

Tutorial letter 301/4/2018

**TECHNICAL REQUIREMENTS OF AN
ASSIGNMENT ANSWER**

PASALLP/301/4/2018

**DEPARTMENT OF PUBLIC
ADMINISTRATION AND MANAGEMENT**

IMPORTANT INFORMATION

This tutorial letter contains important information
about technical requirements and general
information of assignment answers.

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Dear Student

SECTION I TECHNICAL REQUIREMENTS OF ASSIGNMENT ANSWER

1. INTRODUCTION

The purpose of this tutorial letter is to inform you about the technical requirements and general information of an assignment answer. An assignment answer is a scientific document and must conform to certain requirements. These requirements relate to both the content and technical aspects of it.

Should an assignment answer not conform to the required technical standards, it will be returned and you will be requested to bring the technical requirements up to standard and to resubmit the assignment answer.

Initially it will take quite some time and effort for you to complete an assignment answer correctly. However, once you have mastered the technical aspects of an assignment answer, it becomes easier and requires far less of your time.

2. REFERENCE TECHNIQUES

Students can base their work on the directions in this tutorial letter.

3. WRITING AN ASSIGNMENT ANSWER

Unisa is a distance education institution, which means that the students should get as much advantage as possible from the writing and submission of assignment answers.

3.1 Introduction

The purpose of this section of the tutorial letter is to provide you with guidance on the preparation and writing of assignment answers.

Assignment answers play an important role in tuition and they are an important means of communication between student and lecturer. It is to your own advantage to work systematically and present your assignment answers correctly. If you do not follow the guidelines given in this tutorial letter, you cannot expect a pass mark for your assignment answers.

The programme for assignment answers, which includes information on the titles and the dates for submission, will be found in Tutorial Letter 101. Also note the specific regulations in terms of admission to the examination.

3.2 Aim and significance of assignment answers

The aims of assignment answers are to teach students to carry out basic research, effective reading, effective application of subject theory to the practice, write scientific reports and to acquire a scientific approach to their study.

3.2.1 *Meaning of terms*

There are certain concepts, terms and definitions that apply to any subject, course or module. It is important to know what these concepts entail and how specific concepts may be used to prevent meaningful communication in it to become problematic. It appears that concepts in public administration and management present some problems: they are widely used even though standardized scientific definitions of these concepts do not necessarily exist; or the definitions that do exist are too imprecise and the concepts could be given too many divergent meanings. Make sure that you have access to a good dictionary.

It is important that you clearly understand the instructions contained in assignments and examination questions to help you to complete your assignment answers and examination successfully. You should therefore be familiar with the meaning of the following terms:

DESCRIBE / DESCRIPTION

- to objectively identify the most distinctive features of something - **to describe, description**;
- that which identifies distinctive features in objective terms – **description**;
- an analysis of the most important or central features of something - **a descriptive analysis**; and
- give an account or exposition of an issue, **without criticism**.

When you **describe** a phenomenon, you say what it is like, or what it consists of. You identify its salient (most important) or distinctive features in objective terms, that is, in a way which does not include your ideas, feelings and experiences of it. If others were to describe the same phenomenon, their description would be the same.

For example, an apple could be described as follows: “An apple is a small, round fruit which has a green, golden or red skin. It has hard but juicy flesh inside the skin and has pips in the core (centre)”. If I were asked to describe an apple and I said “I like apples”, it would not be an objective description of the apple. “I like apples” tells you something about me, about my personal taste, but it does not tell you anything about apples.

If you give a description of something in the context of university study, you are said to be providing a **descriptive analysis**. This implies an analytic action in which you have to isolate, for the purposes of description, the most important or central features of something.

Description is not the same as explanation although the concepts are related.

ANALYSIS / ANALYSE

To analyse:

- to take apart or break down the whole into its component parts, e.g. divide the material into sections or elements and discuss these in full;
- to examine or consider in detail the component parts or features of the whole; and
- the process and product of analysing - **an analysis**.

Analysis involves “taking apart” the whole to reveal (and examine) its component parts. The purpose is to develop a detailed understanding (or picture) of a phenomenon, event or issue.

For example, when we **analyse** a literary work (such as a poem, a play or a novel), we identify and describe each of its parts according to accepted literary conventions. This detailed analysis enables us to understand the different parts - and how they work together or interact - in relation to the whole.

COMPARE / COMPARISON / COMPARATIVE

To compare, to make a comparison:

- to examine one or more things in order to determine similarities and differences - e.g. identify the similarities or differences between ideas, viewpoints and facts;
- to examine competing theories or claims in order to determine their relative merit;
- describing that which compares – comparative; and
- also something which is better or superior (does not compare) or the best (beyond compare).

When you **compare** two (or more) objects, events, ideas or theories, you examine them in order to determine their similarities (what they have in common) and their differences (that which one has and the other does not).

As a student in the humanities and social sciences you will most often be asked to compare two or more theories. That is, you will be expected to compare competing theories in order to determine their relative merit (degree of soundness) and to decide which one best explains the phenomenon under investigation.

DISCUSS

- To examine by way of argument or debate.
- To give meaning to a definition or description of something by illustrating and balancing the points of view.
- To investigate something by providing both the facts and an interpretation of the facts.
- To investigate something by balancing your viewpoint against those of others; in other words you look at an issue from different angles as if you were entering into a debate with someone about a specific issue.
- To put a case after you have exposed yourself to other viewpoints that could influence you or make you elaborate on your own viewpoint.

