the conference. *or* Author, initial. (Year). Title of conference paper. *in: conference proceedings title, including date.* Place of publication: Publisher.

		Example
		Webb, N. L. (1993). Mathematics education reform in California. *in: Science and mathematics education in the United States: eight innovations: proceedings of a conference, Paris, 1991.* Paris: OECD.
Reviews	Specialist nurses treating diabetic patients are very hard to secure (Loveman, Royle and Waugh, 2003:76).	Author, initials. Title of review. *Cochrane Database of Systematic Reviews.* Year, Issue number, Article number. DOI: number. **Example** Loveman, E., Royle, P. and Waugh, N. Specialist nurses in diabetes mellitus. *Cochrane Database of Systematic Reviews.* 2003, Issue 2, Art. No. CD003286. DOI: 10.1002/14651858.

In-text Referencing		*Reference List*
Maps	Maps provide one of the most essential functions for tourists viz. locating places (Jones, 1953:23).	Surname of creator, initials (may be mapmaker, cartographer, compiler etc.) (Year). *Title.* Scale (normally given as ratio). Place of publication: publisher. **Example** Jones, H. (1953). *East Anglia: North* 1:10,000. Peterborough: Grove. If the name of the creator/originator is not known use the **title** of the map in its place. For **Ordnance Survey** maps use this format: Ordnance Survey (Year). *Title of map.* Sheet Number, Scale. Series. Place of publication: publisher. **Example**

		Ordnance Survey (1997). *Land's End & Isles of Scilly.* Sheet No. 203, 1:50,000. Landranger Series. Southampton: Ordnance Survey.
Works of Art	Oil painting is far more expensive than water colours (Renoir, 1875:9).	Artist (Year of production). *Title*. Material type, measurements. Place: Gallery. **Example** Renoir, Pierre-August (1875). *The Skiff (La Yole).* oil on canvas, 71 x 92 cm. London: The National Gallery.
Document on WWW – no author	According to the American Civil Liberties Union (1997) the study on cyberspace revealed that……	American Civil Liberties Union (1997) *Fahrenheit* 451.2: *Is cyberspace burning?* [online]. ACLU. Available from: http://www.aclu.org/issues/cyber/burning.html [Accessed 17 September 2008]

In-text Referencing		*Reference List*
Electronic Journal	It was proposed by McArthur and Griffin (1997:123) that…	Some journals are published solely on the internet therefore it is impossible to reference them in the same way as you would a print journal. The format for this is: Author, initials. (Year). Title. *Journal title* [online], **volume** (issue), location within host. Available from: URL [Accessed Date]. **Example** McArthur, D. N. and Griffin, T. (1997). A marketing management view of integrated marketing communications. *Journal of Advertising Research* [online], vol. 37 (5), p19. Available from: http://web3.searchbank.com/infotrac/session/66/850/10267118w3/15!xrn_12&bkm [Accessed 1st March 1998].
CD Rom and DVD	Acland's (2003) DVD atlas of human anatomy reveals that……..	Author/editor, initials (Year). *Title*. [type of medium e.g. CD-ROM]. Place of publication: publisher (if ascertainable). Supplier. Identifying number (optional).

		Example Acland, R. D. (2003). *Acland's DVD atlas of human anatomy: DVD 2: the lower extremity.* [DVD]. London: Lippincott, Williams and Wilkins.
Personal Electronic Communication - Email	It was confirmed than an outbreak of HIV occurred in South Africa (Haley, 2004: personal comm.; 10 August).	Sender's Surname, initials. (Sender's e-mail address), Day Month Year. *Subject of Message.* e-mail to Recipient's initials, Surname (Recipient's e-mail address) **Example** Haley, K. (k.haley@pilton.co.uk) 10th August 2004 *Changes to your report format.* e-Mail to C. Bond (chris.bond@ntlworld.co.uk)

In-text Referencing		***Reference List***
Film	This film was a reproduction of the devil incarnate (The Apartment, 1960).	*Title.* (Year). Person or body responsible for production. Running time. Production company. Place of production or publication (if known). Format. **Example** *The Apartment* (1960). Directed by Billy Wilder. 124 mins. United Artists. Videotape. in the text of your essay refer to (The Apartment, 1960).
Broadcast Media – TV/Radio Programmes	The current series are very informative (Doctor Who, 2005).	*Series title* (year) Title and number of episode. Transmitting organisation and channel, full date and time of transmission. **Example** *Doctor Who* (2005). The empty child. Episode 9. BBC1. 21st May, 1830 hrs. *Women's Hour* (2004). BBC Radio 4. July 29th, 1030 hrs.

Prospectus

Seminars/ Lectures	According to (Williams, 2004)…	Lecturer's surname, initials. (Year). *Title of Lecture*, Programme. Programme code. Place, Day, Month. **Example** Williams, B. (2004). *introduction to pollination*. Plant Biology. BIO1234. University of Bramchester, Fri 12th August.
Unpublished Material	Lawler (1987:105) states that …	Some printed materials are not produced by recognisable publishers, and may not be widely available. in this case it is necessary to indicate this, and if the document is archival in nature, e.g. a manuscript or personal letter, its location should also be included. **Example** Lawler, C. (1987). *Childhood vaccinations.* Health promotion leaflet, Chester Group Practice, unpublished.
Abstract	Phillips (1995:25) …	Phillips, E. (1995). The Australian scene (Abstract). *Australian journal of ecology, 3(2):25-29*

Note:

Et al. Rule

If the work has more than two authors, the abbreviation 'et al' should be used after the first author's name within the text reference (e.g. Smith, et al, 2016). The rule only applies once all the others have been cited in full at least once before in the document (e.g. Smith, Basford, Cannetti, 2016). Thereafter, there is no need for repetition and the et al. following just the authors name will suffice.

Example of a Typical Reference List

Allen, A. (1993). Changing theory in nursing practice. *Senior Nurse*, 13(1), p. 43-5.

Basford, L. and Slevin, O. (eds) (1995). *Theory and practice of nursing: an integrated approach to patient care.* Edinburgh: Campion.

Burns, N. and Grove, S.K. (1997). *The practice of nursing research: conduct, critique & utilization.* 3rd edition. London: Saunders.

Canetti, E. (2000). *Crowds and power.* Translated from German by C. Stewart. London: Phoenix.

Department of Health (1996). *Choice and opportunity: primary care: the future.* London: Stationery office.

Department of National Health (1990). *National Health Service and Community Care Act 1990* p. 20-37. London: HMSO.

Fiedler, F. and Chemers, M. (1974). Leadership and effective management. Glenview, Illinois, Scott Foresman and Co. Cited in: Douglass, L.M. (1996). *The effective nurse: leader and manager.* 5th Edition. Missouri: Mosby.

Marieb, E. (2000). *Essentials of Human anatomy and Physiology: AWL Companion Web Site* [online]. 6th Edition. San Francisco: Benjamin Cummings. Available from: http://occ.awlonline.com/bookbind/pubbooks/marieb-essentials/ [Accessed 4th July 2001].

McConnell, D. (D.McConnell@sheffield.ac.uk) (28th November 1997) *Follow up to your interview.* Personal email to L.Parker (l.a.parker@sheffield.ac.uk).

Osman, S. (1998). R68m to cut NHS waiting lists. *Guardian,* Monday May 18 1998, p. 8.

Proctor, P. (1998). The tutorial: combining asynchronous and synchronous learning. in: Banks, S. *Networked Lifelong Learning: innovative approaches to education and training through the internet:* Proceedings of the 1998 international Conference held at the University of Sheffield. Sheffield, University of Sheffield. p 3.1 - 3.7.

Redman, G. M. (1997). LPN-BSN: education for a reformed healthcare system. *Journal of Nursing Education* 36 (3), 121-7. Abstract [online]. Available from: http://www.regent.ac.za. [Accessed 28th May 1998].

Sandall, J. (2001). Free web-based virtual midwifery library. *Midwifery-research* [online]. Available from: http://www.jiscmail.ac.uk/lists/midwifery-research.html [Accessed 5th July 2001].

Seedhouse, D. (1997). *Health promotion: philosophy, prejudice and practice.* Chichester: John Wiley.

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Note:

- References in the reference list should NOT be numbered or bulleted.
- References should be in alphabetical order.
- Pay attention to punctuation.
- A reference list contains ONLY ALL THOSE SOURCES CITED IN THE TEXT.
- A bibliography includes all those sources cited in the text as well as those referred to when researching for information.
- A reference list/ bibliography should start on a new page.

SECTION D: POLICIES AND PROCEDURES

11.   ADMISSION POLICY

Legislative Admission Principles

- The HEQSF (Gazette Vol 592 Number 38116; October 2014) "is intended to facilitate articulation between further education, including workplace-based education and training, and higher education and within higher education".
- However, the possession of a qualification does not guarantee a student's progression and admission to a programme of study.
- In terms of section 37 (i) of the Higher Education Act, 1997 (as amended) the decision to admit a student to higher education study is the right and responsibility of the higher education institution concerned. A higher education institution's admissions policy and practice is expected to advance the objectives of the Act and the NQF and must be consistent with this policy.
- The minimum requirement for admission to a higher education institution from 1 January 2010 is the National Senior Certificate or the National Certificate (Vocational) as determined by the Minister of Higher Education and Training in the Minimum Admission Requirements for Higher Certificate, Diploma and Bachelor's Degree Programmes requiring a National Senior Certificate (Government Gazette No. 32131 of May 2008 and the Minimum Admission Requirements for Higher Certificate, Diploma and Bachelor's Degree Programmes requiring a National Certificate (Vocational) (Government Gazette No. 32743, of November 2009). These minima must be met by all applicants to entry level higher education qualifications. Applicants with different qualifications may only be admitted if they are judged equivalent by the designated equivalence-setting bodies".

The admission of an individual applicant is at the discretion of RBS. The following factors will be considered:

- The applicant is in possession of the minimum admission requirements of the particular programme of study
- The applicant meets the pre-requisites of the qualifications registered on the NQF with the South African Qualification Authority (SAQA)
- There are benchmarked qualifications and criteria for admission that are specified for entry to a programme of study
- There is a reasonable expectation that the applicant will benefit from the opportunity provided to complete the programme
- There is a reasonable likelihood that the applicant will fulfil the requirements of the outcomes of that programme at the required standard
- For admission to a programme of study, RBS will seek evidence of personal, professional, and educational experiences that indicate the ability to meet the demands of the programme

A candidate may gain entry into a programme via the following routes:

Normal entry

- **Higher Certificates:** National Senior Certificate with Higher Certificate endorsement or equivalent
- **Diplomas**: National Senior Certificate with Diploma endorsement or equivalent
- **Bachelor's Degrees:** National Senior Certificate with Bachelors endorsement or equivalent
- **Honours Degree**: an appropriate Bachelor of Commerce Degree or equivalent
- **Postgraduate Diplomas**: an appropriate Bachelor's Degree or equivalent qualification
- **Master's Degree:**

  The minimum admission requirement is a relevant Bachelor Honours Degree or Postgraduate Diploma or professional Bachelor's Degree at NQF 8 or Equivalent.

- **Doctor of Business Administration Degree:**

  Master's degree in which candidates must have successfully achieved a minimum average of 60% in the coursework modules and 60% in the research component; or Research Master's degree in which candidates must have achieved a minimum of 60%. Candidates must have a minimum of 5 years' relevant work experience

OR Alternative access

Recognition of prior learning (RPL)

in order to obtain RPL or alternative access to a learning programme, the candidate is expected to meet the following:

Mature Age Exemption (NQF 5, 6 and 7)

- This applies to NQF Level 5, 6 and 7 only.
- If the student possesses a Matric/Grade 12 certificate without degree endorsement and is over the age of 23, he/she qualifies for a Mature Age Exemption that grants entry to the qualifications ranging from NQF level 5 to 7.
- Otherwise the access routes below may be taken into account.

Level 5 and 6

- The RPL student should be of a minimum age of 25 and have 2 years of appropriate work experience. A Portfolio of Evidence (POE) containing reference and letters of motivation as well as CV detailing the work experience is required.

Level 7, 8 and 9

- The student should be a mature person who, while not possessing a recognised formal qualification from a tertiary institution, has acquired management skills from both experiential learning and the work environment.
- To gain entry into a postgraduate programme, RPL entry students should have a minimum age of 30 and have 10 years of appropriate work experience. A full POE containing references and letters of motivation as well as CV detailing the work experience is required.

Level 10

- RPL access will be granted under the following circumstances: Applicants who do not meet the minimum admission requirements for the DBA programme are required to demonstrate to the Student Admission and Selection Committee of RBS that they have suitable experiential, formal and informal learning experience to read for a doctoral programme. Applicants who, after such an assessment, are considered to have enough potential but need further academic development, may be required to broaden their knowledge by enrolling for specific preliminary modules prior to admission or parallel modules after admission. Such candidates may be considered for admission through RPL, however the 10 percent rule per cohort will apply, after assessment via a portfolio of evidence and interview. All RPL applications are subject to evaluation by the Student Admission and Selection Committee. The Student Admission and Selection Committee of REGENT Business School will interview the candidate and make a recommendation to the Doctoral Committee before a final decision is taken to admit the candidate onto the DBA programme.

    GENERAL :

- Students seeking admission based on RPL, i.e. exemptions must make a formal application to RBS, providing the relevant documents as specified. The Student Recruitment Selection and Admissions (SRSA) committee considers each application on its own merits.

- Students seeking credits for particular module(s) must make formal application in the prescribed application form on registration. The SRSA committee considers each application for exemptions/credits on its own merit.

- In both instances REGENT Business School reserves the right to conduct an assessment to determine the level of prior learning. RPL and CAT is not applicable to the research component/project of any post graduate programme, i.e. prior learning/achievement in a research component/project will not be accepted for exemption or credits as part of access into or completion of a post graduate programme**.**

12. TEACHING AND LEARNING POLICY

REGENT Business School's approach to teaching and learning is an integrated approach centered around the following key drivers, namely; the student, the faculty, the curriculum, the learning spaces and technology. RBS takes cognisance of the need to support students through their study life cycle, and to ensure that the teaching and learning experience is student centered, innovative and informed by research.

The policy aims to support both the student and staff profile of the organisation by:

- Providing a distinctive and supportive learning experience for all students;
- Facilitating teaching development services;
- Promoting research based teaching and learning activities;
- Improving access to higher education;
- Improving student retention; and
- Contributing to student success

The teaching and learning experience is driven by faculties who are experienced and deliver research informed teaching. The curriculum is relevant and current and considerate of the dynamic business environment as well as the views of students, faculty and alumni. The learning environment encourages communication and interaction amongst students, faculty, alumni, businesses and the community. Information and Communication Technology is effectively used to enhance the quality of the teaching and learning experience and to facilitate access for all students. These drivers come together to ensure that the teaching and learning experience is an enabling experience for the student.

12.1   In delivering teaching and learning to its students, RBS takes cognisance of:
- the mode of delivery (distance)
- the individual learning styles of students
- instructional technologies available to deliver teaching
- the access to computer and end user computing skills of students
- the learning outcomes of the module and the programme
- the desired graduate attributes

Language of Teaching and Learning

The Language of Teaching and Learning policy provision is nested in the Department of Higher Education and Training policy promulgated in October 2020 (Gazette No 43860)

REGENT Business School accepts and endorses all South African official languages.

REGENT Business Schools language of instruction (teaching and learning) is through the medium of English.The medium of instruction covers written as well as verbal teaching and learning methodology and tools as well as mediating learning technologically. All module guides, academic calendars as well as other means of communication to students are prepared in English. The intent of the policy is not to exclude students from optimal learning and therefore where necessary language services will be provided to ensure a quality teaching and learning environment. No student will be denied access into REGENT Business School based on language, neither will students be excluded from delivery sessions based on language. REGENT Business School will in all instances ensure that no student suffers from unfair and/or bias treatment based on language and in this manner contribute to the national transformation agenda.

12.2   The delivery of teaching and learning is supported by:
- the provision of comprehensive module guides
- the provision of workbooks to facilitate self-assessment and reflection by students
- the identification and recommendation of appropriate prescribed and recommended textbooks
- the identification and recommendation of additional sources of reading, such as periodicals, journals and current events and happenings.
- the provision of an annual academic and assessment calendar and prospectus.
- the provision of regularly scheduled contact sessions for students in the form of workshops, webinars and enrichment sessions (subject to sufficient student numbers per region)

- the delivery of academic support services through the REGENT Online portal. This includes correspondence from faculty members, self-assessment exercises, tutorial letters, videos, PowerPoints and other relevant technology-mediated materials, where applicable.
- the use of technology to facilitate ongoing communication between academic and students.
- the release of both academic and non-academic content made available through the REGENT Online portal.
- online support and services through a supportive website, which includes access to a range of electronic journals.

12.3   Student support

Student Support Services support the holistic development of students and is augmented by available academic support. A range of support interventions, ranging from managing the challenges of distance studies, to professional individual and group counselling services are made available to students.

Thus to support the teaching and learning process in the distance mode of study, RBS makes extensive use of the REGENT Online student portal for communications between the student and RBS. This feature supports individual as well as group communication.

Teaching and Learning Strategy

In the RBS model, teaching and learning is student-centred with emphasis on discovery, critical thinking, reflective practice and problem solving. Subsequently, RBS is geared towards creating an enabling learning environment, whereby students are equipped with the necessary skills to enhance their capacity for self-directed learning. The strategy is inclusive of the following:

- Encouraging students to become independent students and to take responsibility for their own learning
- Providing current and relevant learning resources appropriate to the needs of students, staff and relevant to the modules and programme of study
- Creating an environment that promotes quality across programmes and teaching and learning
- Developing and sustaining connections to the local, national and global academic community
- Maximally using ICT to facilitate both an effective student staff communication system and a flexible approach to teaching, learning and assessment
- Promoting the research of teaching and learning in a supportive yet challenging environment
- Enhancing the graduate attributes and employability of all students by ensuring quality teaching and learning
- Providing opportunities for enhancing Teaching and Learning methods of staff that is geared towards supporting faculty
- Being aware of the changing patterns of student needs and student recruitment and to respond accordingly
- Be inclusive so as to be able to meet the needs of all stakeholders
- Supporting student throughput, output, retention and enhancing student success
- Cultivating graduate attributes that are relevant and contribute to social transformation

13. ASSESSMENT POLICY

At RBS, assessment of student learning attains several meanings and significance, such as that assessment is:

- the practice of designing formal tasks for students to complete and then of making inferences from and estimating the worth of their performance on these tasks;
- a form of research that aims to find out what students know, understand and can do in terms of outcomes-based approaches;
- a process during which evidence of performance is gathered and evaluated against agreed criteria;
- any processes that evaluate the outcomes of student learning in terms of knowledge, understanding, skills, attitudes and abilities and it is the heart of an integrated approach to student learning; and
- processes that enable students to demonstrate that they have achieved the learning outcomes of the modules and the programme at the standard required.
  Consequently, assessment:
- should be authentic, in that it promotes the practice of directly assessing students on credible intellectual tasks, as opposed to making inferences about students' abilities through indirect assessment; and
- should therefore be recognised as an essential part of teaching and learning.

