



**Communication to National Diploma: Human Resources Management Students  
regarding phase-out of the ND, HRM and phase-in of new HEQSF Diploma: HRM**

The revised Higher Education Qualification Sub-Framework (HEQSF) (2015) is a national directive from Department of Higher Education and Training to align South African Higher Education (HE) qualifications into one national higher education system. The HEQSF provided new qualification types for HE and streamlined curriculum revision. Owing to this factor, the HE qualification structure will change as follows:

| HEQ level       | Previous Qualification Structure (Non-HEQSF)                             | HEQ level       | New HEQSF Qualification Structure                                     |
|-----------------|--------------------------------------------------------------------------|-----------------|-----------------------------------------------------------------------|
| 1 <sup>st</sup> | Diploma: Technologies in Human Resource Management (2400 SAQA credits)   | 1 <sup>st</sup> | Dipoma of Human Resource Management (2400 SAQA credits)               |
| 2 <sup>nd</sup> | Degree: Technologies in Human Resource Management (7200 SAQA credits)    | 2 <sup>nd</sup> | Degree of Human Resource Management (7200 SAQA credits)               |
|                 | No equivalent from HEQSF aligned qualifications                          | 3 <sup>rd</sup> | Postgraduate Diploma in Human Resource Management (1200 SAQA credits) |
| 3 <sup>rd</sup> | Advanced Technological in Human Resource Development (1200 SAQA credits) | 3 <sup>rd</sup> | Advanced Diploma in Human Resource Development (1200 SAQA credits)    |
| 3 <sup>rd</sup> | Advanced Technological in Human Resource Management (1200 SAQA credits)  | 3 <sup>rd</sup> | Advanced Diploma in Human Resource Management (1200 SAQA credits)     |
| 4 <sup>th</sup> | National Diploma in Human Resource Management (3600 SAQA credits)        | 4 <sup>th</sup> | Diploma in Human Resource Management (3600 SAQA credits)              |

\* Please note: Previously the NQF levels to HE were from 1 to 6, whereas the current HEQSF levels are from 1 to 4. The current HEQSF structure has moved to NQF level 3 and the 2<sup>nd</sup> level is now NQF level 10 by SAQA.

The existing National Diploma in Human Resource Management on NQF level 4 consisting of 3600 SAQA credits will be replaced with the newly aligned HEQSF Diploma in Human Resource

# Admission Requirements At Cput

**Rachel S Tattersall**



## **Admission Requirements At Cput:**

**Shaping the Future of South Africa's Youth** Helene Perold, Nico Cloete, Joy Papier, 2012 Why solving ongoing problems with the NQF National Qualifications Framework matters The challenges unemployment imposes on youth The challenge of youth to work transitions an international perspective A statistical overview of further education and training colleges Strengthening the capacity of FET Colleges to meet the needs of young people Higher education and an expanded post school educational system Trends in training in South Africa Key issues in the assessment of South Africa's national skills development strategy Opening the doors of learning Viewing the post school education and training landscape from a youth perspective *International Handbook of Universities*, 2010 *Guide to Higher Education in Africa, 4th Edition* International Association of Universities, 2007 The fourth edition of The Guide to Higher Education in Africa contains reliable and up to the minute information on higher education throughout Africa over 900 institutions in 47 countries plus details of national education systems and agencies in a single reference source **Southern Africa Shipping News**, 2006 *Study SA*, 2006 Writing Centres in Higher Education Laura Dison, Sherran Clarence, 2017-01-01 Writing Centres in South Africa and globally are now well established academic support centres within many universities Historically tasked with supporting students as they grapple with the demands of academic writing many centres are now moving beyond their own walls to work with academic tutors lecturers and departments to rethink the ways in which knowledge is transformed into different kinds of disciplinary writing This move raises pertinent questions for writing centre directors tutors consultants and for the universities that house them how does a centre tasked with supporting more general academic literacy development through writing pedagogies initiate students into a range of particularised discourse communities How do writing centre staff and disciplinary lecturers negotiate their shared and separate concerns for student learning through collaborative writing development projects How do writing centres work with assignments and forms of literacy that challenge them to reconfigure their own pedagogical practices and expand their conceptions of writing support How do writing centres maintain their core focus as they move flexibly beyond their own spaces to understand the nature of disciplinary writing This collection of essays reflects on the ways in which writing centres in South Africa are working in and across disciplines Institutional constraints and challenges that arise from these collaborations are addressed and opportunities for transforming teaching and learning spaces are explored The chapters speak to the global move in higher education to reconsider how knowledge is made who makes it and how support and development opportunities for students and lecturers should be created and sustained across the disciplines This volume contributes to the body of knowledge in the growing field of the scholarship of teaching and learning in higher education in South Africa It builds on the work of the first collection of such essays *Changing Spaces Writing Centres and Access to Higher Education* Eds A Archer and R Richards 2011 SUN PReSS to understand why working within the disciplines is so critical for writing development in a South African context **Mining**

**Mirror** ,2009-12      Open Learning as a Means of Advancing Social Justice Tabisa Mayisela,Shanali Govender,2024-01-23  
This volume investigates the uptake of open learning in South African Technical Vocational Education and Training TVET colleges and higher education institutions Comprised of 16 studies focused on activities at a range of colleges and universities across the country these chapters aim to promote a better understanding of open learning practices across the Post School Education and Training PSET sector including issues such as recognition of prior learning access for students with disabilities work integrated learning professional development novel student funding mechanisms leadership for open educational practices institutional culture student support blended and online learning flexible learning online assessment open educational resource development models and funding and micro credentials This collection of peer reviewed chapters contributes to understanding the ways in which South African PSET institutions and educators are interpreting open learning as a means of advancing social justice It includes a historical and contemporary understanding of the economic cultural and political obstacles facing PSET drawing on Nancy Fraser s theory of social justice as participatory parity to better understand the ways in which open learning may address systemic social injustices in order to allow South African students and educators to thrive This volume emerges from research conducted by the Cases on Open Learning COOL project an initiative by the Department of Higher Education and Training in partnership with the Centre for Innovation in Learning and Teaching CILT at the University of Cape Town UCT in South Africa      The Transformative Power of Language Russell H. Kaschula,H. Ekkehard Wolff,2020-09-10 A new study of the importance of language for sociocultural change in Africa from postcolonial to globally competitive knowledge societies      Commonwealth Universities Yearbook ,2007

## Unveiling the Power of Verbal Art: An Emotional Sojourn through **Admission Requirements At Cput**

In a global inundated with screens and the cacophony of fast communication, the profound energy and psychological resonance of verbal beauty usually fade into obscurity, eclipsed by the constant assault of sound and distractions. Yet, set within the musical pages of **Admission Requirements At Cput**, a charming work of literary elegance that impulses with raw feelings, lies an memorable journey waiting to be embarked upon. Composed by a virtuoso wordsmith, this interesting opus manuals readers on an emotional odyssey, lightly exposing the latent possible and profound affect embedded within the complex internet of language. Within the heart-wrenching expanse of the evocative analysis, we shall embark upon an introspective exploration of the book is key subjects, dissect their captivating writing fashion, and immerse ourselves in the indelible impression it leaves upon the depths of readers souls.

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