When you **discuss** something, you hold a conversation about it. In the context of university study, you may be asked to discuss an issue or event which means that you have to examine it by argument. In this case, you do not simply present the facts without interpreting them. You must discuss means to illustrate your definition and description of an issue with evidence and examples. In other words, you give meaning to your definitions and descriptions by adding events, people and things which show how something works or how it happened in the real work or living environment out there.

You should also give meaning to your discussion by balancing your viewpoint with the viewpoints of others. This means that you have to consider or examine it thoroughly, and from different points of view. It is as if you are having a debate with someone about a certain issue.

An important aspect of critical study is to be open to debate; that is to allow other points of view

into your understanding. A person who refuses to discuss things is said to be dogmatic. Such a person holds certain beliefs or subscribes to (or supports) theories which she/he is not prepared to discuss or debate. To be dogmatic means to accept claims at face value without being prepared to question and probe these claims. It is as if a person with a dogmatic attitude is closed on certain matters.

EXPLAIN

- to make sense of something by giving a clear and detailed account of it;
- to provide the reasons for something being, functioning or happening in a particular way; and
- to give a causal account of something.

ROLE

- the position or place occupied by a person or institution in the institutional network of a society;
- the part played by a person or institution in the institutional network of a society; and
- the function served by a person or institution in the institutional network of a society.

When a particular role within a group, community or society is discussed, we are referring to a particular position. Each role implies certain norms, rules and even laws. Associated with each role are certain expectations about the rights, obligations and duties of the occupier of such a role. Each role also has a number of functions or duties which define and even constrain its nature.

DEFINITION / DEFINE

- A statement explaining the meaning of a word or sentence, or a description of the essential characteristics of something.
- A sentence that explains what a specific concept entails, or how a specific term is used.
- Dictionary (lexicographic) definitions differ from true definitions because dictionary definitions indicate that a word has obtained a specific meaning or meanings in practice and need not be discovered.
- True definitions (on the other hand) have inherent meaning that has to be established by a scientist. True definitions may be defined as recommendations of values.

ANALYSIS / ANALYSE

- To examine something in detail so that its meaning and/or characteristics may be discovered or identified.
- To break down or divide a whole into its constituent parts in order to develop a detailed understanding of a phenomenon, an event or an issue.
- To identify the parts of a whole or the characteristics of the whole for an investigation or study in that context.
- The process and product of the action of analysing are called an analysis.

CONCEPT

- A concept is an abstract or general idea, or a preliminary exposition of something that is later refined and finalised.
- Concepts are generally used in political- and administrative studies, as science cannot exist in the absence of concepts, and communication between individuals and scientists would be impossible.
- A concept is the name given to an event, phenomenon, element or object in the life or experience of an individual. When corresponding events, phenomena, elements or objects occur in the same class and a name is given to the class, it becomes a concept.
- A concept is therefore a thought construction, an abstract idea that refers to a class of phenomena. However, concepts remain abstractions of reality and never become reality. Concepts have to be classified in order to be meaningful.
- A concept is therefore a linguistic entity that refers to classes, groups, categories or a collection of objects or events, or to the relation between things and events. Concepts acquire meaning when they are defined.
- So, where a concept is an idea of the existence of “something”, for example a specific phenomenon, and what it entails (such as state, hate), a classification consists of the grouping of items or phenomena on the basis of their common or corresponding characteristics.

Other terms

ARGUE

- To try to convince someone of something by providing, discussing and explaining reasons that support a specific viewpoint.

EMPHASISE

- To make something stand out, to underline it or stress its importance.

APPROACH

- The way people think about something or the light in which they consider it, or acceptance of such a viewpoint.

JUDGMENT / JUDGE

- To come to a decision about something, based on an assessment; to evaluate or assess something in terms of criteria such as correctness, appropriateness and empirical evidence; the process or outcome of an assessment.

DEBATE

- To discuss an issue or talk it out in a formal manner; to put opposing viewpoints and discuss them. A debate usually takes place according to strict and predetermined rules.

EMPIRICAL

- Based on observation and experimentation. Empirical knowledge is based on sensory data and experience.

EVALUATE

- To allocate value to something or determine its value; to analyse and assess the role or function of something.

FACTOR(S)

- An element that contributes to a result; a collaborative power; co-cause.

CONSEQUENCE

- A change caused by something or someone; the result of an action; the effect brought about by a specific action or cause.

IDENTIFY

- To recognise or place something because of its specific characteristics; to establish the identity, nature, characteristics of someone or something.

CHARACTERISTIC(S)

- Distinguishing characteristic(s) of quality(ies); typical or representative of someone or something.

CHOICE

- To select one or more from a group; to choose between two issues.

CLASSIFY

- To divide issues, items, and persons according to their common characteristics.

CONCLUSION

- A final decision, opinion or judgment based on a foregoing argument about a particular set of facts; a deduction or a result.

CRITERION (plural: CRITERIA)

- The specific standard or standards in terms of which something is evaluated or determined.

CRITICISM / CRITICISE / CRITICAL

- An attitude that specifically emphasises aspects of fundamental importance; to formulate and express judgment; to provide a balanced judgment; the formal assessment of a piece of work, a theory or an argument.

SUBSTANTIATE

- To submit a reason(s) for a point of view, a point of departure, a statement or conclusion.

OBJECTIVE

- To consider something without allowing personal feelings, opinions or prejudices to play a role; bound to reality and the facts instead of thoughts and feelings.