The purpose of this policy is to provide a framework that will ensure assessment structures, strategy and practices at RBS are fair, valid, reliable, and accountable and directed and evaluated according to a clear set of principles. These principles apply to different forms of assessment, including seated closed book, invigilated assessment, as well as other forms of assessment such as portfolios of evidence, project-based and problem-based assessment, take--home assessment and open-book assessment, to name a few. Assessment strategies and structures are at all times to be formulated and implemented through governed and quality assured processes which are documented to ensure consistent authentic assessment, thereby providing for credible assessment, resulting and certification.

13.1   The assessment strategy and its implementation

13.1.1   Formative Assessments

Formative assessments are integral to all the modules comprising the HEQC accredited programmes at RBS. Formative assessments provide opportunities for students to develop and to ensure that any learning challenges are diagnosed and that students, together with the relevant academics, are able to address these challenges during the period of the learning programme.

The purpose of the formative assessment is to ensure that:

- the facilitator tracks students development throughout the learning programme, and is able to give constructive feedback where appropriate and develop support plans where required; and
- that the facilitator tracks the progress of the group of students and is able to adapt the teaching strategy if it is necessary in order to address any problems in conceptual understanding or skills development that emerge.

Additional possible outcomes of formative assessment include naturally occurring evidence:

- Written evidence of competence may be generated through formative assessments in relation to many of the outcomes; this evidence may be recorded by the lecturer and may contribute towards summative assessment; and

- Observable evidence of competence (for example of working well as part of a team, or the ability to reflect on one's own performance and improve on it, or to critically analyse information) may be generated through the interaction amongst the participants and between the lecturer and participants; this may be noted by the lecturer and may contribute towards summative assessment.

Formative assessments can take the form of assignments MCQs, class tests, project work, case studies etc. Formative assessments may also simulate *Work Directed Learning (WDL)* through the use of projects, and the compilation of PoEs.

To be eligible to write an examination for a module, a student must have fulfilled the following requirements:

- Completed the compulsory formative assessments(s) for that module.

- Obtained a sub-minimum for the compulsory programme specific formative assessments in order to write the examinations.

13.1.2 Summative Assessments

The purpose of the summative assessments is to ensure that individual students who achieve applied competencies in relation to the exit level outcomes of a learning programme may be awarded the qualification.

Summative Assessments can take various forms and are conducted at the end of a learning programme to determine promotion from one level to another level of a programme or to determine if students meet programme exit criteria. Summative Assessments can also take the form of examinations which can be 2, 3 or 4 hours in duration. The student must attain a sub minimum of 40% in the examination for each module.

13.2 Assessment for RPL and CAT

REGENT Business School reserves the right to conduct assessment to recognise prior learning and award credits. Informal and non-formal learning may be assessed to grant exemption through the RPL process and assessment of formal learning may be conducted to award credits for credit accumulation and transfer purposes. No credits will, however, be granted for prior achievement of a research component/project when presented for access into a post graduate programme. Similarly, no informal or non-formal learning will be accepted for purposes of exemption from the research project/component.

13.3 Regular Assessments

Each constituent module of a learning programme is generally assessed by a formative assessment (comprising of multiple assessments) and a formal written summative assessment.

- Refer to the Academic Planner for further information

13.4 Supplementary Examinations

A supplementary examination is a further written examination granted on academic grounds to a student who has not met the assessment requirements of the module. Students obtaining a final weighted mark in the range of 40% to 49% (inclusive) are provided with an opportunity to write the supplementary examination. A discretionary supplementary examination (DSupp) may, under certain circumstances, be granted to all students who do not meet the criteria for a supplementary examination. However, these students will only be granted a DSupp provided they attempted the main examination and submitted and achieved the subminimum for the formative assessments in that module. A supplementary examination cannot be deferred. If a student is unable to write the supplementary examination at the scheduled time, he or she forfeits the opportunity.

13.5 Aegrotat Examination

An aegrotat examination is a further examination opportunity granted on extenuating circumstances.
Students unable to write the main examination for mitigating circumstances can apply for an aegrotat examination. An aegrotat examination cannot be deferred. If a student is unable to write the aegrotat examination at the scheduled time, he or she forfeits the opportunity. The aegrotat fee will apply.

13.6 Viewing and Re-marking of examination scripts

Students are also provided with an opportunity to:

- apply for re-marking of their examination scripts, if they feel that they had performed better than the results indicate.

  (Refer to RBS 008.2.1: Application Form for Re-marking is Appendix I).

- submit an application to the Examination Department to view the examination script. The online assessment/examination system automatically saves all responses in the database of the Learning Management System. A physical 'script' therefore no longer exists. To accommodate students who want to view their 'scripts', a highly personalised approach has been adopted. When a student applies to view his/her script, a member of staff contacts the student, and walks him/her through the details of the paper, pointing out where he/she may have gone wrong. (Appendix H)

13.7 Assessment Structure

Each constituent module of a learning programme is generally assessed by a formative assessment(s) (comprising of multiple assessments) and a formal written summative assessment.

The final mark is computed as a weighted average of 40% of the formative assessment marks and 60% of the summative assessment/formal written examination.

A student is required to achieve a sub minimum of 40% in the summative assessment and 30% in the formative assessments.

MBA Assessment Structure

- The final mark for the MBA qualification at NQF level 9 module is computed by taking a weighted average of 50% of the formative assessment and 50% of the summative assessment.
- A student is required to achieve a sub minimum of 40% in both the formative and summative components for the MBA qualification.
- The student must obtain an overall mark of 50% in order to successfully complete a module.
- A pass mark of 50% is also applicable for the dissertation component of postgraduate qualifications.
- The above-described assessment structure is applicable to all summative assessments, including seated closed book invigilated examinations and/or any other appropriate form of assessment adopted by REGENT Business School.
- The DBA proposal and the thesis writing stages do not warrant tests, assignments, projects and case studies including formative and summative assessments.

Postgraduate Research Proposal phase: Prior to commencing with the thesis, candidates are required to submit a research proposal. This will be reviewed by the Doctoral Committee and appropriate feedback will be provided to the candidate

The Supervised Thesis phase: Upon approval of the research proposal, the candidate is allocated a supervisor/s and proceeds to the thesis stage.

The student and supervisor will submit progress reports including challenges experienced. These reports will be presented to the Doctoral Committee. The supervisor will communicate in writing to the Doctoral Committee that the student's thesis is ready for examination. The supervisor, at this stage (i.e. on completion of dissertation), submits a supervisor's report with the dissertation, indicating his comments on the dissertation to the Doctoral Committee.

The thesis is then sent to an internal moderator, who reviews the dissertation and provides feedback on the structure, format and content of the dissertation (i.e. if any changes are required). Once this is completed by the student, the internal moderator ensures that all changes required have successfully been addressed. Only then is the dissertation submitted (by the Doctoral Committee) to be examined by two appropriate (independent) external examiners. No marks will be awarded by the internal moderator, only a recommendation for external examination

14. CERTIFICATION AND GRADUATION POLICY

RBS assumes full responsibility for issuing certificates to qualifying students. The policy on certification is guided primarily by the student's progress in a particular programme, the verifiable results of all assessments undertaken by the student as well as the overall quality assurance of the academic administration of students and the student management information systems.

RBS confers degrees on and awards higher certificates and diplomas to students who have met the requirements of programmes, such as:

- the candidate was a registered student of REGENT Business School;
- personal details namely the student's full name, date of birth, student number, identity number/passport number, race, gender, programme registered for are correct and verified;
- the student has completed the academic programme of study and met the requirements for the programme;
- the Examination Board has approved the eligibility status of each student.
- the Academic Dean (has the power to delegate) informs the candidate in writing of the fulfilment of the conditions for the award.

14.1   Principles of Certification at REGENT

- RBS will host annual or bi-annual graduation/award ceremony(ies) where the students' academic achievement will be recognised;
- Students who are eligible to graduate will have their specific programme qualification approved by the Certification Committee and ratified by the Examination Board. .
- Verification of prospective graduates will be confirmed by the necessary documentation which reflects the student's academic achievement;
- Provision will be made for the detailed certification of students' academic record;
- Provision will be made to ensure the on-site security of ordering and recording of blank certificates, printing of certificates and the integrity of the certificates register is maintained, and
- Students who are in an unfavourable financial standing with RBS will not be permitted to obtain a statement of results or certificates unless all outstanding fees and all other financial obligations due to RBS have been discharged or satisfactory arrangements for their discharge have been made.
- The Certification Committee is responsible for determining the eligibility of candidates for the award of RBS qualifications.
- The certification procedure will be implemented as per the certification quality assurance processes.
- The Director of Teaching and Learning and Academic Associate Director(s) will identify the students who will qualify to be awarded with an RBS qualification and forward the potential graduate list to the Chair of the Examination Board.
- The Chair of the Examination Board will conduct a formal Examination Board meeting to confirm the eligibility status of each student.

14.2   Graduation Ceremony

- Original certificates for a qualification are issued at a formal graduation ceremony (physical or virtual).
- If a student is unable to attend the graduation ceremony, he/she may inform RBS in writing of the intention to graduate in absentia
- Students who attend OR elect to receive their certificates in absentia, will be liable for the prescribed fee for graduation as determined by RBS (refer to the Fee Schedule Section 20.7).

- Guests of graduating students will be liable for the prescribed fee as determined by RBS (for physical graduations)
- Further, the student must formally request for the certificate to be posted/couriered to him/her, if conferred or awarded in absentia
- RBS will ensure that the certificate is posted/couriered to the student personally via secure registered mail or courier.
- The certificate will only be posted out to students who have no outstanding balances. Certificates will not be posted or handed to any third party other than the student.
  Blockchain (digital) certificates are now also being issued.

15. AWARD OF A QUALIFICATION

A student will be awarded with a higher certificate, diploma or conferred with a degree when he/she has passed all the required modules including the dissertation, if applicable, and met the requirements of the programme. The student receives the certificate at REGENT Business School's official graduation ceremony. Students who attend or elect to receive their certificates in absentia will be liable for the prescribed fee for graduation as determined by RBS (refer to 14.1).

Coursework modules and distinction for dissertation:
Students obtaining 75% or more for a module / dissertation or project will be awarded a pass with distinction.

Cum Laude:
A qualification obtained by a student / candidate registered with REGENT Business School for studies at the undergraduate and postgraduate levels will be afforded Cum Laude status, if he /she fulfils the following conditions / criteria:
The candidate must:

1. Obtain an average of at least 75% for the coursework modules, and passed the dissertation or the project component, if applicable, with distinction i.e. at least 75%.
2. Pass all the coursework modules of the programme including the dissertation or project at the first attempt.

Note: Rule 1 will include the course work modules that full credits have been granted for by REGENT Business School, if applicable. The mark achieved at the previously awarding institution would then be taken into consideration. The student must have completed a minimum of 50% of the qualification credits at RBS.

15.1 Posthumous Award

- RBS will award a posthumous qualification where the student passes on after successful completion of a programme. The qualification will be posted by registered mail by dispatch: Student Services to the next of kin, together with a letter from the Academic Deans office of RBS.

- RBS will grant a posthumous award based on approval and ratification by the Examination Board and the following guidelines must be consulted: the student has successfully completed all the requirements for the qualification.

15.2 Revocation of an award

- In exceptional circumstances and for valid reasons RBS may rescind an award that has been awarded/conferred on a student.
- The Examination Board will oversee this process.

16. STUDENT FINANCIAL AID POLICY

16.1 Bursary and Discount Policy

- The said policy is an integral component of RBS Community and Social Outreach commitment.
- The objectives of the Bursary and Discount policy is in keeping with REGENT Business School's mission of creating access for previously disadvantaged persons to higher education.
- RBS Management reserves the right to issue bursaries or discounts.
- Students wishing to apply for a bursary must contact the student support division.

17. RESPONSIBILITIES OF STUDENTS

- It is the responsibility of students to attend workshops (where applicable), submit assignments and write examinations at the specified time and place. While RBS will make reasonable efforts to inform students of the venues and times of examinations as well as the release of results, the ultimate responsibility lies with the students to ensure that they are fully informed of all details.
- Written assignments will not be accepted. All assignments must be submitted in PDF form and through the Student Portal. All assignments must be submitted in English.
- Students are responsible for ensuring that RBS is informed in writing of any change in home or postal address as well as changes in other relevant details.
- Students have the responsibility to ensure that they are up to date with fee payments before they submit their assignment(s) or write their examination(s). Students who are not up to date with the fee payments may be permitted to submit their assignment(s) and write their examination(s). Their work will be marked but they will not be notified of the results. In such cases RBS has no obligation to inform students of their status or progress. Such students will not be entitled to be notified of the results, receive any award or to progress to the next level of study until all outstanding fees have been fully paid.
- If a student is found to have cheated or attempted to gain an unfair advantage, the Examination Board committee has the authority to deem the student to have failed part or all of the assessments. The Exam Board has the power to impose appropriate action.
- The onus rests with students to inform RBS, either telephonically or in writing, of non-receipt of examination results.

18. WORKSHOPS

REGENT Business School (RBS) facilitates workshops in webinar format for students where teaching and learning can take place. Qualified academics have been appointed to conduct these webinar sessions. Webinars allow for interaction between facilitator and students helping clarify areas of concern in their study programme

Webinars are scheduled for modules each semester subject to adequate student registrations. Majority of the webinars are held on weekends. While it is not compulsory, all students are encouraged to attend the webinars in order to obtain additional insight regarding the modules. Students have the opportunity of meeting and interacting with other students and academics online.

In principle students should familiarise themselves with the module content, research assessments activities, and formulate questions for discussion prior to the webinar.

19. FORMATIVE ASSESSMENTS

Formative assessments can take on a variety of assessment types and will be available to students through the Regent Online portal.

19.1 Assessment Rules
Students must refer to their programme specific Academic Planner, for information on assignment submission guidelines and general rules.
When submitting assignments to Regent Business School (RBS), certain rules apply. It is essential to adhere to these regulations to ensure that the submission process runs smoothly. Submission of assessments is compulsory.

1. Guidelines for submitting assessments can be found on the Regent Online Portal at https://regentonline.ac.za.
2. All assessment tasks must be completed on the Regent Online Portal, no handwritten, email or any other form of assessments will be accepted.
3. Students must strictly adhere to the assessment submission dates for the modules registered for, as stipulated in the Academic Planner.
4. There are instructions provided for every assessment on the Regent Online Portal.
5. It is the responsibility of the student to ensure assessments are correctly labeled and the correct assessments are submitted.
6. The assessments that are uploaded must be submitted as one pdf file containing a cover page, content page, body of the assignment, and bibliography. Multiple pdf files can be merged into one.
7. It is recommended that students submit their work 24 hours before the due date. Submitting early allows for unexpected issues like poor internet connectivity etc.
8. Should a student encounter an error on the Regent Online Portal, students must promptly contact RBS. if technical issues are encountered, a screenshot should be saved and sent to: studentsupport@regent.ac.za.

9. Once an assessment has been submitted and the submission status is listed as submitted for grading, no further revisions or updates are allowed. However, if the submission status is still listed as draft and the due date has not passed, students may amend the assessment before submitting.

10. Once the assessment deadline passes, assignment submissions will no longer be accepted. A student is then required to request for a late submission via the late submission application on the REGENT Online Student Portal.

11. A student may apply for the late submission from the day after the specific assignment due date and has five (5) days from then to apply. A student will then be granted a period of five (5) days from the date of application for their submission. A late submission fee of R750 per assessment is applicable.

12. Students who are unable to submit within the five (5) day late submission period, would be required to re-register the module.

13. Students can track the grading progress of their assessments on the submission status page.

    - Not Marked - assessment has not been marked.
    - In Marking - being graded.
    - Marking Complete - assessment has been graded, but not available (verification process)
    - Released – assessment has been made available for students to access and view.

14. Multiple choice questions (MCQ), the online MCQ is auto graded and therefore results are available immediately. Students are given three (3) attempts to take the MCQ, between the opening and closing dates. The best mark/ grade out of the three attempts will be considered towards the student's year mark, and results will be available immediately.

15. Assignments submitted on the due date will be marked, and students will receive their results within four (4) weeks of the original due date. The timeline does not apply to assignments submitted after the due date, regardless of whether they are extension or late submission.

16. Upon receiving graded assessments, students have five (5) days to contest their marks. Students may request a re-mark or a re-submission. This is available at an applicable fee, referred to fee schedule.

Re-mark:

- Re-mark refers to the process of having the assessment reviewed again.
- This is typically done if a student believes there may have been an error or unfairness in the grading of their work.
- Students must fill out the "re-mark of assignment request" form to request a re-mark.
- The aim of a re-mark is to afford students the chance to undergo a re-evaluation of their work in the event that an error may have occurred during the initial grading procedure.

Re-submission:

- Re-submission refers to the process of submitting an assessment again after making revisions or improvements. This is only permitted to students who did not meet the required standards or if the student is given a chance to improve their grade (students received marks within a certain mark range (a grade below 60% in their assignment).
- This allows students to address any weaknesses or areas for improvement identified by the academic. It is crucial that a student that receives a grade below 30% does a resubmission to improve their mark.

251

17. Plagiarism

- Any attempt to use content that was not created by the student without giving due credit to the original author is considered plagiarism.
- Any outside sources used without proper citation would be regarded as plagiarized material.
- Pupils enrolled at the RBS who are discovered to have plagiarized will face disciplinary action.

18. Non-submission of Assessments

To have a chance of passing the module and meeting the subminimum, it is advisable for all students to submit all formative assessments. Not submitting a formative assessment as structured in the academic planners may significantly decrease the chances of passing.

19. As per our policy, no memos will be issued for assessments. Students should attend webinars where solutions to assignments, tests, and quizzes will be discussed. If extensive feedback is required, relevant academics will provide the feedback via email in detail.

Should you have any queries, please do not hesitate to contact Student Services on 031 304 4626 or studentsupport@regent.ac.za.

20. REGISTRATION AND FEES

- Students must complete and sign an original RBS online registration form and supply certified copies of the relevant documentation as indicated in the registration form/admission and selection criteria of the programme, as well as any special requirements needed by the Student Selection, Recruitment and Admissions (SSRA) Committee.
- Payments are requested once a student has been formally accepted by the RBS SSRA Committee.
- Sponsored students must provide written proof of such sponsorship at enrolment. However, the student is ultimately responsible for unpaid fees.

20.1 Payments and Banking Details

20.1.1 **Debit Order** payments can be submitted to the Durban office for processing
Refer Appendix B: Student Debit Order Form

20.1.2 Direct Deposits (South Africa) can be made into the following account:

Bank:	Standard Bank
Account Name:	REGENT Business School
Branch:	Musgrave Road
Branch Code:	04 38 26 00
Account Number:	05-124-54-85
Swift Code:	SBZAZAJJ
Reference:	Student Number, or Name and Surname

20.1.3 eSwatini Banking Details

Account Holder: REGENT Business School

Bank: Standard Bank

Branch: Mbabane

Acc Number: 9110001640308

Branch code: 66 31 64

SWIFT code: SBICSZMX

Ref: Student Number or ID Number or Name and Surname

20.2 Cancellation of Studies

- A student intending to cancel his/her registration during a semester must inform the Student Information Desk at RBS, in writing.
- All cancellations are subject to approval of RBS.
- The cancellation of registration is effective only after a written approval has been forwarded to the student after the student has completed all the necessary documentation regarding cancellation of studies.
- **Refer Appendix F: Cancellation of registration form**

20.2.1 Rules regarding cancellation for students

You have the right to cancel the registration in writing within the initial 14 (fourteen) days from the date of your registration without incurring a penalty. Following this period, you will remain liable to the institute for any amounts owed, as at the date of cancellation, for goods or services which have already been rendered by the institution.

- If you cancel after 12 months from date of registration, you will be liable for 100% of the course fee. Any refunds resulting from an approved cancellation will be determined by the Review Committee.
- Refunds, as outlined in these terms, will only be disbursed 15 working days after approval by the Review Committee. Approval, along with meeting all specified requirements, is a prerequisite for any refund. To initiate the cancellation process, a completed cancellation form is mandatory.
- Refunds, as a result of a cancellation, will be determined by the Review Committee. Liability will be determined by the review committee and communicated to you thereof.

20.3 Deferral of Studies

- A student will only be allowed to defer his/her registration **once** during an academic year. e.g. Should a student register for the first semester he/she can only defer to the second semester of the same academic year
- A deferral fee is payable and will be as determined by Regent Business School (please refer to the Fee Schedule Section 20.7).
- A student is still liable for payment of fees as per selected payment plan
- Request for deferrals must be formally submitted in writing to the programme support coordinator of RBS. The final date for a request for deferral is before the submission date of the first assignment
- Deferrals are effective only after written approval has been forwarded to the students
- A student cancelling after deferral is still liable for the fees according to the selected payment plan
- **Refer Appendix D & E: Application for Deferral of studies form**

20.4 Non Payment of Fees

In the event of unpaid fees RBS may:

- withhold examination results
- not allow students to proceed to the next stage without a settlement arrangement
- withhold the release of certificates
- defer the release of results until the arrear fees are cleared
- implement any other reasonable penalty.

20.5 Payment Plans

The payment of fees by instalment is available as long as the terms of such an arrangement are strictly adhered to. Students who fail to adhere to their chosen payment plan will automatically be moved to the highest payment plan and have their accounts adjusted accordingly, thereby increasing their debt to REGENT.

20.6 Change of programme

Change of Programme: Any student wishing to change a programme will be charged an administration fee and will be as determined by Regent Business School (please refer to the Fee Schedule Section 20.7). . The change of programme will have to be communicated to the registration department before the academic semester commences. Student would need to meet the admission criteria for the new programme chosen.

20.7 Schedule of Administration Fees

CATEGORY	AMOUNT
Non-refundable registration fee	Subject to programme selection
Replacement student card	R150
Replacement Undergraduate Module Guide	Available online and will be emailed as per programme registered for
Replacement Postgraduate Module Guide	
Replacement Academic Calendar Undergraduate programmes	
Replacement Academic Calendar Postgraduate programmes	
Deferral of Studies (Module)	R500,00
Deferral of Studies (Programme)	R2000,00
Change of programme	R500.00
Graduation fee (absentia/attendance)	R450,00
Graduation Guest Fee	R50,00 per guest
Replacement certificate	R500,00
Re-submission of assignment for undergraduate	R300,00
Re-submission of assignment for postgraduate	R400,00
Supplementary/Aegrotat Examination	R400,00
Re-mark of assignment for undergraduate	R300,00

Re-mark of assignment for postgraduate	R400,00
Late submission of assignment	R750,00
Re-mark of examination script for undergraduate	R300,00
Re-mark of examination script for postgraduate	R400,00
Viewing of Examination Script	R350,00
Academic Transcript	R300.00
Credit exemption Fee for Undergraduate	R750,00
Credit exemption Fee for Postgraduate	R1000,00
Extension of dissertation	R4500,00
Application for Recognition of Prior Learning	No Charge
Confirmation of Registration	No Charge
Examination Fee : Special Regions	Subject to approval by Examination Board: Student incurs the full cost (venue, invigilator and courier costs, etc.)
Promotional Materials	Price/s on request
The above schedule of fees serves as a guide. REGENT reserves the right to include and adjust additional charges should it deem necessary.	

21.   SUMMATIVE ASSESSMENTS

21.1   Eligibility to sit for an Examination

To be eligible to write an examination for a module, a student must have fulfilled the following requirements:

- Completed the compulsory formative assessments for that module. Obtain a sub-minimum of 30% for the formative assessments in order to write the examination for all programmes excluding the Master of Business Administration. For the Master of Business Administration, a student is required to obtain a sub-minimum of 40% in order to write the examination.

21.2   Marking of examination scripts

- Examination scripts are assessed by academic staff.
- The scripts are moderated and audited.
- The moderator's report with respect to the students' script is presented to the Examination Board and the decision taken by the Examination Board regarding the examination results is final and binding.

21.3   Criteria to pass a module

- Assessment for each module consists of formative assessments and a formal written examination.

- For some Higher Certificates, a final summative capstone project is required.
- The final mark is computed as a weighted average of 40% of the assignment mark/s and 60% of the formal written examination.
- A sub minimum of forty percent (40%) is required for the formal written examination.
- A student must obtain a weighted average of at least fifty percent (50%) to pass a module after taking the formative assessments and written examination marks into consideration.

21.4   Inability to write an Examination: Aegrotat Examination

- Students are required to attempt examinations on the scheduled dates.
- Where a student is not able to attempt an examination due to illness or exceptional circumstances beyond his/her control, the student needs to apply for the aegrotat examination. The aegrotat application form together with supporting documents must be submitted. An Aegrotat fee is applicable.
- Students will only be allowed to attempt the aegrotat examination if the formative assessments have been submitted and the subminimum has been met (The criteria to pass a module).
- There can be no postponement or claims of mitigating circumstances for aegrotat examinations.

21.5   Supplementary Examination

- Students who obtain a final weighted average mark between 40% and 49% will qualify to write a supplementary examination, immediately following the main examination. A discretionary supplementary examination (DSupp) may, under certain circumstances, be granted to all students who do not meet the criteria for a supplementary examination. However, these students will only be granted a DSupp provided they attempted the main examination, submitted, and achieved the subminimum for the formative assessments in that module.
- A student who is granted a supplementary or discretionary supplementary examination, is required to attempt it at the scheduled date, time, and venue/online portal.
- The main and supplementary/ aegrotat timetables will be available on the Regent Online Portal at least a month prior to the examination, students are urged to familiarise themselves with the dates and times of these examinations.
- A supplementary and aegrotat examination fee is applicable per module.
- There can be no postponement or claims of mitigating circumstances for supplementary examinations.
- A student who does not obtain a weighted average mark of at least 50% after having written the supplementary examination will be deemed to have failed the module. Such a student may be permitted to repeat the module. The student must re-register and pay the full module fee.

21.6   Viewing of examination scripts

- Request for viewing of examination scripts must be submitted within 10 working days after the official initial date of release of results.
- Students who clear their fees after the time limit will not be granted the opportunity to view their examination script.

PLEASE NOTE: Under Covid-19 conditions, and for any online examinations subsequent to the pandemic, virtual viewing will be arranged, as follows:

- The student applies for viewing the script as per procedure indicated above.
- A relevant member of staff will contact the student directly and facilitate a 'virtual' viewing of the script.
- Based on the viewing, the student may request a re-mark of the script, where appropriate.

21.7   Re-mark of examination script

- Request for re-marks must be submitted within 10 working days after the official initial release of results. See Appendix I – re-mark of exam script.
- Students who are not in arrears with their fees can apply for a re-mark of their examination script.
- Students in arrears with their fees will not be granted the opportunity to have their examination script re-marked unless fees are cleared within the stipulated 10 days.
- A student who wishes to have his/her examination script re-marked must request this formally by completing the prescribed form for a re-mark of an examination script.
  The re-mark fee is applicable.

21.8   Academic Transcript

- Students who request their full academic transcript, will be levied a charge as per the schedule of administration fees.

21.9   Non-attempt of module

- A student who has not submitted his/her assignment or has not written the examination will be recorded as "absent" in his/her academic transcript.
- Such a student will be deemed to have failed the module and must re-register for that module.

21.10   Examination Rules

21.10.1 Sit down examinations

- All candidates must present their student cards AND an official identity document (ID document, Passport or Driver's Licence) to the invigilator upon request. Failure to do so will necessitate an affidavit to be completed. Repeat offenders will not be allowed into examination venues.
- All candidates must be seated 30 minutes prior to the commencement of the examination session.
- No candidates will be permitted to enter the venue after the first hour.
- No candidate is permitted to leave the examination room within the first hour and in the last fifteen minutes of the examination. in addition, candidates are only allowed to leave the examination venue in the event of an emergency, and only at the discretion of the invigilator.
- At the end of the examination all candidates are to remain seated until all scripts are collected and confirmation is given by the invigilator to leave the examination room.

- No electronic devices or materials shall be used or referred to during an examination. Unofficial electronic devices include, but are not limited to: mobile telephones, laptop computers, tablets, programmable calculators, MP3/audio players, electronic dictionaries, or any other electronic recording device. Only non-programmable calculators shall be permitted. Unofficial materials include but are not limited to: books, notes, or aid sheets.

- All caps/hats must be removed prior to the start of the examination.

- All queries must be directed to the Chief invigilator. Candidates may not under any circumstances communicate with other candidates. If assistance is required candidates must raise their hand so that an invigilator may attend to them.

- All work must be handed in. If candidates do not wish any part of their work to be marked, a line must be drawn across it. The use of scrap paper is not permitted. Any rough work/calculations must be done in the answer book.

- Under no circumstances may a candidate retain the answer book or remove it from the examination venue.

- All cellphones must be switched off. No cellphones or electronic devices are allowed to be on the desks or be accessible to candidates during the examination session. No candidate may answer or make a phone call during the examination session. A contravention of this will be deemed to be a misconduct and procedure for irregularity will be followed.

- Smoking is not permitted in the examination room or during the examination session.

- The onus is on the candidate to make sure that they have the correct question paper. Candidates who write the incorrect paper will be required to re-register for the module.

- The institution will not be held accountable for personal property left in the examination room.

- If a candidate is alleged to have contravened the rules, the candidate's script will be taken away and an irregularity form will be filled out. Candidates deemed to have gained an unfair benefit through examination misconduct by the Examination Board will be liable to penalties which could include the loss of academic credit and expulsion.

21.10.2 Online examinations

- All students must follow the registration process for examinations: the proctoring guide/ smowl registration process can be found on Regent Online Portal
  The Online Examination is academically designed to be completed within the allocated duration.

- Due time has been allocated to accommodate for potential disruptions such as loadshedding, connectivity problems, or any other issues that students may encounter during their Online Examination session.

- Your examination will be inside the modules that you are registered for.

- An Examination Practice Course has been made available on the Regent Online portal. The Examination Practice Course document is included on the REGENT Online "Examination Documents".

- All students are to remain online with stable internet connectivity for the duration of the examination, or until you have completed and successfully submitted their answers.

- Once the duration of the examination has ended, the system will automatically submit your work and you will be logged out of the exam.

- In the unlikely event that a student has two (2) online summative examinations scheduled at the same time (clash), the student will be expected to attempt one (1) of the examinations as an Aegrotat exam.
- Students found guilty of any academic misconduct or breach of the exam rules will be penalised in accordance with institutional policies, procedures, and codes of conduct.
- An open-book methodology is used.
- Only recognised resources may be used for answers. Sources must be referenced, using the HARVARD REFERENCING SYSTEM, as appropriate.
- All examination rules have to be adhered to, including completing and submitting the declaration that the work that the student is submitting, is his/her own.
- To ensure the integrity of the online examination, proctoring (electronic invigilation) will be used.
- Students must make use of a device that is camera enabled.
- It is the student's responsibility to familiarize him/herself with the technological requirements.
- At the start of the examination, the student must activate the front-facing web-camera and remain online for the duration of the paper.
- Follow the examination instructions closely.

21.11 Re-registration for course work module/s

- Students failing a module in the first attempt or after writing the supplementary/aegrotat examinations are required to re-register for the module.
- Only two further registrations for a module are permitted and those who do not pass a module in the third attempt may be excluded from the programme.
- These students must submit a written motivation to the Head: Academic Manager requesting to continue with the programme.
- The Examination Board will make the final decision.

21.12   Criteria to pass a dissertation

- The dissertation can be submitted for assessment only if it has been duly signed by the supervisor/s indicating that it can be assessed by the external examiner/s.
- A student must obtain a mark of 50% and address all external corrections, if required, to pass.
- For the Doctor of Business Administration programme examiners are chosen for their expertise in the field and particular interest in the candidate's research topic. Each examiner will make an independent judgment as follows according to predetermined assessment criteria:
  • Pass: The student has successfully completed the thesis.
  • Referral: The student has not satisfactorily completed the thesis and will be allocated a timeframe in order to effect required changes
  • Fail: The student has not successfully completed the thesis and has to re-register for the programme.
  The final result will be presented by the Doctoral Committee to the Research Committee. Thereafter, the result will be ratified by the Examination Board.

APPENDICES

Appendix A: ASSIGNMENT COVER SHEET

REGENT BUSINESS SCHOOL
HONORIS UNITED UNIVERSITIES
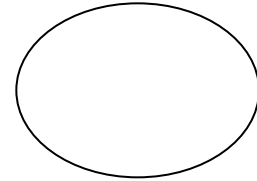
Programme	
Module Name	
Assignment Number	
Surname	
First Name/S	
Student Number	
Date Submitted	
Postal Address	
E-MAIL *myregent email address*	………………….....................................@myregent.ac.za
E-Mail *(alternate email address)*	
Contact Numbers	**Cell :**
	Home :
	Work :
Alternate contact :	
Name:	
Relationship:	
Contact number:	

I _____ ID/Passport No._____hereby confirm that the assignment submitted herein is my own original work.

Date: _____

FOR OFFICE USE ONLY										
Marks per question (Q)										
Q1	**Q2**	**Q3**	**Q4**	**Q5**	**Q6**	**Q7**	**Q8**	**Q9**	**Q10**	**TOTAL**

Appendix B: STUDENT DEBIT ORDER FORM

STUDENT DEBIT ORDER FORM

I hereby authorise REGENT Business School to draw against my bank account for the instalments necessary to pay the fees.

- The monthly instalments can be drawn on the date, specified below, each month.
- The first instalment to be the calendar month following receipt of this notice.
- This instruction will remain in force until my account with REGENT Business School has been settled in full. I agree to pay any bank charges relating to this debit order instruction. Receipt of this instruction shall be regarded as receipt thereof by my / our bank.

Date:	
Name of Student:	
Student Number:	
Telephone Number:	
Date of Payment:	
Amount to be deducted according to payment plan below:	
Payment Plan chosen:	
Banking Details: **Name of Account Holder:**	
Name of Bank	
Branch Code (COMPULSORY)	
Account Number:	
Signature:	

Dates   **15th** [ ]   **25th** [ ]   **31st** [ ]

FOR OFFICE USE ONLY	
Account Status	
Amount Approved	
Date of Debit	
Signed	
Date	

Appendix C: APPLICATION FOR RE-REGISTRATION OF MODULE/S

SECTION A: PERSONAL DETAILS

Programme: ....

Surname:……………………………………………………………………….................

First name(s):…………………………………………………………….................

Student number: ……………………………….

Identity Number: ……………………………..........................

Postal Address……………………………………………………………………….........

………………………………………………………………………..

Postal code: ……………….........................

Telephone (Home) …………………………….......... (Work) …………………………….........................

(Cell) ………………………………….

E-mail ……………………………………………………….........................

SECTION B: REQUEST FOR RE-REGISTRATION OF MODULES (JANUARY/JUNE20…)

MODULES	COST	SIGN FOR ACKNOWLEDGEMENT

Conditions of acceptance of re-registration

1. Please note that this document is intended for the sole purpose of registration of module/s and does not serve as a re-registration document for Year 2/3 on a respective programme.

263

2. Only upon receipt of this document will the student be billed accordingly.

3. A student's re-registration will only be processed on settlement of all outstanding balances.

4. The re-registration of module/s includes an amount payable as stipulated above.

5. Assessments from incomplete modules will not be carried forward into the new registration/intake.

6. The decision of the Student Admission Committee is final and binding and no correspondence will be entered into.

I, the undersigned, accept the outcome of my application for re-registration as outlined above.

Signature of Student: ....

Dated as at...

Sponsored Students: Signature of HR Manager..

SECTION C: (FOR OFFICE USE ONLY)

DATE APPLICATION SENT TO STUDENT	
DATE APPLICATION RECEIVED	
APPROVED (YES/NO)	
APPLICABLE INTAKE	
FEE CLEARANCE (YES/NO)	
PROCESSED BY	
SIGNATURE	
DATE	

REG. DEPARTMENT	Has Student been processed	Approved By:	Signature	Date
REGISTRY	Has Student info been Updated	info Updated By:	Signature	Date
DESPATCH	Has Study Materials been Sent	info Updated By:	Signature	Date
FINANCE	Has Student been invoiced	Approved By:	Signature:	Date:

Appendix D: APPLICATION FOR DEFERRAL OF STUDIES – POST GRADUATE STUDIES

SECTION A: PARTICULARS OF STUDENT

Surname:……………………………………….

First Name(s)……….…………………………….…..

Identity Number………………………………….

Student Number……….…………………………….

Postal Address………..……………….…………………………………………………

Postal Code………..…………….…………………………..

Telephone (Home):..………………………………(Work)……..………………………………………………...