DEFINE

- To express a statement in other words; to describe the nature of something specific; to explain the meaning of something precisely.

DISTINGUISH

- To indicate, recognise or make a marked difference(s) between two or more issues.

CAUSE

- Something that has a specific effect or is used to have a specific effect; the underlying reason for a specific phenomenon or effect.

OPINION

- A viewpoint or judgment without evidence, usually distinct from knowledge.

SUMMARY / SUMMARISE

- To rewrite something in shortened form by extracting the important points and not giving any details.

VIEWPOINT

- A point of departure about which someone is absolutely sure, for example, to take a stand against the Abortion Act; a point of departure that directs an investigation into a specific matter.

CONTRADICTION

- Something that represents two completely opposed viewpoints, points of departure or acceptances.

THEORY

- A theory is a systematic exposition of empirical data. Different from a hypothesis, it is usually presented as reliable knowledge. It is a set of ideas and concepts ordered in such a way that it explains something to us.

TERM

- A term is a word or a set of words that is used to identify a specific concept.

TYPIFY

- To characterise, symbolise or represent.

APPLICATION / APPLY / APPLICABLE

- To describe the interfaces between theory and reality; to use theory to understand, describe or analyse reality.

CONNECTION

- The link, contact or cohesion between two separate issues or parts, for example, the connection between the state and its citizens.

STATEMENT

- To explain something such as a viewpoint clearly; to provide an explanation; to clear up an issue.

DIFFERENCE(S)

- A characteristic or characteristics that are not the same when two or more issues, things or phenomena are compared.

COMPREHEND

- To understand the meaning, nature or significance of something.

TELL

- To present or convey something informally in words.

Make sure that you know exactly what each instruction entails and carry it out while writing (preferably typing) your assignment answer.

3.3 Neatness

There is no substitute for neatness.

An assignment answer is a scientific document; it must be neat when presented for evaluation. Do not scratch out words; rewrite the page. Should you scratch out words, it is a clear indication that you are writing an assignment answer directly, that is, without having first written a draft copy. Neatness implies a legible handwriting and compilation (when typing). Should it be impossible to decipher presented text, marks cannot be awarded.

3.4 Colour of ink

When writing, preferably use a pen that writes in black. When typing, and in the final instance printing an assignment answer, ensure that the ink is of good quality. Also ensure that you leave enough space on the right-hand side of the page for the comments of the lecturer. Please note that typing should be done in Times New Roman, 12 pitch and 1.5 line spacing.

3.5 Length of assignment answer

The tutorial letters contain prescriptions regarding the length of assignment answers. Follow them as closely as possible. You will not be penalised if you do not keep to the prescribed length, but it would be in your own interest to get into the good habit of expressing yourself briefly and writing to the point, yet without leaving anything out. You are expected to do this in an examination anyway, where you have limited time. A first-year student once submitted an assignment answer of 56 pages - his enthusiasm was appreciated, but obviously his inability to express himself concisely detracted from any favourable impression.

4. FICTITIOUS ASSIGNMENT ANSWER

As mentioned previously, the technical care of an assignment answer is a prerequisite for the writing of a scientific document and you should therefore give it special attention. If your assignment answer is not technically satisfactory, it will be returned and you will be requested to bring the technical requirements up to standard before resubmitting it. It is therefore essential to pay special attention to the following:

- (1) **Title page.**
- (2) **Table of contents.**
- (3) **Introduction.**
- (4) **Structure of the body's text (e.g. numbered sections, sub-sections with appropriate headings)**
- (5) **Reference to information sources within the text.**
- (6) **Conclusion.**
- (7) **List of sources.**

All the above-mentioned components will be explained in the following fictitious assignment answer accompanied by explanatory footnotes at the end of each page. It is important that you read the footnotes in order to understand why a certain aspect is written in a specific way. Keep the fictitious assignment answer nearby when you compile your own assignment answer and

ensure that you comply with it as far as possible (in terms of the technical details).

NB: PLEASE NOTE THAT YOU SHOULD NOT USE THESE FOOTNOTES IN YOUR ASSIGNMENT ANSWERS. THEY ARE ONLY USED FOR EXPLANATORY PURPOSES IN THIS TUTORIAL LETTER.

PLEASE REMEMBER THAT THE CONTENTS OF THE ASSIGNMENT ANSWER SHOULD (FROM THE INTRODUCTION TO THE CONCLUSION) BE WRITTEN / TYPED CONTINUOUSLY. IN OTHER WORDS, ALL THE SPACE ON EACH PAGE SHOULD BE FULLY UTILISED.

Please note that the pages of the fictitious assignment answer have been framed in order to distinguish it from the rest of the contents of the tutorial letter. Please do not use frames around the text presented in your assignment answer. You will therefore note that two page numbers will appear on the pages which contain the fictitious assignment answer. The top number is the page number of the tutorial letter and the one within the frame is the page number of the assignment answer. It is important not to get confused with the two. Your assignment answer should, however, only have one page number per page.

Let us start with the title page.

INFLUENCE AND MEANING OF FUNDAMENTAL RIGHTS FOR THE SOUTH AFRICAN SOCIETY.¹

¹

The first page of an assignment is the title page. Only the title of the assignment appears on the title page. Do not repeat instructions (for example "describe", "analyse" or "compare") on the title page of the assignment. Do not number the title page.

(ii)²

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² Note that the numbering of this page is done in a Roman (ii).

³ The second page of an assignment is used for the table of contents. **Do not repeat the title here.** The table of contents contains all the headings and subheadings of the assignment which are appropriately numbered. The corresponding page number appears next to each heading.

1 Introduction⁴

The implementation of the new Constitution, which contains fundamental rights, heralded a new era for South Africa. The meaning of fundamental rights is evaluated in terms of the different human rights categories. In this way the real value and impact of human rights within the South African community can be determined. The mechanism for the application of fundamental rights as contained in the Constitution, as well as the manifestation of human rights in the Reconstruction and Development Programme will be investigated in order to illustrate the role and impact of fundamental rights on the South African community. A descriptive and analytical approach will be followed in this assignment answer.

2 Fundamental human rights⁵

Van der Walddt and⁶ Helmbold (1995:57)⁷ describe fundamental rights as "... those rights which develop over the years as rights of every person and which are recognised and protected by the government."⁸ In 1948 the recognition of human rights became especially significant with the acceptance of the Universal Declaration of Human Rights. South Africa was one of six countries who did not support this United Nations resolution and as a result was excluded from participation in international human rights structures. As a result, South Africa developed a backlog in the maintenance and protection of human rights (Shaw 1995:7.)⁹

⁴ An introduction introduces the reader to the subject: Explain to the reader how the contents of the assignment answer are arranged. Use the table of contents as point of departure. Link the headings and subheadings together to form sentences. No text references appear in the introduction. The approach followed in the assignment should be mentioned in the introduction.

⁵ Headings are not followed by a full stop (.) and do not commence with the words "The," "A" or "An". Headings and subheadings begin with a capital letter, followed by small letters. Headings of typed assignments are not underlined, however, they may be typed in bold. Headings and subheadings are only underlined if written by hand.

NB: The title of an assignment (the instruction you got) may not be repeated as the heading in the assignment answer.

⁶ In this case the word "and" and not the "and"-sign (&) is used in the text as the authors' names form part of the sentence. The "and"-sign (&) is used when the authors' names appear in brackets at the end of a sentence or paragraph (**see footnote 23**) or when the source is notated in the list of sources.

⁷ Sources of reference within the text when the author(s) name/s forms part of the sentence. The publication date of the source and the correct page number should appear between brackets. Please note that reference is made to the **author(s)** and not to the title of the book (except in cases which are not at this stage relevant for your purposes).

⁸ Direct quotations (where the exact words of an author are repeated) should be placed between inverted commas. If a sentence is not quoted fully, the missing words are indicated with ... Do not make excessive use of direct quotations.

⁹ Shaw is the author of an article which appeared in the Beeld. **Take special note of the punctuation where various quotations from the same source are used one after the other in the same paragraph.** A full stop appears at the end of the sentence and after the page number inside the bracket. If you rephrase the contents of an author using your own words, you do not need to use inverted commas.

This situation has changed, however, since the first democratic election in South Africa in 1994 and the implementation of the new Constitution. For example, Chapter 2 of the Constitution of the Republic of South Africa, 1996¹⁰ makes provision for equal rights, the right to life, human dignity, freedom of expression, freedom of association and political rights. According to De Villiers (1993:9-11),¹¹ human rights can be divided into three¹² categories, namely, first generation rights, second generation rights and third generation rights which will be discussed further.¹³

2.1¹⁴ First generation rights

First generation rights are concerned with, amongst other things, the right of freedom, political rights and equality before the law (Von Bratt 1995:36, 37).¹⁵ The state should maintain a laissez faire¹⁶ attitude when these rights are applied, in other words¹⁷ it should act in such a way that the rights of individuals are not infringed (De Villiers 1993:10).

2.2 Second generation rights

Second generation rights refer to those rights where the state has an obligation towards the individual who is experiencing poor socio-economical circumstances. Such rights also deal with the right to food and housing (De Villiers 1993:11.)¹⁸

¹⁰ Note the way in which reference is made to the Constitution.

¹¹ De Villiers is the author of an article which appeared in the periodical SAIPA. If the name of the author is part of the sentence, only the year and page number are given between brackets.

¹² Numbers up to nine are written in words. After nine, figures may be used.

¹³ Note that there should be a linking sentence(s) at the end of a paragraph to prepare the reader for what is to follow.

¹⁴ A numerical numbering system is used, in other words 1, 1.1, 2, etc.

NB Note that there is no full stop following a paragraph number.

¹⁵ Von Bratt is the author of an article which appeared in the periodical *RSA Review*. Only one quotation was used from this source and the full stop therefore appears after the bracket.

¹⁶ Words from foreign languages should be underlined or where possible, italicised.

¹⁷ Please note: Abbreviations are not used.

¹⁸ When more than one quotation from the same source is used in the same paragraph, the full stop appears at the end of the sentence as well as after the page number in the bracket.

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2.3 Third generation rights

Third generation rights are also known as "environmental friendly" or "green rights" (Von Bratt 1995:37).¹⁹ A certain obligation is placed on the state to conserve the environment (De Villiers 1993:11).²⁰

3 Mechanisms for the application of fundamental rights.

Certain mechanisms have been established in terms of legislation to ensure that fundamental rights are protected, as reflected in the Constitution. The most important mechanisms established in this regard are the Human Rights Commission, a Commission for Gender Equality, a Public Protector and the Constitutional Court (University of South Africa 1995:162, 163).²¹

3.1 Human Rights Commission

The Human Rights Commission consists of a chairman and 10²² members (Van der Waldt & Helmbold 1995:59).²³ Amongst other things, this Commission makes recommendations to governmental institutions on all governmental levels regarding the implementation of measures which may promote fundamental rights (University of South-Africa 1995:162).²⁴

3.2 Commission for Gender Equality²⁵

The main objective of the Commission for Gender Equality is to promote gender equality and to advise Parliament and other legislatures about any legislation concerning gender equality and the status of women (University of South-Africa 1995:162).²⁶ This Commission consists of a chairman and a number of members as prescribed by an act of Parliament (Van der Waldt & Helmboldt 1995:59).