(Cell)….………………………………………….…(Fax)…………………………………..…………………

E-mail:………………………………………………………………………………………………

SECTION B: PARTICULARS OF PROGRAMME

Programme:…………………………………………………………
Intake: (mm/yy)………………………………….……………………
Deferral of Registration to: (mm/yy). ………………………………… (this is the period you intend to resume your studies)

NB. Please attach a brief motivation for the deferral of your studies

I _____ (Full Name)

do hereby declare that all details mentioned above are true and that I am fully aware of the rules and regulations regarding deferral of studies as indicated in the REGENT Business School "Prospectus" and do hereby further agree to adhere to the abovementioned rules and regulations as well as those mentioned herein.

_____   _____

    Student Signature   Date

Important:

- ❖ A deferral fee of **R2000** is applicable in all circumstances.
- ❖ Students are allowed to defer their studies once only i.e. semester to semester.
- ❖ If a student defers their studies of a particular module/semester more than once, the Exam Board of RBS may request the student to re-register for the module/semester with full fees payable.
- ❖ The Exam Board is not obliged to carry forward any assessments/course marks for modules being deferred.
- ❖ Students deferring their studies continue to be liable for the fees as per chosen payment plan.
- ❖ RBS reserves the right to accept/ reject application for deferral.
- ❖ Your application for a deferral must be made on the official application form within 7 days of this form being sent to you or else your request for a deferral may not be considered.
- ❖ NOTE: Fee payment must be honoured through the period of deferral.

FOR OFFICE USE ONLY

SECTION C: PARTICULARS OF ACCOUNT

Amount paid by student: ……………………………… as at (Date of Deferral): …………………………

Outstanding balance: ………………………………………… as at (Date of Deferral): ………………………

Re-registration fee: …………………………………………payable by: …………………………………………

Confirmed by: ………………………………………… Signature: …………………………………………

SECTION D:

Student Support   Student Registration

Approved by:…………………………………   Captured by:………………….……….

Signature:……………………..   Signature:………………….

Date:……………………   Date:…………..

Captured by:………………………………………………   Approved by:…………………………

Signature:……………………..   Signature:……………………..

Date:……………………………..   Date:…………………………..

Accounts:

Re-Registration Fee payable by: ……………………………………………………

Processed by:………………………………………………………………………

Signature:………………………………………   Date:………………………………

BANKING DETAILS:

Name of Account: REGENT BUSINESS SCHOOL
Standard Bank: Musgrave Road
Accounts no: 05 124 5485
Branch code: 04 26 26
Reference: **STUDENT NUMBER – do not use your name or "school fees" as a reference**

Appendix E: APPLICATION FOR DEFERRAL OF STUDIES - UNDER GRADUATE STUDIES

SECTION A: PARTICULARS OF STUDENT

Surname:……………………………………………

First Name(s)……….…………………………….…..

Identity Number…………………………………

Student Number……….………………………………

Postal Address………….……………………………………………………………………………

Postal Code………..……………………………………..

Telephone (Home):..……………………………….(Work)……..…………………………………………...

(Cell)….…………………………………………(Fax)……………………………….…………………

E-mail:………………………………………………………………………………………………

SECTION B: PARTICULARS OF PROGRAMME

Programme:………………………………………………………
Intake: (mm/yy)…………………………………………………
Deferral of Registration to: (mm/yy). ………………………… (this is the period you intend to resume your studies)

NB. Please attach a brief motivation for the deferral of your studies

I _____ (Full Name)

do hereby declare that all details mentioned above are true and that I am fully aware of the rules and regulations regarding deferral of studies as indicated in the REGENT Business School "Prospectus" and do hereby further agree to adhere to the abovementioned rules and regulations as well as those mentioned herein.

_____   _____

Student Signature   Date

Important:

- ❖ A deferral fee of **R2000** is applicable in all circumstances.
- ❖ Students are allowed to defer their studies once only i.e. semester to semester.
- ❖ If a student defers their studies of a particular module/semester more than once, the Exam Board of RBS may request the student to re-register for the module/semester with full fees payable.
- ❖ The Exam Board is not obliged to carry forward any assessments/course marks for modules being deferred.
- ❖ Students deferring their studies continue to be liable for the fees as per chosen payment plan.
- ❖ RBS reserves the right to accept/ reject application for deferral.
- ❖ Your application for a deferral must be made on the official application form within 7 days of this form being sent to you or else your request for a deferral may not be considered.
- ❖ NOTE: Fee payment must be honoured through the period of deferral.

FOR OFFICE USE ONLY

SECTION C: PARTICULARS OF ACCOUNT

Amount paid by student: ……………….…………… as at (Date of Deferral): …………………………

Outstanding balance: …………………….…………… as at (Date of Deferral): ………………………

Re-registration fee: …………………………….………payable by: ………………….………………….

Confirmed by: ……………………….……………… Signature: …………………….……………

SECTION D:

Student Support   Student Registration

Approved by:……………….………………   Captured by:………………….……….

Signature:……………….…………..   Signature:………….……….

Date:…………………….   Date:…………...

Captured by:……………….……………………………   Approved by:………………….……….

Signature:………………………..   Signature:……………………..

Date:…………………………...   Date:…………………………..

Accounts:

Re-Registration Fee payable by: …………………………………………………………

Processed by:…………………………………………………………………………

Signature:…………………………………………………   Date:………………………………

BANKING DETAILS:

Name of Account: REGENT BUSINESS SCHOOL

Standard Bank: Musgrave Road

Accounts no: 05 124 5485

Branch code: 04 26 26

Reference: **STUDENT NUMBER – do not use your name or "school fees" as a reference**

Appendix F: APPLICATION FOR CANCELLATION OF REGISTRATION

CF001

Cancellation of Registration

A student intending to cancel his/her registration during a semester must inform REGENT Business School, [the appropriate regional programme coordinator] in writing. All cancellations are subject to approval of REGENT Business School. The cancellation of registration is effective only after a written approval has been forwarded to the student after the student has completed all the necessary documentation regarding cancellation of studies.

Section A: Particulars of Programme

Programme registered for	
Region	
Student Number	
Date Registered	

Section B: Particulars of student

Surname:	
First Name(s)	
Identity Number	
Postal Address	
Postal Code	
Telephone (Home)	
Telephone (Cell)	
Telephone (Fax)	
E-mail:	

Financial Obligation:

Rules regarding cancellation for students

You have the right to cancel the registration in writing within the initial 14 (fourteen) days from the date of your registration without incurring a penalty. Following this period, you will remain liable to the institute for any amounts owed, as at the date of cancellation, for goods or services which have already been rendered by the institution.

- If you cancel after 12 months from date of registration, you will be liable for 100% of the course fee. Any refunds resulting from an approved cancellation will be determined by the Review Committee.

- Refunds, as outlined in these terms, will only be disbursed 15 working days after approval by the Review Committee. Approval, along with meeting all specified requirements, is a prerequisite for any refund. To initiate the cancellation process, a completed cancellation form is mandatory.
- Refunds, as a result of a cancellation, will be determined by the Review Committee. Liability will be determined by the review committee and communicated to you thereof.

Please note that a student is not excluded from any liability on the basis of not having attended any workshop or not having submitted any coursework.

NB. 1. Please attach a brief motivation for the cancellation of your registration.

I _____ (Full Name) do hereby declare that all details mentioned above is true and that I am fully aware of the rules and regulations regarding cancellation of registration as indicated on the REGENT Business School "Registration Form" and the " Prospectus and Academic Calendar" and do hereby further agree to adhere to the above-mentioned rules and regulations.

_____   _____

  Student Signature   Date of Cancellation

Section C: For office Use Only

Student Support intervention	Name	Signature	Date
Programme Co-ordinator			
Head: Student Support			
Student Registration			
Captured by			
Verified by Registrar			
Accounts			
Processed by			
Verified by H.O.D.			
Financial obligation criteria		**Date letter of motivation received)**	**Student liable for, Programme Administrator to confirm**
On or before 30 calendar days (Liable for 50% of fees)			
After 30 calendar days (liable for 100% of fees)			

PLEASE NOTE THAT THE ORIGINAL CANCELLATION FORM MUST BE POSTED TO REGENT, NO FAXES WILL BE ACCEPTED.

Appendix G: APPLICATION FOR RE-MARK OF ASSIGNMENT

NAME & SURNAME:		STUDENT NO.:
PROGRAMME:		MODULE/S:
ASSIGNMENT NO.:		DUE DATE:
TELEPHONE NO:	CELL:	EMAIL:
REASON FOR REQUEST:		
SIGNATURE OF STUDENT:		DATED AS AT:

FOR OFFICIAL USE ONLY:

initial assignment mark (%)	Assignment Mark after Re-Mark (%)	

Full Name of Moderator:...

Moderator's comments:

....

....

Signature: .... **Date**: ....

NB: **The Fee for an assignment re-mark is: undergraduate: R300; postgraduate : R400**

Appendix H: APPLICATION FOR VIEWING OF EXAMINATION SCRIPTS

Student's Details

Surname:……………………………………………………………………………

First name(s) ……………………………………………………………………

Student number: …………………………… Identity Number: ………………………….. Address:

………………………………………………………………………………

…………………………………………………………………..Postal code: . …..

Telephone number (home) ……………………………… (work) …………………………….. (cell)

………………………………. E-mail ……………………………………………

2. Request for viewing of examination script

Modules	Date of examination(s)

Conditions governing the viewing of examination scripts

➢ A candidate who wishes to view his/her examination script must request this formally by completing the Prescribed Form. The fee for viewing of an examination script will be determined by REGENT Business School.

➢ This request must be made within TEN (10) working days after the official release of results.

➢ The student must submit an application to the Examination Department to view the examination script. The online assessment/examination system automatically saves all responses in the database of the Learning Management System. A physical 'script' therefore no longer exists. To accommodate students who want to view their 'scripts', a highly personalized approach has been adopted. When a student

applies to view his/her script, a member of staff contacts the student, and walks him/her through the details of the paper, pointing out where he/she may have gone wrong.

- ➢ The candidate needs to note that despite he/she being afforded the opportunity to view the examination script, the marks obtained will not be changed on the basis of viewing only. The candidate may separately apply for a re-mark of the examination script, in keeping with the relevant policy of RBS.
- ➢ See the Fee Schedule for the cost to view an exam script

PLEASE NOTE: Under Covid-19 conditions, virtual viewing will be arranged, as follows:

- The student applies for viewing the script as per procedure indicated above.
- A relevant member of staff will contact the student directly and facilitate a 'virtual' viewing of the script.
- Based on the viewing, the student may request a re-mark of the script, where appropriate.

Signature of student: …………………………………………… Date:………………………..........

Full name of REGENT Business School's representative :

....

Signature …………………………………………….............. Date: ……………………….............

Appendix I: APPLICATION FOR RE-MARK OF EXAM SCRIPT

NAME & SURNAME:	STUDENT NO.:
PROGRAMME:	MODULE/S:
CELL:	DUE DATE:
TELEPHONE NO:	EMAIL:
REASON FOR REQUEST:	
SIGNATURE OF STUDENT:	DATED AS AT:

FOR OFFICIAL USE ONLY:

Initial Exam mark (%)	Exam Mark after Re-Mark (%)	

Full name of Examiner : …………………………………………………….

Examiners Comments :

……

……………………………………………………………………………………………..

Signature: .... Date:......................................

NB: The Fee for an Exam Re-Mark is:

Undergraduate R300 per module

Postgraduate R400 per module

A request for a re-mark must be made within 10 (TEN) working days after the official release of results.

No re-marks will be processed after the commencement of the Supplementary/Aegrotat Examination for that Semester.

Appendix J: COMPLAINT FORM

RBS EX 8.3.1

Dear Student

Please complete and hand to the **Dean:**

Student's Details

Surname: …………………………………………………

First name(s): …………………………………………………..

Student number: ……………………………….. Identity Number: …………………………………............

Address: ……………………………………………………………………………………………...........

…………………………………………………………………………….

Postal code: ………………....................

Telephone number (home) …………………………….…... (Work) ………………………………...........

(Cell) …………………………….…..... E-mail ………………………………………………….….........

Fully outline the nature of the complaint: (Use additional space if required).

....

....

....

....

....

Signature: .... Date: ....

Nature of Complaint	Tick
1. Complaint regarding student recruitment, selection and admission;	
2. Complaint related to teaching, learning and research;	
3. Complaint concerning assessment, including certification;	
4. Sexual harassment;	
5. Complaint relating to student's rights, responsibilities, and conduct.	
6. Any other complaint: (Elaborate)	

Nature of Complaint	Tick
1. Complaint regarding student recruitment, selection and admission;	

Appendix K: ACADEMIC APPEAL FORM

RBS EX 8.3.2

Dear Student

Please complete and submit via email to the **Chairperson of the Disciplinary Committee:**

studentsupport@regent.ac.za

Student's Details

Surname: …………………………………………………………………………………

First name(s): ……………………………………………………………………………

Student number: ……………………………….. Identity Number: ……………………………………..............

Address: ………………………………………………………………………………….....................

……………………………………………………………………………….

Postal code: …………….....................

Telephone number (home) ……………………………...... (Work) ………………………………….........

(Mobile) …………………………………....... E-mail …………………………………………………....

Fully outline the nature of the appeal including supporting documentation, if applicable. Submit as an

attachment. Date and sign the attachment

Nature of Appeal	Tick
1. Student recruitment, selection and admission;	
2. Teaching, learning and research;	
3. Assessment (including Certification)	
4. Sexual harassment; and	
5. Students rights, responsibilities, and conduct	
6. Any other form of appeal: (Elaborate)	

Signature: ....   Date: ....

ANNEXURES

Annexure L1: RECOGNITION OF PRIOR LEARNING AND CREDIT ACCUMULATION AND TRANSFER POLICY

Approved by:	Managing Director
Developed by:	Academic Dean
Policy number:	QP 22
Revision number:	03
Release Date:	18/04/2023

CONTENTS

POLICY AREA	PAGE
1. QUALITY MANAGEMENT OF RPL AND CAT	2
2. PURPOSE	2
3. SCOPE	2
4. DEFINITIONS	3
5. RPL POLICY	3
5.1 POLICY PRINCIPLES	3
5.2 ELIGIBILITY FOR RPL ACCESS	4
5.3 APPLICATION OF THE POLICY	4
5.4 THE RPL PROCESS	8
5.5 CREDIT ACCUMULATION AND TRANSFER (CAT)	8
5.6 STUDENT RECRUITMENT, SELECTIONS AND ADMISSIONS COMMITTEE	8

REFERENCE AUTHORITY: Academic Dean

CROSS-REFERENCES

Student Recruitment Selection and Admission Policy
RPL Credit/Exemption form

1.   Quality Management of Recognition of Prior Learning and Credit Accumulation and Transfer

RBS is committed to the management of the quality of its student recruitment, selection and admissions via RPL and CAT. In the RBS context the system of managing quality refers to meeting of minimum standards (Quality Assurance), maintaining and sustaining standards (Quality Support), continuously improve standards (Quality Development and Enhancement) and monitoring and evaluation standards (Quality Monitoring and Evaluation.

As part of the process to integrate the management of quality into this institutional area a set of key performance indicators were developed and self-assessed in 2018. The results of the self-assessment led to the allocation of the indicators to either of the sub-systems of the system with an accompanying set of goals to be achieved during the period from 2019 to 2022. Thereafter the same four-year cycle will be repeated based on an assessment of goal achievement.

Goal achievement is implemented via the policy structure and monitored by the committee structure. In the case of student recruitment, selection and admissions via RPL and CAT, the goal achievement will be monitored by the Student Selections and Admissions Committee. In terms of minimum standards in student recruitment, selections, and admissions via RPL and CAT the following goals are to be achieved to give effect to the management of quality in student recruitment, selection and admissions via RPL and CAT:

1.1 Quality Assurance Goals (to be achieved in/by 2019)

Design and implement a process and mechanism with which the integrity of learner records can be reviewed and conduct quarterly reviews

Formulate and formalise processes to implement allocation of credits and exemption based on RPL.

1.2 Quality Support Goals (to be achieved in/by 2020)

Ensure functionality of systems to facilitate adherence of recruitment, selection, placement, RPL and CAT practices to criteria as well as methods in which decision outcomes are communicated to students - especially administrative systems

Subject learner records to quarterly integrity audits

1.3 Quality Development and Enhancement Goals (to be achieved in/by 2021)

Separate policies from procedures together with the implementation of the quality management system into the policies

Develop and enhance the team's knowledge of vision and mission of REGENT

Develop and enhance the policy, strategy and system to guide and support students prior to registration

Develop and enhance the manner in which diversified access is implemented

Develop and enhance the RPL and CAT policy and procedures to support access into RBS

1.4 Quality Monitoring and Evaluation Goals (to be achieved in/by 2022)

Regularly review recruitment, selection and admission procedures and processes

2. Purpose

In the past many adults and out of school youth have attended non-formal training programmes and have acquired a great deal of informal knowledge and experience. Such knowledge and experience was not recognised or certified and this often led to exclusion from the formal economic sector, promotion, and further education and training opportunities, for all of which some kind of "certificate" was considered necessary. RBS understands that RPL is invaluable in ensuring that applicants that possess skills acquired through life or work experience and non-formal education are catered for.

The purpose therefore or REGENT's RPL policy is to provide a formal framework for decision-making in terms of providing access to students into higher education based on prior informal and non-formal learning ensuring that sound assessment practices are implemented during this process. The policy therefore focuses on flexible ways of evaluating a person's life long experiences (formal and informal) against a set of pre-determined criteria. The policy also covers the awarding of exemption of modules based on the credits accumulated by an applicant in an institution prior to enrolling at REGENT Business School, mostly referred to as credit accumulation and transfer or CAT.

3. Scope

This policy is nested in the following national policies in terms of RPL and CAT:

3.1 Recognition of Prior Learning, Credit Accumulation and Transfer, and Assessment, Council on Higher Education. 2016.
3.2 Articulation Policy for the Post-School Education and Training System of South Africa, Department of Higher Education and Training, 2017.
3.3 Act No. 9 of 2016. Higher Education Amendment Act, 2016

Internally RPL at REGENT takes into account the following:

- Age
- Formal study
- Work experience
- Studies that were undertaken for the purpose of personal gain/interest
- Company-based training
- Working with experts in the field
- Internships, and life experience
- Informal Learning

Exemption is granted for CAT modules when in the assessment of the RBS Student Selection and Admissions Committee the candidate's acknowledged skills correspond to the learning outcomes of the programme or specific module for which credit is applied. It is important to remember that the committee will focus on the quality and not the quantity of the prior learning and/or experience.

Note: Applications for exemption are made for specific modules within a programme.