¹⁹ The full stop appears after the bracket where only one sentence is quoted from a source.

²⁰ See footnote 19.

²¹ This section was quoted from a tutorial letter of which the authors are unknown. In such a case Unisa is regarded as the corporative body who is responsible for the tutorial letter. In the text and the list of sources the University is therefore regarded as the author. If the author of the study guide was known, his/her name would have been referred to.

²² See footnote 12.

²³ The "and"-sign (&) is used in the list of sources or in brackets in the text when a book is written by two or more authors. **Also see Footnote 6.**

²⁴ See footnote 21.

²⁵ "Gender Equality" is written in capital letters because it is the name of the commission. In normal circumstances a capital letter would not be used in the middle of a heading. Also see footnote 5.

²⁶ See footnote 21.

3.3 Public Protector

The Public Protector is appointed by the President for a period of seven years, and amongst other things, is authorised to investigate mal-administration practices on all levels of government. The Protector can be discharged from his or her office on the grounds of poor behaviour or incompetence (Van der Waldt & Helmboldt 1995:60). The office of Public Protector is closely associated with the principles of administrative law and is a strategy for protecting the public against arbitrary actions of public officials and political office bearers (Auriacombe, Nealer, Odendaal, Smith, Ströh & Van Wyk 1991:251).²⁷ In this case the public official should ensure that his or her actions comply with the requirements of administrative law, namely legality impartiality and consistency, thoroughness and integrity and honesty (Auriacombe et al. 1991:251, 252).²⁸

3.4 Constitutional Court²⁹

The overall function of the Constitutional Court is to ensure that the supreme authority of the Constitution is maintained (University of South-Africa 1995:162, 163).³⁰ The Constitutional Court has the final say regarding all matters pertaining to the explanation, protection and enforcement of the stipulations of the Constitution, including the stipulations concerning fundamental rights (The Constitutional Court 1997).³¹

4 Reconstruction and Development Programme (RDP)³²

The need for an RDP can be linked to the past which was characterised by poverty and underdevelopment in certain spheres of the South African community (Van der Waldt & Helmboldt 1995:176). The meaning of the RDP and its relation to fundamental rights will be discussed.³³

4.1 Meaning of the RDP and its manifestation in terms of fundamental rights

The RDP is an integrated, coherent socio-economic policy framework which seeks to mobilise all the people and the country's resources toward the building of a democratic, non-racial and non-sexist South African community (University of South-Africa 1995:136). The RDP also aims at the socio-economic upliftment of the community and,

²⁷ This section was taken from the study guide. The study guide is considered to be a book with an author(s) and therefore reference is made to the author. If there are more than three authors, you should refer to all of them in the first reference. Thereafter you refer only to the first author followed by the abbreviation et al. which means "and others" See footnote 28.

²⁸ See footnote 27. PLEASE NOTE THAT "et al." IS UNDERLINED AND THAT THE WORD "al" is followed by a fullstop.

²⁹ Please note. Headings do not commence with the words "The" or "A" or "An".

³⁰ See footnote 21.

³¹ Reference to information that was obtained from the Internet: Where the name of the author who was responsible for the compilation of the document is not indicated, reference is made to the title of the document that was consulted. In cases where the date on which the document was compiled, is indicated, the year is notated after the title. If no date appears on the Internet document, it is merely omitted from the reference.

³² Acknowledged abbreviations of terms which are too long to repeat continuously may be used. When the word is used for the first time, it should be written/typed out in full and the abbreviation should appear in brackets immediately following it. For further reference the abbreviated form may be used.

³³ Please Note: No two headings must follow each other without something having been written after the first heading. A linking sentence should be used between the first heading and the following one to indicate what is going to follow after the second heading.

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in this regard, is closely related to the second generation human rights, namely the right to education, housing, food and work (Titus 1997:90).³⁴

4.2 Basic principles of the RDP

Basic principles underlying the RDP can be distinguished, namely peace and security for all nation building, democratisation, assessment of values and accountability, provision of basic needs and the building of infrastructure. The RDP should also be an integrated and continuous people driven process (University of South-Africa 1995:137-139). Van Biljon (1993)³⁵ in this regard stresses that community projects such as the development and furtherance of flea markets and gardening should be considered.

5 Conclusion³⁶

The acceptance and incorporation of fundamental rights as an integral part of the Constitution is of utmost importance for the South African Society. The protection of basic human rights which can be divided into three categories (first, second and third generation rights), can be ensured in this way. The individual can also be protected against arbitrary actions of the government. In practice, certain mechanisms for the protection and maintenance of fundamental rights were created through legislation, of which the more important ones are the Human Rights Commission, the Commission for Gender Equality, the Public Protector and the Constitutional Court. The RDP as manifestation of fundamental rights, with specific reference to socio-economic upliftment, is proof of the impact of the establishment of human rights within the South African society. South Africa can now justifiably participate in the international community's struggle to maintain and protect human rights.

³⁴ Where different authors contributed to a publication that was produced under editorial direction (collective work), reference is made to the author whose individual contribution (chapter) was consulted. (See footnote 45).

³⁵ This is an example of a reference in the text where an interview was conducted with a person.

³⁶ A conclusion is a summary of that which has been written previously. The reader is reminded briefly about the most important aspects of the assignment. The conclusion is NOT written on a separate page. The conclusion should nevertheless significantly reflect the contents of the assignment answer.

6 List of Sources³⁷

Auriacombe, C.J., Nealer, E.J., Odendaal, M., Smith, F.H., Ströh, E.C. & Van Wyk, W.J. 1991. *Introduction to Public Administration*, Pretoria: University of South Africa.³⁸

*Constitution of the Republic of South Africa, 1996.*³⁹

De Villiers, B. 1993. 'n Handves van menseregte: Implikasies vir plaaslike owerhede. *SAIPA*.⁴⁰ *Journal of Public Administration*, 28(1)⁴¹:5-22.⁴²

Shaw, S. 1995. Menseregte bied SA 'n deur na die wêreld. *Beeld*, 21 Maart:7.⁴³

The Constitutional Court. 1997. Available at: <http://www.law.wits.ac.za/court/court pam.html> (30 July).⁴⁴ Accessed on 16 May 2014.

Titus, D. 1997. The generations of fundamental human rights, in *Policing and human rights*, edited by Nel, F. & Bezuidenhout, J. Kenwyn: Juta:85-102.⁴⁵

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- 37 The List of sources provides an indication of the different information services used in compiling the assignment answer and appears on a SEPARATE PAGE. Sources are listed alphabetically (personal and corporate). Note the use of "List of Sources" and not "Bibliography".
- 38 PLEASE NOTE THE REFERENCE TO THE STUDY GUIDE/TUTORIAL LETTER, WHERE THE AUTHORS ARE KNOWN (Compare with footnote 46).
- 39 Please note the reference to the Constitution. It is not necessary to indicate the place of publication and the publisher in the case of the Constitution and acts.
- 40 If the title of a periodical consists of an acronym or an abbreviation, the full name should be given thereafter.
- 41 28 refers to the volume and the (1) refers to the number of the periodical.
- 42 De Villiers is the author of an article, which was published in the periodical SAIPA. His surname, followed by his initials, the year in which the article was published, the title of the article, the title of the periodical, the volume and number, as well as the page numbers should be indicated. PLEASE NOTE THE PUNCTUATION. The title of the article is not underlined, but you should underline the name of the periodical in which the article was published.
- 43 Shaw was the author of a newspaper article. The year, heading of the article, the name of the newspaper (underlined), the specific date of publication and the page number should be indicated.
- 44 Notation of a document which was obtained from the internet. This particular document does not have an author and is therefore notated under the title. The year during which the document was compiled, appears next to the title, followed by the complete Internet address. The date which appears in brackets at the end of the notation, provides an indication of when the document was accessed.
- 45 Collective works: The author whose individual contribution/chapter was consulted, is notated, followed by the year in which the work was published, the title of the individual contribution/chapter and the title of the publication. Please note that the title of the publication (collective work) and not that of the individual contribution is underlined. The particulars of the editor(s) and the publisher appear after the title. The numbers of the pages on which the individual contribution begins and ends are indicated after the name of the publisher.

University of South Africa. Department of Public Administration. 1995. *Public Administration: Tutorial Letter 104/95 for PBL 100-A & PBA 100-Q*. Pretoria: University of South Africa.⁴⁶

Van Biljon, E. Chief, Parks and Recreation, City Council of Verwoerdburg. 1993. Personal interview. 25 August, Pretoria.⁴⁷

Van der Waldt, G. & Helmbold, R. 1995.⁴⁸ *The constitution and a new public administration*. Kenwyn: Juta & Co Ltd.⁴⁹

Von Bratt, G. 1995. Human rights - the start of a new culture. *RSA Review*, 8(2):31-40.⁵⁰

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- ⁴⁶ Reference to a tutorial letter/study guide of which the authors are unknown. The University is regarded as a corporative body which is responsible for the tutorial letter/study guide and it is therefore noted accordingly. If the author is known, his or her name is referred to in references to the tutorial letter or study guide.
- ⁴⁷ Reference to information obtained by means of an INTERVIEW. The name of the person with whom the interview was conducted is referred to, as well as his position during the interview, followed by the year, the nature of the interview (personal telephonic or per correspondence) and exact date and place where the interview was conducted.
- ⁴⁸ Where a book is written by two authors, both the authors' names are listed. Note that the "and"-sign (&) and not the word "and" is used.
- ⁴⁹ The title is followed by the place of publication (town or city) followed by the name of the publisher.
- ⁵⁰ See footnote 42.

5. A FINAL WORD ON TECHNICAL REQUIREMENTS

The insistence on the correct presentation of an assignment answer must not be seen as an additional burden. The technical correctness of an assignment answer is a scientific prerequisite for study at a university. Should you be engaged in studies, you are scientifically occupied.

Contact the lecturers responsible for your assignment answer should you encounter difficulties with the technical care of it. The names and telephone numbers of the lecturers responsible for the respective assignment will be sent to you in a separate tutorial letter.

SECTION II GENERAL INFORMATION

1. INVENTORY LETTER

All students will receive all of their tutorial matter by registered post and Online on myUnisa.