The following criteria are considered when granting exemption:

- The NQF level of the programme
- The NQF level of the module
- The credit value of the module
- The degree of overlap between the module outcomes which should be at least
  an overlap of 80 %.

The RPL process will focus on establishing whether the applicant has:

- Basic theoretical knowledge
- Practical competence
- Reflective competence, and
- Applied competence

The implications of the RPL process for student are:

- The student only enrols for those aspects of the programme that are new
- A reduction in the cost of the programme
- Accelerated attainment of qualifications through advance standing and specific credits granted

4. Definitions

The South African Qualifications Authority (SAQA) refers to Recognition of Prior Learning (RPL) as a process whereby a candidate's prior learning can be formally recognised in terms of registered qualifications and unit standards, regardless of where and how the learning was attained. RPL acknowledges that people never stop learning, whether it takes place formally at an educational institution, or whether it happens informally.
Nested in the above, the RBS definition of RPL is as follows: Recognition of Prior Learning (RPL) refers to the "acknowledgment of the skills and knowledge acquired as a result of formal/informal training, work experience and /or life experience". It enables REGENT to assess the extent to which students can demonstrate that the competence and skills that they have acquired, informally or formally, are equivalent to measurable outcomes from formal learning programmes. The basic premise of RPL is that people, especially mature adults, learn many things outside the formal structures of education and training. This learning, irrespective of where, how and when it was acquired, can, after assessment, be recognised.

5.   RPL Policy

5.1   Policy Principles

In line with the RBS mission and the objectives of the NQF, the RBS RPL policy focuses on:
- Access
- Redress, and
- Lifelong leaning

The foundation of the RBS RPL is therefore based upon:
- The policy of creating access to Higher Education to those previously denied this right
- Flexibility in the admissions assessment and RPL
- Facilitating access to, and mobility and progression within education, training and career paths
- Accelerating the redress of past unfair discrimination in education, training and employment opportunities, and
- Contributing to a holistic personal development of each student and the social and economic development of the nation at large

5.2   Eligibility for RPL access

The following persons will be considered for admission through RPL:

- People who have never attended formal education but who have work and life experience.
- People who have not finished formal education but who have gained relevant experience and learning in their workplaces.
- People who have finished formal education but are working in another area.
- People who lack the minimum requirements for entry into formal learning programmes, but who believe that they will be able to prove that they have gained learning beyond those minimum requirements.
- Under-qualified people who want to up-skill and improve their qualifications.
- People who have worked for many years and have gained relevant experience in specific areas, but were prevented from accessing education and training.
- People, who have attended short courses and in-house training programmes, but have no formal qualification in the relevant field of learning.
- People who have taught themselves, for example, to run a business; to use a computer etc.

5.3   Application of the Policy

RBS makes no formal distinction in considering applications for entry, between those who met the normal entry requirements and those who seek admission through the alternative admission policy. However, it is assumed that the learning derived from work or life experience will be a major element in the profiles of those seeking entry via the alternative admissions policy.

5.3.1   Mature Age Exemption (NQF 5, 6 and 7)

- This applies to NQF Level 5, 6 and 7 only.
- If the learner possesses a Matric certificate without degree endorsement and is over the age of 23, he/she qualifies for a Mature Age Exemption that grants entry to the qualifications ranging from NQF level 5 to 7.
- Otherwise the access routes below may be taken into account.

NQF Level 5 and 6
- The RPL learner should have a minimum age of 23 and have 2 years of work experience.

NQF Level 7
- The learner should be a mature person who while not possessing a recognised qualification from a tertiary institution has acquired management skills from both experiential learning and the working environment.
- To gain entry into an NQF Level 7, RPL entry learners should have a minimum age of 25 and have a minimum of 5 years relevant experience. However, an age of 25 and 5 years relevant experience, in itself does not guarantee admission on the basis of RPL.

5.3.2 Mature Age Exemption (NQF 8 and 9)

- The learner should be a mature person who while not possessing a recognised qualification from a tertiary institution has acquired management skills from both experiential learning and the working environment.
- To gain entry into a postgraduate programme, RPL entry learners should have a minimum age of 30 and have a minimum of 10 years management experience. However, an age of 30 and 10 years management experience, in itself does not guarantee admission on the basis of RPL.

Such RPL candidates will be selected primarily by means of:

- An examination of their curriculum vitae (CV) and POE.
- Recommendations of a senior manager/manager from their organisations/companies.
- Where appropriate, interviews (face-to-face or telephonic) will also be conducted to assess the applicants.

Additional key criteria that will be used in evaluating alternative admissions policy candidates include:

- The applicants' motivation, maturity and realistic approach to their studies;
- Job description, covering relevant area of work, giving examples of tasks carried out, possibly supplying references;
- The nature and level of life/work experience and prior study, and the learning which has resulted from such experience;
- Details of short courses, length, content and material covered, standards achieved.
- The clarity of the applicant's educational goals and objectives; and
- The extent to which the applicant can provide evidence of the threshold skills and knowledge for a given programme. The evidence should be compiled into a detailed CV that enables the SRSA Committee to match evidence presented against the areas required to be covered.

Applicants may not normally be admitted to postgraduate programmes except where they possess the minimum 'benchmark' qualifications. However, it is acknowledged that from time to time applications may be received from candidates with extensive relevant experience at a high level. Such applicants may be considered for entry to an appropriate RBS programme.

5.4 The RPL Process

In line with SAQA's proposal, the RBS process for RPL includes:

- Identifying what a person knows and can do;
- Matching the person's knowledge, skills and experience to specific standards and the associated assessment criteria of a qualification;
- Assessing the learning against those standards; and
- Crediting the person for skills, knowledge and experience built up through formal and informal learning that occurred in the past.

In practice, what this means is that a student's or an employee's non-traditional or non-formal experience and learning can be recognised.

Furthermore, the procedure used to evaluate an RPL entry will focus on ensuring that the prior learning claimed is:

- **Authentic:** the applicant is able to provide proof and adequately demonstrate the relevant learning outcome being claimed.
- **Current:** the learning outcome claimed is valid and the applicant is still able to perform the outcome.
- **Relevant:** the learning is applicable to the area claimed.
- **Transferable:** the learning outcome can be applied outside the specific context in which it was learned.
- **Comparable:** the learning outcome claimed must comprise the same content and be tested at the same standard with the subject in which exemption is being claimed.

5.5 Credit Accumulation and Transfer (CAT)

According to the general regulations on admission, students may be admitted to the undergraduate programmes and to the postgraduate programmes with module credits for learning that is certified by recognised educational and training institutions provided an application is made with appropriate supporting documents.

286

- Credits may be given for certificated learning in accordance with established practice at South African higher education institutions. The amount of 'specific' credit granted is dependent on the match between that of the current 'learning' and the learning attributable to the award towards which the intended programme leads.

- Credits may only be accumulated only for modules which are prescribed within the structure of a named qualification.

- The number of credits granted will not exceed 50 percent of the total credit value of the programme sought.

- A maximum of 10 % of students of a cohort will be granted access into a programme via credit accumulation and transfer.

- It is vital to note that no credits will be awarded for prior achievement in a research component/project of a post graduate programme completed at an institution prior to enrolment at REGENT.

5.6   Student Selection and Admissions Committee (SSAC)

The SSAC will be the final arbitrator body for the recognition of prior learning and the granting of credits/exemptions towards a qualification. In some cases, the SSAC may refer an RPL/Credits transfer application to the ACC for further consultation and consideration. The SSAC comprises of:

- Dean (Chair)
- The Head: Student Recruitment
- Programme Coordinators
- Subject Matter Expert (Co-opted)

The Committee shall meet regularly to conduct its duties.

The functions of the Committee, in addition to selecting applicants seeking admission to various programmes, shall include:

- Evaluating the applications of candidates seeking credits/exemptions for modules and accreditation of prior learning for admission to a programme.
- Evaluating the evidence supplied by applicants based on work experience and in-house training programmes.
- Make policy-informed recommendations when advising learners regarding educational programmes and programme articulation.
- Liaising with the recruitment consultants to provide applicants with timeous feedback with regards to their application.

All applications must be processed on the approved form RBS 010.1.

The applicant must be informed of the outcome within a week of receipt of the application and a copy of the form filed.

5.6.1 Student Screening

The SRSA Committee shall screen the qualifications, work experience and background of all candidates seeking admission.

Critical criteria to be considered are:

- Age
- Academic qualifications
- Completion of all programmes
- Work/management experience
- Occupation
- Current and past management positions
- School leaving certificates

5.6.2 Authentication of entry qualifications

Students are required to provide proof that they hold the qualifications that they claim in seeking admission to a given programme of study by providing certified copies of all documents.

Any student who:

- Does not comply with any reasonable request to provide proof; or
- Makes false claim in respect of application for admission; or
- Presents false or fraudulent evidence of qualifications; or
- Impersonates another person in connection with an application for admission or in providing evidence of qualifications, is liable to indefinite exclusion from Regent Business School.

Annexures

a. Terms of Reference of the Student Recruitment and Selections Committee

- register students who meet the minimum criteria for admission in a programme;
- register RPL students who meet the minimum requirement for admission in a programme;
- monitor in terms of the CHE policy directive the number of RPL students that are admitted in the programme;
- evaluate student application for credits and present them to the Examination Board for approval and
- present a schedule of all applicants, including applicants who are rejected, to Management for ratification.

b.   Committee members

The SRSA Committee will comprise of:

- Dean (Chair)
- The Head: Student Recruitment
- Programme Coordinators
- Subject Matter Expert (Co-opted)

Annexure L2 : STUDENT HEALTH AND WELLNESS POLICY

Approved by:	Managing Director
Developed by:	Director: Human Capital
Policy number:	QP 14
Revision number:	03
Release Date:	18/04/2023

CONTENTS

REFERENCE AUTHORITY: Director of Human Capital

1.   Quality Management of Student Health and Wellness

RBS is committed to the management of student health and wellness. In the RBS context the system of managing quality refers to meeting of minimum standards (Quality Assurance), maintaining and sustaining standards (Quality Support), continuously improve standards (Quality Development and Enhancement) and monitoring and evaluation standards (Quality Monitoring and Evaluation) hereby creating a quality culture within RBS.

2.   Purpose

The overall health and wellbeing of REGENT Business School's students are of paramount importance to the functioning of REGENT Business School as a private higher education institution. REGENT Business School is fully committed to its obligation to the students and recognizes the importance of student wellness by establishing a framework in order to promote wellness for the benefit of students. REGENT Business School is further committed to identifying the mechanisms and resources that will be used to promote and encourage wellness among all of the students.

REGENT Business School is cognisant of the fact that a healthy workforce and a vigorous number of its students will inevitably result in a productive workforce and a healthy student attendance record with less absenteeism, fewer accidents, lower healthcare demands, and greater overall savings by reducing the incidence of disease and disability.

REGENT Business School actively encourages its students to participate in education classes and disease screenings which help to identify and reduce health risks before serious health problems occur and/or allow better management of existing conditions.   The purpose of this policy is therefore to provide a framework for the management of student health and wellness to ensure that teaching and learning can take place optimally.

3.   Definition of RBS student health and wellness

For purposes of this policy, wellness is defined as an active process of becoming aware of and making choices toward a healthy and fulfilling life. Wellness is more than being free from illness; it is a dynamic process of change and growth. A state of complete physical, mental, and social well-being, and not merely the absence of disease or infirmity. REGENT Business School is committed to creating awareness, behavioural and lifestyle changes and providing supportive environments to the students. Further to this, the below forms part of the definition:

3.1   Health Management

This refers to preventive and promotive health care, aimed at all non-communicable, communicable, and chronic diseases, including HIV & AIDS, both within and, with certain limitations, outside of the campus.

3.2   Wellness Management

This encompasses human wellness, guided by risk assessment, and promoting individual and organizational wellness. The components of wellness management facilitate fulfilment of students' needs, such as:

3.2.1   Spiritual needs

To promote and set guiding beliefs, principles or values that help give direction to life e.g. intra-personal skills, value clarification, diverse religious activities, etc.

3.2.2   Emotional needs

To promote emotional intelligence, self-esteem, optimism, sense of coherence, and resilience of staff and students, e.g. fear management skills, stress management, trauma counselling, critical incident management and etc.

3.2.3   Social needs

To promote the ability of students to interact successfully and to live up to the expectations and demands of personal roles, by learning good communication and financial skills, creating support networks with colleagues, peers, friends and family, and showing respect for others and self.

3.2.4 Physiological needs

To promote healthy behaviours, awareness, and behavioural regulation towards healthy lifestyles e.g. fitness, nutrition, weight control, work-based sport activities, healthy cooking methods. REGENT Business School provides on-site counselling to the students with a professional counsellor registered with the Health Professional Council of South Africa (HPCSA).

4. Scope of student health and wellness at RBS

REGENT Business School:

- is committed to providing students with a safe, healthy and supportive environment in which to work;
- recognises that the health and wellbeing of our students is important;
- will commit to providing a supportive education culture where healthy lifestyle choices are valued and encouraged;
- to provide integrated preventive, promotive, curative, and rehabilitative wellness services to all students, guided by the Health and Wellness policy;
- to ensure non-discriminatory practices, and to minimize the impact of ill-health/injury to REGENT Business School students.

5. Creating Awareness

REGENT Business School has implemented a Wellness Calendar which highlights important wellness and related events including but not limited to the following:

- Human Rights Day – 21 March
- Youth Day – 16 June
- Women's Day – 9 August
- World Literacy Day – 8 September
- World Mental Health Day – 10 October
- World Aids Day – 1 December
- International Day of Persons with Disabilities (IDPD) – 3 December

6. RBS Student Health and Wellness within Occupational Health and Safety

At REGENT Business School students health and wellness are situated within the broadly-accepted framework of occupational health and safety which includes but is not limited to:

- Occupational Safety: Protection of REGENT Business School students and the REGENT Business School workforce from injury, diseases, stressors, and hazards through proactive measures of risk reduction.
- Occupational Hygiene: involves the recognition, evaluation, and control of physical, ergonomic, psychological, and biological factors at which may affect the wellness of students and employees.
- Environmental Management: Refers to environmental conservation such as waste management, environmental impact assessment use and control of hazardous materials inside REGENT Business School.
- Disaster Management: Preventing, planning for, and managing disasters through disaster preparedness, rapid response, recovery and rehabilitation, so as to minimize loss of life, injury, and damage to property.

7.   Rights and Responsibilities of RBS

With respect to student wellness, REGENT Business School has the responsibility of ensuring that:

7.1 A healthy and safe environment that is conducive to optimum productivity and studies. Service delivery is created and maintained at REGENT Business School

7.2 The basic wellness services are made accessible to all students, and are conducted in an ethical manner

7.3 The student environment and studying conditions of students are conducive to wellness;

7.4 Students rights to confidentiality, autonomy, sensitivity, timeous intervention, equality, openness and transparency and confidentiality are protected;

7.5 Students are informed of conditions at REGENT Business School which may be harmful to their health and wellness;

7.6 Students are not arbitrarily and unfairly discriminated against.

8.   Rights of Students

Students have the right to expect that:

8.1 The environment in which they study is healthy and safe;

8.2 The basic wellness services will be made accessible to them, and conducted in an ethical manner;

8.3 Their studying environment and studying conditions will be conducive to wellness;

8.4 Their rights to confidentiality, autonomy, sensitivity, timeous intervention, equality, openness and transparency will be protected;

8.5 They will not be arbitrarily and unfairly discriminated against.

9.   Responsibilities of Students

Students are responsible to:

9.1 conduct their studies in a manner that advances sustainable, high-quality service delivery, and results that protects their health and wellness;

9.2 report and/or take action to correct conditions that may be harmful to their own health and wellness and that of students;

9.3 be informed of the ways in which they can protect their health and wellness, both within and outside of REGENT Business School;

9.4 take an initiative to seek professional intervention

9.5 have their privacy maintained and respected

10.   Human Capital and Student Wellness

The Human Capital Department of RBS

10.1 provides for a human resource and student strategy and operational plan that includes student health and wellness

10.2 ensures appropriate reporting on the student health and wellness policy

10.3 facilitates training requirements for students

10.4 provides continuous support in aspects of students

10.5 monitors the effectiveness of student wellness interventions

10.6 facilitates continuous support to managers, academics, employees and students in aspects of student wellness;

11.   Confidentiality and Breach thereof

Breach of the code of Confidentiality is a serious offence.

Confidential information generally pertains to private personal information and may include student's financial and marital circumstances, criminal record or health status, but not to the exclusion of other types of information. Section 14 of the Constitution of the Republic of South Africa, 1996 guarantees every person's right to privacy. This therefore means that student's confidential information may not be disclosed to a requesting party.

This right, however, may be limited by legislation (e.g. section 16 of the Labour Relations Act, No 66 of 1995 and the Promotion of Access to information Act, 2000) and or court orders that warrant the disclosure of information. The collection and maintenance of confidential information should be kept securely and only those entitled to officially engage therewith may be allowed controlled access.

The Protection of Personal information Act, 4 of 2013, recognises that the right to privacy includes the right to protection against the unlawful collection, retention, dissemination and use of personal information.

in line with international standards, the processing of personal information by public and private bodies must be done in a manner that gives effect to the right to privacy, subject to justifiable limitations aimed at protecting other rights and important interests.

A student should be afforded an opportunity of verifying the accuracy, to rectify and to update confidential information, particularly in circumstances of employment equity.

12. SUPPORTING DOCUMENTS

Document No: Document Name:
                                  Student Strategy and Operational Plan
                                  Health and Safety Policy Manual

13. POLICY LIFE CYCLE

Policies are reviewed as and when required.

14. REFERENCES

Health and Safety Act No. 85 of 1993
Government Gazette -NQF 38116 17 - October 2014 HEQSF
Council on Higher Education (CHE) Accreditation Criteria -November 2004
Council on Higher Education (CHE) (HEQC) Institutional Audits Manual-September 2007

ANNEXURE A: COMMITTEE STRUCTRURE

1. TERMS OF REFERENCE: THE HUMAN CAPITAL COMMITTEE (HCC)

- oversee the overall good governance of the Human Capital Function

- oversee the overall good governance of the Occupational Health and Safety Function

- ensure that recruitment & selection adhere to best practice and regulatory requirements

- ensure that the performance management system is implemented and maintained

- ensure compliance to Labour Legislation and RBS HR Policies

- liaise with and implement HR directives issued by Honoris United Universities

- ensure adherence to Honoris Global Code of Conduct

- ensure that all HC data and metrics are recorded, accurately reflecting the status of the RBS employees

3. COMPOSITION OF THE HUMAN CAPITAL COMMITTEE

Chief Executive Officer (ex officio)

Director of Human Capital (chair)

Human Capital Manager (secretary)

Wellness Officer/Counsellor

Annexure L3: SPECIAL NEEDS POLICY

Approved by:	Managing Director
Developed by:	Director Teaching and Learning
Policy number:	QP 10
Revision number:	03
Release Date:	18/04/2023

Related Documents

Teaching and Learning Policy and Strategy, Student Health and Wellness Policy, Occupational Health and Safety Policy, Student Code of Conduct Policy, Cancellation Policy, Deferral Policy, Appeals Polic

CONTENTS

1. Quality Management

REGENT Business School (RBS) is committed to the management of its quality in all institutional areas. In the RBS context the system of managing quality refers to meeting of minimum standards (Quality Assurance), maintaining and sustaining standards (Quality Support), continuously improve standards (Quality Development and Enhancement) and monitoring and evaluation standards (Quality Monitoring and Evaluation) hereby creating a quality culture within RBS.

2. Purpose

REGENT Business School (RBS) subscribes to the principle of student centrism whereby every student should have the best possible learning opportunities, thus inclusive practice is promoted. RBS recognises that some students may have special needs or disabilities and appropriate action/s are required to support and encourage these students within a caring environment.

All students are enabled to participate fully in learning activities and experiences by providing a curriculum that responds to the individual development of each student. RBS works closely with parents/guardians and other stakeholders to monitor the student's progress and provide effective, additional support to meet the needs of all students.

3. Scope

The policy covers all full-time and part-time enrolled students who need to access the campus for reasons such as for example tuition support, workshops, events, administrative services, etc.

4. Responsibility of Academic and Administration Staff

It is the responsibility of the Academic and Administration Staff at REGENT Business School to:

> ensure that all staff and students are aware of the details of the policy. Students with special needs or disabilities can apply for admission to any of Regents accredited programmes.

> identify the necessary provision and staff arrangements to meet the special needs of the students.

> appoint one member of staff from the human resource department to be special needs co-ordinator. This person will be responsible for supporting students with special needs and will be: able to support other staff, and capable of making links with parents and relevant stakeholders.

> ensure that no student with special needs is refused entry to study at REGENT Business School.

5. Minimum standards for the RBS environment for special needs students to excel

At REGENT Business School the following forms part of the environment created for special needs students to excel

RBS sets high, but achievable, targets for students with special needs with staff, parents and students.

RBS liaises with organisations and agencies who are concerned with students' special needs and disabilities.

RBS ensures that staff have opportunities to undertake specialist training related to special needs, to improve and update their knowledge and understanding.

RBS makes effective use of any available funding and resources to meet the identified needs of students at REGENT Business School.

RBS monitors the progress of students with identified special needs carefully in order to provide appropriate provision and support for these students.

RBS shares all reports on student's progress with parents/guardians respecting confidentiality.

RBS uses a graduated approach to identify and meet students' special needs. This is in line with national and local procedures and involves a systematic cycle of assessment, planning, action and review, recording clear targets and strategies for development and progress.

RBS uses a range of strategies, as well as verbal communication, to involve the students in setting and reviewing targets. Students are encouraged to make choices and share their feelings and wishes with staff.

6.   Support of special needs students in terms of inclusion

in order to make appropriate and effective provision or adaptations, RBS collects information from parents/guardians to find out the students'

6.1   Visual/hearing needs
6.2   Physical needs
6.3   Emotional needs
6.4   Learning needs
6.5   Self-help needs
6.6   Communication needs

RBS ensures that:

students with special needs are fully integrated into the daily groupings of the students and their routines.

students with special needs and disabilities are involved in activities alongside the other students wherever possible.

students with special needs and disabilities are encouraged and supported to interact confidently with other students and make a positive contribution.

activities and experiences are developed to raise other student's awareness of positive images of disability.

flexible arrangements for additional adult support are in place to enhance social interaction, avoiding segregating students from engaging with their peers.

open-ended learning activities are planned to help all the students to participate and learn, although it maybe necessary to differentiate some learning activities and experiences and provide alternative formats or additional equipment and resources for particular students.

use is made of a range of strategies to engage the students, and provide learning activities to suit individual student's most effective style of learning.

7.   Develop and enhancement of the physical environment

Every effort is made to organise appropriate space for the students' supported and independent movement.

Students with special needs have easy access to toilet and eating facilities.

Privacy of students with special needs is respected at times regarding medical care or welfare.

Partnership with parents/guardians are fostered

Parents/guardians are encouraged to work closely with staff to support student's individual needs.

Focus on discussion of the student's strengths, as well as their needs are ongoing

RBS respects the different perspectives and needs of parents.

The special needs co-ordinator and other staff ensure that there is consistent communication and consultation with parents.

RBS consults with parents about information that should be shared with others.

Multi-agency collaboration is encouraged.

The special needs co-ordinator liaises with other supportive agencies to develop good working relationships.

RBS gathers information on relevant contacts and services to share with parents.

Good relationship for information-sharing, collaboration and understanding with other professionals, in order to take into account the complete needs of the student are fostered.

8.   Confidentiality Management

All staff are subject to the REGENT Business School confidentiality agreement and the confidentiality for information pertaining to the special needs policy is enforced at all times.

9.   Accountability Management

All staff and students are accountable for the implementation of the inclusion and integration of special needs into the main stream.

Annexure L4 : ACADEMIC APPEALS POLICY AND PROCEDURE

Policy Number	008.3
Department	Academic
Date Approved	June 2013
Date Amended	April 2019, April 2020, September 2020, January 2021
Date of Next Review	April 2022

CONTENTS

REFERENCE AUTHORITY: Examination Board

CROSS-REFERENCES

Teaching and Learning Policy

Assessment Policy

Academic Appeal Application Form

Academic Appeal Committee Terms of Reference

Academic Misconduct Procedure

Student Research Misconduct Procedure

1. Quality Management of Academic appeals

REGENT Business School (hereafter RBS) is committed to the management of the quality of academic appeals. in the RBS context the system of managing quality refers to meeting of minimum standards (Quality Assurance), maintaining and sustaining standards (Quality Support), continuously improve standards (Quality Development and Enhancement) and monitoring and evaluation standards (Quality Monitoring and Evaluation).

As part of the process to integrate the management of quality into this institutional area a set of key performance indicators were developed and self-assessed in 2018. The results of the self-assessment led to the allocation of the indicators to either of the sub-systems of the system with an accompanying set of goals to be achieved during the period from 2019 to 2022. Thereafter the same four-year cycle will be repeated based on an assessment of goal achievement.

Goal achievement is implemented via the policy structure and monitored by the committee structure. in the case of academic appeals, the goal achievement will be monitored by the QA office.

2. Purpose

The purpose of the Academic Appeals Policy and Procedure is to provide a formal quality-assured opportunity and procedure for students to lodge appeals against any academic decisions, such as incorporated into the scope of the policy.

3. Scope

The Academic Appeals Policy and Procedure applies to all academic decisions and all currently registered students of RBS.

Students directly affected by a decision or outcome in relation to academic matters may apply to appeal the decision or outcome in accordance with this policy and procedure.

Student eligibility for an appeal is determined in accordance with this policy and procedure. The procedure sets out the grounds on which an appeal application may be considered.

The applicable timelines and processes and appeals are managed by the Academic Appeals Committee, which is a committee independent of the Examination Board.

4. Definition of academic appeals

RBS defines academic appeals as a formal process of lodging an appeal for an academic decision to be revisited and gives a student a formal opportunity to engage with the institution to request an alternative outcome on a certain decision.

5. Academic Appeals Policy

5.1 Academic Decisions/outcomes open for appeal.

5.1.1 Academic decisions/outcomes open for appeal during seated closed book invigilated circumstances.

The following types of decisions or outcomes may be appealed against but are not limited to.

- an application for a review of a formative or summative assessment mark which is unsuccessful.
- an application for a deferred examination which is unsuccessful.
- an application for cancellation without academic penalty which is unsuccessful.
- a decision that a student's enrolment shall be conditional.
- the outcome of a research higher degree thesis
- a determination finding academic or research misconduct by a student at workshops.
- outcome of examination misconduct, irregularity, plagiarism, attempts to circumvent assessment conditions and requirements or any other academic or research misconduct.

5.1.2 Academic decisions/outcomes open for appeal during alternative assessment circumstances.

Due to alternative assessment circumstances and conditions that can be designed and adopted by RBS to mitigate external risks beyond the institution's control, the appeals system plays a critical role.

Bearing in mind that the appeals process is a vital quality management mechanism of assessments, the following broad appeals framework will inform decision-making to ensure the highest possible levels of authentic assessment:

- During alternative assessment circumstances students are responsible for the provision of their own assessment environment conducive to assessment. No appeals applications will therefore be accepted for students who did not perform as expected due to the contribution made to their performance by the shortcomings of their assessment conditions. As mentioned in the Assessment Policy, this aspect will form part of the moderation process.

5.2 Principles of appeals

The following principles will guide the appeals policy and process during seated closed book invigilated and alternative assessment circumstances:

- fairness
- justness
- openness and transparency
- confidentiality
- promptness of processing

5.3 Grounds for general Appeals

The following are acceptable grounds for appeal at RBS.

- Appeal regarding student recruitment, selection and admission.
- Appeal related to teaching, learning and research.

- Appeal concerning assessment, including certification.
- Sexual harassment; and
- Appeal relating to student's rights, responsibilities, and conduct.

5.4   Student support during appeals process during general- as well as seated closed book invigilated- and alternative assessment circumstances.

- A student may seek confidential, independent advice from the Student Support Services at any stage of the appeal.

5.5   Appeals Procedure for assessment

Where the student is not satisfied with either:

- The investigation or the outcome of the complaint, or
- The outcome of an assessment communicated by the Examination Board or Research Committee.

5.5.1   The student has the right to lodge an appeal against the outcome of the Examination Board or Research Committee, within ten (10) days after receipt of the communication from the Examination Board or the Research Committee.

5.5.1.1 the date of receipt of the communication will be deemed to be the date upon which the communication was sent to the student via email to the student's institutional email address (Student Portal) and a personal address if this is provided in the appeal application letter.

5.5.1.2 any appeal application received after the ten (10) day period will not be entertained.

5.5.2.   A written appeal must be made to the Chairperson of the Disciplinary Committee of RBS using the Appeals Form [RBS EX 8.3.2]

5.5.3.   Students are not charged a fee for lodging an appeal.

5.5.4.   The Chairperson shall request the Appeals Committee to convene and consider the appeal.

5.5.5   The Chairperson of the Appeals Committee will communicate the outcome of the appeal decision directly to the student and inform the Examination Board in writing for the implementation of any decisions with regards to the student that have to be taken in terms of the students' future registration.

5.5.6.   The Outcome of the Appeals Committee decision will be communicated in writing to the Managing Director within 2 working days of its sitting.

5.5.7 Should the student find that he/she is dissatisfied with the decision of the
      Appeals Committee then he / she may write to the Managing Director of RBS, within 5 days of receiving the Appeals Committee outcome letter.

5.5.8   The Managing Director may, at his discretion convene a meeting with the Appeals Committee or he /she may consult the Chairperson of the Appeals Committee to be further appraised on the matter.

5.5.9   It is the prerogative of the office of the Managing Director to set aside or retain the decision of the Appeals Committee on consideration of other mitigating factors.

5.5.10 The Managing Director will direct the Registrar, in writing, to communicate to the student the final decision reached by the Managing Director.

5.5.11 The Registrar will communicate to the student the decision of the institution within 2 working days of receiving the directive to do so from the Managing Director.

5.5.12 Should the student decide to pursue the matter outside RBS all communication between the student and RBS will, from then on, be handled by the Registrar, representing the institution, until the matter is concluded.

5.6 Administrative provisions for the functioning of the Appeals Committee

Appeals in an academic institution is not a legal proceeding. As such legal representatives of students are not permitted to attend meetings of the institutional Appeals Committee and/or support the student before, during or after the meeting in terms of the receipt of the outcome of the Appeals Committee.

A register of all appeal hearing determinations will be retained and monitored by the Academic Appeals Committee Secretary

Annexures

a. Appeals Procedure and forms

b. List of Committee members

Annexure L5 : TEACHING AND LEARNING POLICY AND STRATEGY

TEACHING AND LEARNING POLICY AND STRATEGY

Policy Number	RBS 005
Department	Academic
Date Approved	September 2016
Date Amended	April 2019, November 2020, January 2022
Date of Next Review	April 2022

CONTENTS

REFERENCE AUTHORITY: Teaching and Learning Committee

CROSS-REFERENCES

Institutional Research Policy

Student Recruitment, Selection and Admissions Policy

General Handbook

Programme Design, Development and Review Policy

Assessment Policy

Appeals Procedure

Certification Policy

RPL and CAT Policy

Language Policy

1. Quality Management in and of Teaching and Learning

RBS is committed to the management of the quality of its teaching and learning. In the RBS context the system of managing quality refers to meeting of minimum standards (Quality Assurance), maintaining and sustaining standards (Quality Support), continuously improve standards (Quality Development and Enhancement) and monitoring and evaluation standards (Quality Monitoring and Evaluation).

As part of the process to integrate the management of quality into this institutional area a set of key performance indicators were developed and self-assessed in 2018. The results of the self-assessment led to the allocation of the indicators to either of the sub-systems of the system with an accompanying set of goals to be achieved during the period from 2019 to 2022. Thereafter the same four-year cycle will be repeated based on an assessment of goal achievement.

Goal achievement is implemented via the policy structure and monitored by the committee structure. In the case of teaching and learning, the goal achievement will be monitored by the Teaching and Learning Committee (TLC). In terms of minimum standards in teaching and learning the following goals are to be achieved to give effect to the management of quality in teaching and learning:

1.1 Quality Assurance Goals (to be achieved in/by 2019)

- Formulate and implement policy, systems and strategies to integrate students' academic writing capacity into learning programmes
- Implement a strategy that will ensure that student surveys are conducted regularly and results and analysed and reported upon
- Implement regular webinars for the purpose of focus groups and ensure that these events form a regular part of teaching and learning strategy. Also ensure that workshops make ample provision for focus groups
- Design student academic development interventions

- Formulate policy and procedures for the quality management of community engagement
- Integrate community engagement into teaching and learning policy and procedures

- Design system that will facilitate capturing of appropriate research related data for planning purposes
- Design a system that will make provision for the recording of research capacity, funding and research outputs
- Formulate strategies that will evaluate, monitor and track the outcomes and impact of research and research management in the institution
- Design an information system that will support the monitoring of postgraduate education in the institution

1.2   Quality Support Goals (to be achieved in/by 2020)

- Sustain and maintain the policies with regards to the distance learning philosophy
- Sustain and maintain documented student support strategies and its implementation
- Ensure that regular review of the effectiveness of systems of quality assurance and support of teaching and learning is sustained and maintained
- Maintain quality management systems and initiatives for teaching and learning at both undergraduate and postgraduate levels
- Maintain adequate resources allocated to facilitate quality community engagement
- Maintain regular review of the effectiveness of quality-related arrangements for community engagement
- Maintain the system which stores and updates relevant student information in order to inform policy, planning, implementation and review of teaching and learning
- Maintain effective mechanisms to ensure the integrity of learner records
- Maintain appropriate strategies for research development, and monitoring of capacity development for researchers
- Maintain appropriate strategies for the support and development and monitoring of postgraduate education, inclusive of effective postgraduate supervision
- Sustain and maintain clear and effective policies and strategies to facilitate the development, support and improvement of postgraduate education
- Sustain and maintain effective implementation of strategies for the support and development of research, including capacity development for new researchers
- Maintain regular review inclusive of internal and external reviewers of the effectiveness of arrangements for the quality assurance, development and monitoring of postgraduate education

1.3   Quality Development and Enhancement Goals (to be achieved in/by 2022)

- Develop and enhance the team's knowledge of the vision and mission of the institution
- Develop and enhance the manner in which the Teaching and Learning policy articulates the strategies that RBS implements to promote student success.
- Continuously improve the academic planning framework to enhance the articulation of and resourcing of the institutional mission and strategic goals

306

- Continuously improve the quality priorities with regard to teaching and learning with appropriate resources, timeframes and indicators of success
- Continuously improve discussions and initiatives on new approaches to and innovations in teaching and learning
- Continuously develop and enhance review of the effectiveness of quality arrangements for the integrity of learner records and certification processes
- Continuously improve staff development policies and strategies to promote the professional competence of current as well as new academic staff
- Develop and enhance clear policies and regulations indicating the role, nature as well as efficacy and resource level of research conducted
- Develop and enhance the structures and mechanisms for the quality assurance of research
- Develop and enhance clear policies, regulations and criteria in relation to the quality of postgraduate education
- Develop and enhance the structures and processes that quality assure and monitor postgraduate education

1.4 Quality Monitoring and Evaluation Goals (to be achieved in/by 2023)

Ensure that the effectiveness of the security measures to avoid fraud or the illegal issuing of certificates is regularly monitored and evaluated

2. Purpose and Strategic Goals of the Teaching and Learning Policy

The RBS Teaching and Learning Policy outline the general principles relating to teaching and learning at RBS. The intention of this policy is to align teaching and learning practices at RBS with the HEQC programme accreditation standards.

Thus the policy aims to support both the student and staff profile of the organisation by:

- Providing a distinctive and supportive learning experience for all students;
- Facilitating teaching development services;
- Promoting research based teaching and learning activities;
- Improving access to higher education;
- Improving student retention; and
- Contributing to student success

The RBS Teaching and Learning Policy provides for the alignment of teaching and learning strategies with:

- The mission and vision of RBS;
- Infrastructural support for teaching and learning;
- HEQC programme evaluation criteria 1 (Learning Activities) and 5 (Teaching and Learning Strategy);
- HEQC institutional audit criterion 2.21 (Teaching and Learning); and
- Good higher education practices.

In the RBS model, teaching and learning is student-centred with emphasis on discovery, critical thinking, reflective practice and problem solving. Subsequently, RBS is geared towards creating an enabling learning environment, whereby students are equipped with the necessary skills to enhance their capacity for self-directed learning.

3.   Scope

This policy covers the following aspects of teaching and learning in REGENT: the philosophy of teaching and learning, the vision for teaching and learning, the strategic goals for teaching and learning, the objectives of teaching and learning, generic graduate attributes that teaching and learning at REGENT aims to cultivate, the monitoring and review of the policy as well as the management of the quality of the teaching and learning function, and lastly, the implementation of the policy, namely through the committee structure and the programme coordinator role.

4.   Definitions (in alignment with recent national policies)

4.1   Teaching and Learning: Teaching and Learning are part of a system involving Curriculum Review Development, Assessment, and Academic Staff and Student development.