Check the tutorial matter you have received against the inventory. You should have received all the items specified in the inventory unless there is an explicit statement to the contrary (e.g. out of stock). If any of the items are missing, follow without delay the instructions on the back of the inventory.

PLEASE NOTE

Use only the telephone number in the "INVENTORY" for future enquiries about missing tutorial matter.

If you are unable to telephone, please address a letter to:

Despatch Department
PO Box 392
UNISA
0003

You must not phone the lecturers in this regard. The lecturers cannot assist you in any administrative matter.

2. CONTACT WITH UNISA

Because of the type of tuition provided by this University, communication between students and lecturers is based primarily on comments on evaluated and assessed assignment answers. Please remember, however, that we encourage direct contact. Should you have any problems regarding assignments, the answers to it or your studies, we shall be happy to help you in any way we can. You can contact us in the following ways:

2.1 By telephone

2.1.1 Administration

The first point of contact for any enquiries about administrative support should be directed to the contacts points listed below:

DESCRIPTION OF ENQUIRY	CONTACT NUMBER	SMS NUMBER	E-MAIL ADDRESS
Applications and registrations	012 441 5888	43578	study-info@unisa.ac.za
Assignments	012 429 3710 / 3958	43584	assign@unisa.ac.za
Examinations	-	43584	exams@unisa.ac.za aegrotats@unisa.ac.za purchasescript@unisa.ac.za remark@unisa.ac.za
Study material	012 429 6942 / 6561	43579	despatch@unisa.ac.za
Student accounts	012 429 2441 / 4299	-	finan@unisa.ac.za
myUnisa	011 471 2256	43582	myUnisaHelp@unisa.ac.za
myLife e-mail	011 471 2256	43582	myLifeHelp@unisa.ac.za
F1 concessions	-	-	ficoncessions@unisa.ac.za

You must make a clear distinction between registration / administrative matters and lecturing matters.

Lecturers must only be phoned in connection with matters relating to the study of your module as such.

Any matter of a registration / administrative nature must be discussed with the relevant section of the Registrar's Office.

The telephone numbers that you require when phoning the Registrar's office are given in the brochure **Study@Unisa**. It contains information to facilitate your studies: how to use the library, ordering of stationery and Unisa publications, etc.

2.1.2 Telephoning of lecturers

- Lecturers can only be phoned in connection with matters relating to your module and not any matter relating to registration / administration.
- The lecturers may be phoned during office hours from Monday to Friday. If you do not get hold of a specific lecturer at his/her personal extension you are welcome to phone the administrative staff/departmental secretary. She will transfer your call to an alternative lecturer.

NAME	E-MAIL ADDRESS	CONTACT NUMBER
Ms TT Motsepe	motsett@unisa.ac.za	Tel: +27 12 429-6595
Ms N Nkwali	nkwalmn@unisa.ac.za	Tel: +27 12 429-8478
Ms S Sapula	sapulns@unisa.ac.za	Tel: +27 12 429-3785

- (c) Phoning to obtain an extension of time to submit an assignment answer can only be done during office hours.
- (d) Lastly, should you phone a lecturer, it is obviously because you require some assistance in connection with your studies. It sometimes happens that a lengthy telephone conversation occurs due to the fact that the person phoning has not read the study guide properly. Please make sure before phoning, that you know exactly what your problem is. **Always have the study guide, tutorial letters and student number at hand when phoning.**

ALWAYS HAVE YOUR STUDENT NUMBER AT HAND WHEN YOU CALL THE UNIVERSITY.

2.2 By letter

2.2.1 Letters concerning administrative matters

Students must address all correspondence relating to administrative matters to:

The Registrar (Academic)
PO Box 392
UNISA
0003

You may enclose more than one letter in the same envelope, but do not make enquiries to different departments (for example this Department, Despatch and Library Services) in the same letter. This delays the replies to your enquiries. Write a **separate** letter to each department and mark each letter clearly for the attention of that department. When writing to the University, always mention your student number and the module code at the top of the letter.

2.2.2 Letters to the department

All letters in connection with your studies are directed to:

The Chair of the Department
Department of Public Administration and Management
PO Box 392
UNISA
0003

A letter may be addressed to a particular lecturer, but the address on the envelope must be the one given above. If the name of the lecturer is contained in the address, it may take some time before your letter receives attention. The lecturer concerned may be on recess or leave.

Please remember to attach a label with your barcode on all your assignment answers and correspondence with Unisa (see ***Study@Unisa***). **DO NOT DELAY SENDING OFF ASSIGNMENT ANSWERS OR LETTERS IF YOU DO NOT HAVE LABELS.**

NB: UNDER NO CIRCUMSTANCES MAY AN ASSIGNMENT ANSWER BE FAXED TO THE DEPARTMENT

2.3 Personal visits

You are always welcome to come and see us to discuss your studies. We are on the fourth floor of the AJH van der Walt Building (Pretoria, Muckleneuk campus).

The lecturer for a specific module will be available to take phone calls on academic matters and/or to attend to students who may prefer to visit personally for academic engagement. If you would like to see a particular lecturer, you are advised to make an appointment with him/her. However, the days and times of lecturer's availability will be communicated on the **Home** page on myUnisa. These days and times are subject to change from time to time in order to accommodate the lecturer's work schedule and other commitments. The changes on the days and times will be communicated by the lecturer in advance through the **Announcements** option on myUnisa as and when this happen.