4.2   Teaching: Teaching refers to appropriate facilitation practices for particular students for the promotion of learning towards the attainment of specific and critical cross-field outcomes.

4.3   Learning: Learning refers to activities and responsibilities of students in the attainment of specific and critical cross-field outcomes.

4.4   Blended Learning: The provision of structured learning opportunities using a combination of contact, resource based, and/or distance education methodologies, with different levels of ICT support to suit different purposes, audiences, and contexts.

4.5   Distance Education: mode of education provision based primarily on a set of teaching and learning strategies (or educational methods) that are used to overcome spatial and/or transactional distance between educators and learners. It is not necessary for learners to attend classes frequently and for long periods. Instead, it may use a combination of face-to-face interactions, different media, learner support mechanisms, discussions, and practical sessions

4.6   E-Learning: (or 'technology-enhanced learning'): e-Learning uses ICT to access programmes or courses. It involves the use of electronic devices (for example computers and mobile devices) to provide, access or interact with learning materials, interact with peers and lecturers, participate in discussions and do assessments. E-Learning can take place online, offline, or in a combination thereof.

4.7   Online learning: Online learning: The predominant use of the Internet to learn. Learners have to be connected to the Internet to access and interact with learning materials, interact with peers and lecturers, participate in discussions and do assessments.

4.8 **Open learning:** An educational approach which combines the principles of learner-centredness, lifelong learning, flexibility of learning provision, the removal of barriers to access learning, the recognition for credit of prior learning experience, the provision of learner support, the construction of learning programmes in the expectation that learners can succeed, and the maintenance of rigorous quality assurance over the design of learning materials and support systems.

4.9 **Resource-based learning:** Learning which actively involves a range of resources (both human and non-human) in the learning process.

5. **Philosophy of Teaching and Learning at REGENT**

REGENT Business School positions its philosophy of teaching and learning in the DHET White Paper on Education and Training, 1995, the DHET White Paper for Post School Education and Training, 2013, the Council on Higher Education's Good Practices on Distance Higher Education Programmes in a Digital Era "Section 4: Teaching and Learning in Distance Education in a Digital Era", (2014), and the Department of Higher Education's Open Learning Policy Framework for Post School Education and Training (2017).

From these frameworks the following are seen as the key drivers of the REGENT Business School philosophy of teaching and learning:

- Acknowledgement of the changing profile of the distance education student
- Pedagogies for distance education teaching and learning with special reference to communicating the curriculum, engaging with the curriculum, application of the curriculum, resources and the use of technology
- Supporting the learning journey with reference to: recruitment, selection, admissions and orientation of students, presentation of material and support, formative and summative assessment, graduation and alumni
- Decentralised student and learning support, namely students placed at the centre of the learning process, lifelong learning support, facilitation of progression through enhanced articulation options
- Changing roles of facilitation, content and students in the distance environment

REGENT Business School's (RBS) approach to teaching and learning is therefore an integrated approach cantered around the following key drivers, namely; the student, the faculty, the curriculum, the learning spaces and technology. RBS takes cognizance of the need to support students through their study life cycle, and to ensure that the teaching and learning experience is student cantered, innovative and informed by research.

The teaching and learning experience is driven by faculties who are experienced and deliver research informed teaching. The curriculum is relevant and current and considerate of the dynamic business environment as well as the views of students, faculty and alumni. The learning environment encourages communication and interaction amongst students, faculty, alumni, businesses and the community. Information and Communication Technology is effectively used to enhance the quality of the teaching and learning experience and to facilitate access for all students. These drivers come together to ensure that the teaching and learning experience is an enabling experience for the student. Thus RBS undertakes to fulfil its obligations inherent in its mission through its programme design and review activities, its teaching and learning activities, research activities as well as its continuous engagement with faculty, students, staff, alumni and the business and general community at large. The RBS model promotes the premise that teaching and learning and research are complimentary activities.

The RBS model integrates the following features of modern distance education: blended learning, technology-enhanced learning, the internet and online learning, a learner management system, learner content management system continuously developed and improved, a mix of modes of delivery, open learning, social networking. In terms of student support, RBS adopts a four-pronged approach to support, namely academic support, administrative support, counselling support and technology support.

With the above RBS attempts to bridge barriers such as geographic isolation from campuses or learning centres within reasonable proximity, lack of reliable access to digital infrastructure, adequate bandwidth, the internet and ICT, inability to take time off from work or family obligations for structured learning, discrimination on the basis of physical disability, gender, age, social class or race, a lack of qualifications considered necessary as requirements for admission to particular programmes, financial constraints and an inability to meet the cost of studies; and past experience of content-based, transmission-type pedagogy and assessment that restrict accessibility, alienate the learner or contribute to a loss of confidence, differentiated and inclusive education

In applying the above RBS contributes to the values of access, flexibility of options, quality and the enhanced possibility of success, economies of scale, active learning approaches, recognition of prior learning, credit accumulation and transfer, embracing of mobile technologies

6. Vision for Teaching and Learning

The Centre for Teaching and Learning (CTL) is responsible for providing educational leadership across Regent Business School's programmes and supports excellence in both teaching and learning activities across the organisation. Thus the role of the centre is to support both the academic and student profile of the organisation by providing,

- a distinctive and supportive learning experience for all students.
- a platform for the provision of research led teaching and learning activities.
- distinctive and supportive teaching development services.

In compliance with the 2012 SAQA level descriptors and the Higher Education Qualifications Sub Framework, 2014 (HEQSF), the approach to teaching and learning at RBS is one of supported and guided, independent, outcomes-based study within a blended teaching and learning environment. Academics are supported to deliver on the outcomes of the programme through a range of teaching methodologies.

Students are guided to attain the outcomes specific to an instructional programme through a variety of learning activities appropriate to the level of achievement expected of students at a specific level of study and students who don't have adequate access to libraries at the learning support centres are supported by enhanced technology access such as the necessary information relating to computer elements required to support course software, directions for using essential tools like email, chat and discussions for asynchronous and synchronous interaction with lecturers and tutors. In addition, students are supported by technology-enhanced learning.

7. Operationalisation of REGENT's vision and mission through teaching and learning

Regent Business School (RBS) is a private higher education institution that is committed to the provision of quality management education to a variety of students through a supported distance mode of education.

Our vision is to be a leading provider of entrepreneurial, business and management education and to develop business leaders through research and innovation.

The mission of Regent Business School (RBS) is to provide accessible, affordable, and quality entrepreneurial, business and management education, responsive to the critical needs of South Africa and the African continent within the context of a dynamic global environment.

To achieve this mission, RBS is committed to equity of access to higher education, creation of opportunities for students to excel in their chosen programmes, continued transformation of the higher education system as spearheaded by Government, and discernible quality provision in all our programme offerings. As a distance education provider, RBS is strongly aware of the need for, and endeavours to ensure, equivalency of provision to all our students, irrespective of their physical location.

In line with this mission, the goals of RBS that are operationalised by teaching and learning are to:

- optimally make use of its resources in the pursuit of excellence and continuous improvement of all its activities;
- provide opportunities for students to achieve relevant knowledge and career advancement;
- provide quality entrepreneurial, business and management education programmes to enhance human resource capacity in Africa;
- develop collaborative relationships in order to improve the quality and range of its programmes; and
- benchmark its programmes, policies and procedures against national and international best practice.

8.   Teaching and Learning Strategy

8.1   To encourage students to become independent students and to take responsibility for their own learning, achieved by:

- Developing strategies for teaching and learning that recognises the different learning styles of students and that acknowledges the academic as a facilitator of other people's learning.
- Promoting interactive learning between students and faculty and collaborative learning with other students.
- Ensuring that all students have access to resources that will support students as individual students.
- Having appropriate and clearly defined module and programme outcomes.
- Ensuring that assessment of student learning is accomplished through a range of strategies.
- Developing alumni activities that continue to enrich the learning experience.

8.2   To provide current and relevant learning resources appropriate to the needs of students, staff and relevant to the modules and programme of study

- Continually review all aspects of the teaching environment so that the student has the best possible teaching and learning experience.
- Ensure where learning is face to face, that such learning spaces are well maintained, and conducive to accommodating the latest technology to support innovative teaching methods.
- Ensure that the provisions of library services embrace a wide range of electronic resources.

8.3   Create an environment that promotes quality across programmes and teaching and learning

- Promoting and supporting an integrated approach to quality enhancement.
- Work within a framework that ensures that quality management is located as close to the point of delivery 311

- Develop an advanced survey system for data collection in relation to gather information on the quality of teaching and the quality of the educational environment, and the Quality of student engagement and satisfaction with their studies.
- Develop criteria that would be used to assess both staff, student, departmental units and institutional performance in a way that contributes to the continual improvement of teaching and learning.
- Encourage peer review of teaching, curriculum design and related teaching processes.
- Report on graduate throughput and employability data with a view to reporting on teaching and learning standards.

8.4   Develop and sustain connections to the local, national and global academic community, so as to:

- Add value to the teaching and learning experience by having:
  o study abroad opportunities, with full credit transfer;
  o study tour opportunities, which are credit bearing;
  o staff exchanges opportunities;
  o internship opportunities, work integrated learning, with full credit transfer (where applicable);
  o distinguished international and local faculty deliver modules across RBS programmes; and
  o in place agreements and relationships that provide support and guidance in promoting the mission of the teaching and learning division.
- Attain global accreditation of both programmes and institution

8.5   To maximally use ICT to facilitate both an effective student staff communication system and a flexible approach to teaching, learning and assessment

- Develop an integrated LMS system that would be used as the means of communication between the student, staff and institution, (student portal) and a staff portal that facilitates communication and engagement between faculty at a distance and the institution.
- Work with academic units to develop and implement a blended teaching and learning strategy that maximally takes full advantage of using technology to drive teaching, learning and assessment.
- Developing the use of the available virtual learning environments to support teaching and learning.

8.6   To promote the research of teaching and learning in a supportive yet challenging environment

- Recognise the value of having faculty who are highly esteemed through teaching and research experience.
- Recruit teaching assistants to support faculty who are engaged in teaching.
- Maintain a socially and cultural diverse environment which ensures that students have the opportunity to be exposed to new and challenging experiences.

8.7   To enhance the graduate attributes and employability of all students by ensuring quality teaching and learning.

- Develop a matrix identifying generic graduate attributes and extending for each programme.
- Promote the development of reflective practice as part of the learning process.
- Encourage students to record the development of their own skills and extend this to their own professional development and that of lifelong learning.

8.8 **To provide opportunities for enhancing Teaching and Learning methods of staff that is geared towards supporting faculty.**

- Provide opportunities for training programmes for teaching faculty.
- Encourage the development of international teaching collaborations and exchanges, in the context of personal development of teaching and research.
- Recognising and promoting quality teaching and research through and Annual teaching Awards Function.

8.9 **To be aware of the changing patterns of student needs and student recruitment and to respond accordingly.**

- To ensure that there is in place a system for programme design, approval and change, which are, flexible enough to allow changes to be made to curricula (within the regulatory framework)
- Continuously review the needs of potential and current students so that this can inform the design of taught courses.
- To be aware of the student recruitment strategy to ensure that all aspects of the marketing, public relations, teaching and learning and alumni activities contribute to student recruitment in an integrated fashion and meet the needs of academic disciplines.

8.10 **To be inclusive so as to be able to meet the needs of all stakeholders**

- Actively encourage relations and engagement with students, staff, parents, employees, business organisations, communities and alumni, where applicable.
- Be aware and actively research what stakeholders consider as relevant skills, knowledge and attributes that graduates require for their future careers and further post graduate study.

8.11 **To support student throughput output, retention and enhance student success**

- To review arrangements available for integrated student advice through the life cycle of the student:
    - o Starting from career counselling and advice, registration into programmes, placement progress, completion/graduation through to employment to ensure support for success and effective monitoring and planning for progress and achievement planning.
    - o Monitoring of admission routes-RPL and minimum entrance criteria
    - o Monitoring of subjects (NQF 4) used for entry into higher education programmes.
    - o Developing first year success programmes that help bridge the gap between school and post school education

- To appropriately access and use reports (across departments) generated through the management information system (MIS) to help us improve the decisions we make.
- To focus on improving retention and success rates in every module, with a view to establishing a strategy to continually improve rates towards agreed targets at institutional level and national levels.
- To ensure that learning, teaching, assessment and support strategies are continually reviewed and evaluated to meet the needs of student groups.
- To effectively use the opportunities created through both internal and external reviews to inform an on-going review of activities to improve student retention and success.

8.12   To cultivate graduate attributes that are relevant and contribute to social transformation

The Education White Paper emphasises that South African higher education institutions should be producing "graduates with the skills and competencies that build the foundations for lifelong learning, including, critical, analytical, problem-solving and communication skills, as well as the ability to deal with change and diversity, in particular, the tolerance of different views and ideas" (Education White Paper 3- A Programme for Higher Education Transformation, 1997).

Each learning programme has specific learning outcomes, that students are expected to meet on completion of their qualification. However there are a set of generic qualities that all students should have after they complete their studies at Regent Business School. Thus RBS graduates should be:

- knowledgeable and skilled in their disciplines
- passionate and have an enthusiasm for learning
- critical and reflective thinkers
- socially responsible citizens
- appreciative of diversity and promote equity
- effective communicators
- team players and understand and accept differences between people
- ethical, moral and display intellectual integrity

9.   Policy and Strategy Implementation through Programme Coordination

9.1   Roles and responsibilities of the programme coordinator

The role of the programme coordinator is broadly grouped into four categories to ensure the implementation of the teaching and learning policy and strategy:

Academic leadership role:
- liaise with module coordinators in matters relating to planning, management and review of the programme;
- liaise with the module coordinators and business professionals on programme related aspects of internal and external quality assessment processes;
- coordinate curriculum development and improvement, including local and international benchmarking for programme review and development;
- implement appropriate innovative approaches in teaching, learning and assessment methods;
- ensure that the programme adheres to its rationale, purpose and exit level outcomes;
- mentor and coach academic staff;
- ensure that the programme is monitored and evaluated in accordance with agreed quality assurance procedures; and
- ensure that the programme is periodically reviewed and updated.

Programme management role:
- ensure that agreed policies and procedures are implemented;
- identify and implement module coding;
- to work closely with RBS marketing teams, to market the programme so as to maximize enrolments;

- to facilitate arrangements for the recruitment, admission, selection and induction of students;
- to ensure that all students within the programme are provided with appropriate academic and administrative support;
- monitor, report and implement appropriate intervention strategies on student attendance, work experience, assessment patterns and progress;
- establish a structured communication system to facilitate support for all students;
- oversee the day-to-day management of the programme;
- coordinate the staffing resource for the programme and ensuring that staff are adequately briefed and involved in programme delivery;
- structure the student timetable;
- facilitate the module and programme review cycle, i.e. collate, report and respond to feedback on the programme and its modules (from staff, students, employers, professional bodies, and moderators); and
- act and report on identified quality improvement needs at both programme and module level, including curriculum modification.

Assessment role:
- coordinate assessment procedures, including the appointment of examiners and moderators;
- ensure the appropriate and timely feedback to students on assessments ;
- monitor student progress and act on underperforming, inactive and at risk students; and
- evaluate, report and monitor student performance, success and throughput rates.

Liaison role (collaborate with the following departments, committees, stakeholder groups):
- Academic Administration: to compile Academic Calendars and support booklets
- Teaching and Learning: to roll out the academic support and delivery plan, including scheme of work and communication mediums
- Student Support Services: to facilitate student relationship management, by reviewing reports generated through the MIS and implementing appropriate interventions
- Assessment and Certification: on formative and summative assessment procedures and requirements, certification of eligible students for graduation and related activities.
- Quality Assurance on all regulatory requirements, and responding to queries raised by stakeholder groups
- Research: good practice and institutional research
- Programme Design, Development and Review committee: engage and incorporate the needs and expectations of stakeholders groups (current   students, alumni, staff, employees, business organisations) into programme design and review.

10.   Language of Teaching and Learning

The Language of Teaching and Learning policy provision is nested in the Department of Higher Education and Training policy promulgated in October 2020 (Gazette No 43860)

REGENT Business School accepts and endorses all South African official languages.

REGENT Business Schools language of instruction (teaching and learning) is through the medium of English.

The medium of instruction covers written as well as verbal teaching and learning methodology and tools as well as mediating learning technologically.

All module guides, academic calendars as well as other means of communication to students are prepared in English. The intent of the policy is not to exclude students from optimal learning and therefore where necessary language services will be provided to ensure a quality teaching and learning environment.

No student will be denied access into REGENT Business School based on language, neither will students be excluded from delivery sessions based on language.

REGENT Business School will in all instances ensure that no student suffers from unfair and/or bias treatment based on language and in this manner contribute to the national transformation agenda.

11.   Mode of Teaching and Learning

Distance education has its roots in the reality of working students who cannot attend lectures and want to further their studies for purpose of career advancement, etc. Distance education therefore provides access to learning to students challenged by distance, space and time and in this regard facilitate conveniency of learning.

In South Africa, the University of South Africa (UNISA), then Technikon Southern Africa (TSA) were established as distance higher education institutions and shortly thereafter the Technical College South Africa (Technisa), to make further education and training available via the distance education mode.

Distance education has also become the mode of delivery of a number of private higher education institutions, with the oldest in this regard, Intec College with its first branch established in Cape Town in 1906 and Lyceum, established as a correspondence college, in 1917.

Distance education has demonstrated its ability to respond to a need in the provision of education in South Africa and in this regard the mode of teaching and learning at REGENT Business School is also what has been traditionally been referred to as correspondence studies or distance education.

The Council on Higher Education strategy for distance education in the digital era has greatly informed the developmental approach of REGENT Business School. In addition, the particular distance delivery mode is also always continuously informed by work done by NADEOSA to be able to contribute to the larger presence of open distance learning in South Africa.

Part of the success of REGENT Business School making learning accessible is the learning centres distributed across major centres of South Africa where internet and libraries as well as student advisory services are made available. This ensures that contact between the students and learning is maximised as far as possible.

Distance education as a mode of delivery at REGENT Business School has developed considerable driven by advancement in technologies to support the access of learning material, assessment and other provisions. The development of these technologies enabled asynchronous learning to advance to synchronous online real-time learning events that promote a higher level of student engagement.

REGENT Business School acknowledges the impact of the global COVID-19 pandemic and resultingly escalated its efforts of enhancing teaching and technologies and platforms to continuously improve the access to learning as well as operating efficiencies.

Prior to the COVID-19 pandemic REGENT Business School had already adapted its traditional distance education model to an approach of augmenting certain portions of learning. The purpose of this approach was also to provide for an enhanced learning experience, higher rates of student success and student satisfaction.

Once this first phase was successfully integrated, REGENT Business School moved on to introduce a higher occurrence of planned webinars and other interventions integrated into the teaching and learning plans for the various

programmes. This provided for a deliberate integration of technology-mediated learning and its contribution to an improved student experience became evident.

REGENT Business School is in close contact with its student community to assess the suitability of its methods, information technology and teaching and learning methodologies and didactics to ensure that the mode of delivery remains aligned with demands from students and technological innovations to ensure currency and relevancy.

REGENT Business School in this regard invests in resources to be allocated towards the smooth provisioning of access to learning via a variety of technologies and instructional technology as well as continuous improvement to its learning management system have become part of the institutional focus.

12.   Evaluation of Teaching and Learning

Evaluation of teaching and learning takes place at regular instances and is the responsibility of the Dean and the Director of Teaching and Learning.

13.   Monitoring and Review of Teaching and Learning Policy and Strategy

The responsibility for the monitoring and implementation of the teaching and learning policy and strategy resides with the Teaching and Learning Committee. The implementation of the policy occurs via the Teaching and Learning implementation processes, i.e. delivery where the relevant management and monitoring structures, as well as the strategic focus areas and operational priorities in the field of teaching and learning are operationalised.

The review plan is revised as per the policy renewal cycle in consultation with all the relevant role players and is the responsibility of the Teaching and Learning Committee The quality management processes provide for the evaluation of all teaching of all REGENT programmes.

The monitoring and review of the policy includes the following elements:

Module Guides, student support guides and methods, facilitation methods and activities, staff performance management systems and procedures, alignment matrixes to ensure alignment of content with outcomes of programmes. Reviews of staff qualifications and areas for continuous professional development of staff will also be reviewed.

A very important element of the review of facilitation practices is the skills level of staff in terms of facilitation and lesson planning.

13.1 Provision is made during reviews to assess to what extent:

(a)   faculty plans and prepares facilitation and facilitation support.

(b)   faculty varies their facilitation methods to create opportunities for interactive student participation, including group work;

(c)   teaching contributes to the achievement of outcomes;

(d)   the congruence of questioning techniques with the facilitation techniques;

(e)   the integration of various learning preferences and thinking styles

(f)   faculty monitors student progress;

(g)   individual students with special needs are made provision for; and

(h)   faculty addresses the barriers to teaching and learning

13.2   Purpose of this part of the review:

The purpose of this review would be peer development and continuous professional development and is conducted as part of the performance management system with an appropriate instrument. The process will include self-assessments, peer assessments and performance appraisals conducted by the relevant managers.

14.   Monitoring and Evaluation of the quality of teaching and learning

The Teaching and Learning Policy supports REGENT's vision and mission statement and aims by detailing the methods by which REGENT monitors and evaluates the quality of teaching and learning.

The Teaching and Learning Committee is the main mechanism for the evaluation of the quality of teaching and learning.

The information gathered during the monitoring and evaluation process is used to inform all stages of the improvement planning process and for the benefit of staff and students in developing effective teaching and learning practice in the institution.

An important aspect of the practice in this area is that information gathered will be used to inform the formulation of programme-specific self-evaluation procedures.

The policy encompasses all procedures carried out by programme staff to support teaching and learning and aims to:

- assess the extent to which we are meeting teaching and learning aims
- achieve a clear understanding of every aspect of the institution
- set achievable targets for improvement
- allocate resources towards areas for improvement
- maintain responsibility and accountability for actions

14.1   Concepts related to the management of quality of teaching and learning

14.1.1 Monitoring (Determining what is happening)

In the context of REGENT monitoring is understood to include:

- measuring progress against targets
- looking out for trends against performance indicators
- seeing that strategies are being implemented

14.1.2 Evaluation (Deciding how well we are doing)

In the context of REGENT evaluation is understood to include:

- determining effectiveness, strengths and weaknesses
- interpreting how well things are going
- appraising staff competence
- noting what needs to be done and when to do it

14.2   Aims and Objectives of the monitoring and evaluation of the quality of
teaching and learning

The aims and objectives of monitoring and evaluating the quality of teaching and learning at REGENT are to :

- raise the standards of student achievement

318

- improve the quality of teaching and learning
- define and prioritise specific strategic targets
- evaluate spending against resource allocation
- enable the planning of appropriate and targeted in-service training of staff
- collect information that informs lecturers about aspects of their teaching which are more or less successful, and enable changes to such methods to be based on evidence
- collect information about departmental management and communication structures and to use this to improve these processes

14.3 Procedure for the implementation of the monitoring and evaluation of the quality of teaching and learning

Monitoring and Evaluation of the quality of teaching and learning at REGENT will be implemented by a team of people consisting of the following:

- Teaching and Learning Committee
- Quality Assurance Office
- Programme Coordinators
- Selected Teaching Staff
- Selected Support staff
- Mentors (where available)

The procedure for the monitoring and evaluation of the quality of teaching and learning, as outlined below, will be adhered to, to ensure consistent and systematic implementation.

1. Measure current position in terms of each of the teaching and learning processes in relation to criteria;
2. Identify areas for each process that need to be improved;
3. Determine possible measures to address areas for improvement for each process;
4. Translate the areas for improvement for each process into an improvement plan with specific goals to achieve;
5. Develop the schedule to implement the improvement plan for each process;
6. Appoint an Improvement Plan manager for each process;
7. Develop the instrument/s for implementation of the Improvement Plan of each process;
8. Execute the improvement plan by using the criteria matrix;
9. Monitor the execution of the Improvement Plan for each process; and
10. Upon completion of the conduct of the monitoring and evaluation, measure the success of achievement of goals in terms of the criteria for each process.

Annexures

a. Terms of Reference of the Teaching and Learning Committee

- assure management of quality in the teaching and learning space
- providing training opportunities for enhancing teaching and learning methods;
- supporting programme coordination efforts driven by programme coordinators and module coordinators;
- supporting initiatives focused on student output, retention and student success; coordinating the development and use of innovative approaches to teaching and learning through the use of educational technologies;

319

- promoting a teaching and learning environment or learning centre that enables student successes and self-growth;
- creating a teaching and learning environment that encourages and promotes students' engagement through their study cycle and academics through their teaching cycle; creating a student experience which recognises the different learning needs of students;
- creating an environment that supports initiatives that promote a culture of quality across programmes;
- creating strategic linkages between teaching and learning practices and assessment procedures;
- facilitating student and staff exchange, including study tours; and
- promoting the research of teaching and learning at Regent Business School
- as a provider of entrepreneurial, business and management education and to develop business leaders through research and innovation.

b.   Policy Implementation through the Committee structure

Dean (Chair)

Director: Teaching and Learning (Deputy Chair)

Senior Manager: Quality Assurance

Academic Managers

Programme Coordinators

Faculty (4)

Head: Postgraduate Research

Head: Librarian

Head: IT

The committee reserves the right to co-opt members.

Annexure L6 : STUDENT CODE OF CONDUCT POLICY

REGENT BUSINESS SCHOOL HONORIS UNITED UNIVERSITIES **QUALITY MANAGEMENT SYSTEM** **STUDENT CODE OF CONDUCT POLICY**	**Approved by:**	Managing Director
	Developed by:	Teaching and Learning
	Policy number:	QP 60
	Revision number:	02
	Release Date:	11.03.2024

Related Documents: Teaching and Learning Policy, Programme Design, Development and Review Policy Student Health and Wellness Policy, Student Support Policy, Student Special Needs Policy

CONTENTS

POLICY AREA	PAGE
1. QUALITY MANAGEMENT OF STUDENT CODE OF CONDUCT	2
2. PURPOSE	2
3. SCOPE	2
4. DEFINITION	3
5. STUDENT CODE OF CONDUCT POLICY MINIMUM STANDARDS	3
6. GENERAL RULES	5
7. STUDENT DISCIPLINARY POLICY	5
8. COMPLAINTS AND APPEALS POLICY AND PROCEDURE	7

1. **Quality Management of Student Code of Conduct Commitment Statement**

RBS is committed to the management of the quality of its student code of conduct environment. In the RBS context the system of managing quality refers to meeting of minimum standards (Quality Assurance), maintaining and sustaining standards (Quality Support), continuously improve standards (Quality Development and Enhancement) and monitoring and evaluation standards (Quality Monitoring and Evaluation).

As part of the process to integrate the management of quality into this institutional area a set of key performance indicators were developed and self-assessed in 2018. The results of the self-assessment led to the allocation of the indicators to either of the sub- systems of the system with an accompanying set of goals to be achieved during the period from 2019 to 2022. Thereafter the same four-year cycle will be repeated based on an assessment of goal achievement.

Goal achievement is implemented via the policy structure and monitored by the committee structure. In terms of minimum standards in student code of conduct the following goals are to be achieved to give effect to the management of student code of conduct.

2. Purpose

The purpose of this policy is:

- To provide clear guidelines for the management of student code of conduct to ensure effective teaching and learning, and the achievement of intended learning outcomes in all programmes.

- Ensure coherence within the holistic learning experience of the student through a robust teaching and learning environment.

3. Scope

In support of the above purpose, RBS believes in high quality teaching and learning environment in which all students are treated equitably. It is hence important that all students subscribe to the code of conduct.

In line with its mission and vision, Regent Business School (RBS) offers programmes in a predominantly distance mode of delivery, and has a blended approach to teaching and learning, however due to the necessity of contact between lecturers/facilitators and students it is necessary to have a student code of conduct to support delivery.

This policy governs the conduct of all students and the relationship between RBS and its students.

The policy aims to create an environment in which it is possible for the individual student to achieve the best possible results, promotes the development of each student's relationship skills and takes into account the interests of individuality at RBS: initiative, personal responsibility and mutual respect.

4. Definition

In RBS student code of conduct is understood as an accepted level of behaviour by students to ensure a conducive teaching and learning environment and promote academic performance and positive social conduct.

5. Student Code of Conduct Minimum standards

5.1 General

A student shall:

a1)   at all times conduct oneself in a manner becoming of a student of RBS;

a2)   obey any reasonable order given to them by any member of staff;

a3)   communicate individually with RBS management on matters affecting their studies; and

a4)   comply with the rules and regulations as and when published by RBS.

A student shall not:

a6) bring alcoholic beverages of any nature whatsoever onto RBS property;

a7) indulge in the use of, or have in his possession any drugs, unless such drugs have been prescribed by a medical doctor; under no circumstances whatsoever may a student offer any drug of whatever nature to any person at RBS;

a8) engage in any acts of violence, or bring onto RBS a firearm or any other weapon;

a9) damage any property belonging to RBS either through wanton act or through negligence;

a10)   smoke anywhere on RBS premises unless it is demarcated as a smoking zone; a11)   hold political

activities on learning centre without approval of RBS;

a12) consume food in any lecture theatre or the library or the study centre or any other area that is so demarcated;

a13) use insulting language;

a14)   behave in a racist or sexist manner; any form of sexual harassment will not be tolerated and will be severely dealt with;

a15) interfere with or disrupt any lecture or other RBS activity;

a16) reproduce or distribute material that has been made available by RBS by way of lecture notes, seminar notes or any other form of study material;

a17)   engage in dishonest conduct with regard to examinations, assignments, tests or any other form of academic assessment; engagement in such behaviour will result in expulsion; or

a18) remove any RBS property from the premises without written approval from an authorised person.

5.2   Punctuality

With regard to face-to-face classes, students are to be seated within five minutes upon commencement of the facilitation session. Students arriving more than 15 minutes after commencement of the facilitation session are to be marked absent.

5.3   Absenteeism

5.3.1   Students absent from a facilitation session (workshops/webinars) are to be marked absent on the class register.

5.3.2   Students who fail to attend a facilitation session are expected to cover the learning material covered during the session on their own.

5.3.3   Students absent from assessments should produce either a doctor's certificate or a death certificate (in the event of a family death) or any proof for the continuous assessment to be re-done. If no doctor's or death certificate or any other proof is produced, the student will obtain a "0" for the particular assessment.

6.   General Rules

6.1   Sexual harassment, racism or religious intolerance is unacceptable.

6.2   Weapons of any kind are strictly prohibited.

6.3   Making any marks or signs on desks, chairs or on other lecture room equipment is strictly forbidden.

6.4   Any damage of property belonging to the RBS and/ or any other person associated with the RBS is strictly forbidden. RBS reserves the right to lay claim to compensation due to loss or damage to property on behalf of RBS or any third party associated with RBS.

6.5   Theft is a criminal offence. Any student found stealing may be required to leave RBS with immediate effect. RBS reserves the right, where an incident of theft is suspected, to take appropriate action.

6.6   Removal of any software or hardware from RBS computers will be treated as theft.

6.7   Removal of any RBS equipment without authorisation will be regarded as theft.

6.8 The use and sale of drugs and alcohol is strictly forbidden. Any student found to be in possession or under the influence of, or selling, drugs or alcohol may be required to leave RBS with immediate effect.

6.9 Smoking is discouraged at RBS. Smoking on RBS learning centres is

6.10 restricted to the specifically demarcated areas.

6.11 Students are to abide by the examination rules.

6.12 Student miscounduct - RBS is committed to the fair and equal treatment of all individuals. Students registered at the RBS shall be subject to disciplinary measures if the student is found to be guilty of misconduct.

In addition to the rules of conduct, the essence of misconduct is:

- any conduct which constitutes a criminal offence.
- aggravated academic offences including cheating or plagiarism in academic course work, dissertation, or in examinations.
- action likely to cause injury or impair safety on the schools' premises.
- breach any REGENT Business School's rules, regulations, policies, procedures or code of conduct.

7. STUDENT DISCIPLINE

The Student Ethics and Disciplinary committee is responsible for the preservation of good conduct of the student body in keeping with the rules and regulations as set out in the Student Policy Framework. The Student Discipline Committee (SDC) is responsible for assisting with the development of positive attitudes and an acceptable code of conduct among RBS students. The committee will be responsible for making decisions on student behavioural misconduct (such as fraud for example), as a means of promoting the student Code of Conduct.

7.1 STUDENT DISCIPLINARY COMMITTEE

7.2 PROCEDURE

The Student Disciplinary Procedure is intended to provide a clearly formulated and impartial process for dealing with problems of student discipline or behaviour within a reasonable timescale and having due regard to the spirit of natural justice.

- The Disciplinary Procedure shall be initiated by any person employed by RBS.

- The allegation of misconduct must be reported to the Dean or Registrar of RBS.

- The Dean or Registrar shall hold a preliminary investigation regarding the allegation.

- The preliminary investigation shall take place within five working days of the alleged misconduct being reported.

- The Dean or Registrar may dismiss the allegations immediately if she/he concludes that there is no case for the student to answer, or that it is for some other reason appropriate to do so.

- If the Dean or Registrar consider it appropriate to continue with the allegation of misconduct, the matter will be presented to the Examination Board for academic related misconduct and to the SDC for other misconduct.

- If the appropriate committee finds the student guilty of the misconduct, the Dean or Registrar shall

set out the alleged misconduct, a brief summary of evidence received, the grounds for finding guilt, the penalty imposed, and the factors taken into account in deciding the penalty.

- The student has the right to appeal. The student may be accompanied by a friend or representative, not acting in a legal capacity.

- A Disciplinary Panel constituted by the Management of RBS consisting of at least one external member will sit and make a judgement for the appeal.

- The Panel shall find a student guilty of misconduct only if, on the evidence before it, it is satisfied on the balance of probability of the student's guilt. If the members of the Panel cannot agree, the verdict of the Panel shall be that of the majority of its members.

- The decision of the Disciplinary Panel shall be confirmed in writing, normally within five working days.

- The Dean or the Registrar communicates the decision of the Disciplinary Panel, in writing, to the student.

- The decision of the Disciplinary Panel is final and binding except with the authority of the student the proceedings of the Panel shall remain confidential.

8. COMPLAINTS AND APPEALS POLICY AND PROCEDURE

A **complaint** is considered to be an expression of a legitimate concern regarding some aspect of REGENT Business School's (RBS) delivery which needs appropriate action and prompt resolution.

An **appeal** is lodged when a student dispute arises from any outcome or judgment that may have taken place or been passed by RBS regarding a complaint.

This is inclusive of but not restricted to academic achievement and delivery.

An appeal is considered to be an expression of a legitimate concern regarding some aspect of REGENT Business School's service delivery which needs appropriate action and prompt resolution.

The different types of academic appeal available to students are:

1. Appeal regarding student recruitment, selection and admission;

2. Appeal related to teaching, learning and research;

3. Appeal concerning assessment, including certification;

4. Sexual harassment; and

5. Appeal relating to student's rights, responsibilities, and conduct.

8.1 Guiding Principles

REGENT Business School will ensure that reasonable attempts will be taken to deal with both student complaints and appeals professionally and in a transparent manner. Complaints/Appeals shall be treated in confidence and no disadvantage or discrimination of any kind will apply to the student.

Anonymous complaints and appeals against a person or persons will not be considered.

8.1.1 Procedure for Complaints

Formal complaints must be made in writing on the *Complaints Form* [Appendix N] and addressed to the Dean

The Dean will:

- Log the complaint.

- Convene an SDC meeting to investigate the complaint,

- Provide to the Managing Director a written report of its findings and recommendations to address the complaint within 2 days of its sitting.

- The Managing Director will cause the Dean or Registrar to communicate the institution's decision to the student. The communication from the Registrar to the student will be in writing, and sent within 3 days of receipt of the Managing Director's directive.

- Where the student is not satisfied with either the investigation or the outcome, a written appeal may be made to the Managing Director using the *Appeals Form* [Appendix O]. The Managing Director may cause the Appeals Committee to convene and consider the appeal.

- The recommendation of the Appeals Committee will be communicated in writing to the Managing Director within 2 days of its sitting. The Managing Director will direct the Registrar, in writing, to communicate to the student the final decision reached on the appeal. The Registrar will communicate to the student the decision of the institution within 2 days of receiving the directive to do so from the Managing Director.

- Should the student decide to pursue the matter outside REGENT Business School all communication between the student and REGENT Business School will, from then on, be handled by the Registrar, representing the institution, until the matter is concluded.

8.1.2 Procedure for Appeals

REGENT Business School will ensure that reasonable attempts are made to deal with student appeals professionally and in a transparent manner. Appeals will be treated in confidence and the constitutional rights of students will not be prejudiced in any way.

All appeals applications are escalated to the Dean, who may constitute a committee to address the complaint and advise him/her.

This committee may consist of external member/s and has the right to seek legal representation. The student may also seek legal representation.

Where the appellant is not satisfied with either the investigation or the outcome, he/she may write directly to the Managing Director.

The Managing Director will respond in 15 days following an investigation

Prospectus