3. COMPILING YOUR STUDY PROGRAMME

After having read this letter, you should read the study guide to get an overall impression of the nature and scope of the module. Once you have done this you must compile a study programme for the year. Determine the dates for the submission of assignment answers, decide how much time you can allow for each module and how you are going to divide your time between working on the compilation of assignment answers, reading of prescribed books and recommended books and studying the study guides. If you do not do this, you might not be able to get through your work or be less successful than if you had planned your work. Study the contents of the study guides thoroughly before you consult the prescribed books.

3.1 Effective Study

A study skills manual entitled **Effective Study** is published by the Bureau for Student Counselling and Career Development. It is available in English and can be obtained from Unisa Press. The publication deals with a variety of topics which are applicable to specific periods during the academic year.

Please consult your brochure **Study@Unisa** regularly. This brochure contains important information and also deals more extensively with the above topics.

4. SERVICES RENDERED BY THE BUREAU FOR COUNSELLING, CAREER AND ACADEMIC DEVELOPMENT

Details about the services offered by the Bureau, contact numbers and addresses for the main campus as well as the regional offices can be found in the brochure **Study@Unisa**.

For a comprehensive description of the services offered at the Main Campus and at the regional centres, you can visit the web page of the Bureau for Counselling, Career and Academic Development at:

<http://www.unisa.ac.za/sites/corporate/default/About/Service-departments/Counselling-and-Career-Development>

A specific service of the Bureau that we would like to inform you of is the Unisa Peer Help Volunteer Programme.

Peer helping is based on the well-documented fact that students often seek out other students for help when they are experiencing some frustration, concern, worry or problems.

Peer helpers are trained to help other students think through and reflect on problems they might experience. They listen and support their fellow students with regard to studies and personal problems. They explain the Unisa system to them. They also render support regarding academic skills development and are trained to refer more complex cases to the **professional counselors** on campus.

5. TEACHING AND LEARNING CODE FOR LECTURERS AND STUDENTS IN PUBLIC ADMINISTRATION AND MANAGEMENT

We, the lecturers and students of the Department of Public Administration and Management at Unisa, motivated by a serious quest for truth and academic and professional excellence, undertake to uphold this teaching and learning code. The code expresses the values and attitudes that guide our endeavours and must be manifest wholly or partially in all our academic work, be it study, the curriculum, assignment answers, examinations, study material, and tutorials: in short, any form of teaching and learning.

Our academic activities are directed at being of service to society and to promote science and scholarship within a culture of learning and a culture of effort.

We as lecturers and students in Public Administration and Management accept that we are not passive receptors but active pursuers of learning: we ourselves being the main determinant of our success. As lecturers and students we complement one another and are therefore dependant on one another for success. We are thus all prepared to work hard at our subject which includes the effort involved in the willingness to think which always goes hand in hand with open mindedness and a tolerance of views that differ from our own. At the same time we will display intellectual assertiveness and a critical attitude with respect to issues in Public Administration and Management, with the understanding that originality is an essential requirement for both lecturers and students.

However, science is not a field of intellectual licence but a discipline. Therefore, we must also uphold the scientific virtues of exactness and intellectual honesty at all times. Intellectual honesty requires that we always acknowledge our intellectual debt to others and never present work that is not our own as if it were that of the original author (i.e. Plagiarism).

We are encouraged by the fact that the values and aspirations espoused in this teaching and learning code may benefit society as a whole as it, for a large part, also serves a constructive purpose outside the academy, particularly in the field of public administration and management.

6. CONCLUDING REMARKS

We can assure you that Unisa continues to offer a high-quality of teaching and learning in the field of Public Administration and Management.

We wish you success.

PROF WN WEBB

HEAD OF DEPARTMENT

DEPARTMENT OF PUBLIC ADMINISTRATION AND MANAGEMENT

ADDENDUM

UNDERGRADUATE MODULES

BACHELOR OF ADMINISTRATION					
FIRST LEVEL		SECOND LEVEL		THIRD LEVEL	
PUB1501	PUB1601	PUB2601	PUB2604	PUB3701	PUB3705
		PUB2602	PUB2605	PUB3702	PUB3706
		PUB2603	PUB2606	PUB3703	PUB3707
				PUB3704	

BACHELOR OF ADMINISTRATION IN HUMAN SETTLEMENTS MANAGEMENT					
FIRST LEVEL		SECOND LEVEL		THIRD LEVEL	
PUB1501	PUB1602	PUB2601	PUB2621	PUB3701	PUB3706
PUB1601		PUB2603	PUB2622	PUB3702	PUB3707
		PUB2606		PUB3703	PUB3723
				PUB3705	PUB3724

DIPLOMA PUBLIC ADMINISTRATION AND MANAGEMENT					
FIRST LEVEL		SECOND LEVEL		THIRD LEVEL	
PUB1501	PUB1507	PUB2607	PUB2615	PUB3711	PUB3718
PUB1601	PUB1508	PUB2608	PUB2617	PUB3712	PUB3719
PUB1504	PUB1509	PUB2609	PUB2618	PUB3715	PUB3720
PUB1505	PUB1510	PUB2610	PUB2619	PUB3716	PUB3721
PUB1506		PUB2611		PUB3717	PUB3722

DIPLOMA IN LOCAL GOVERNMENT FINANCE					
FIRST LEVEL		SECOND LEVEL		THIRD LEVEL	
PUB1501	PUB1504	PUB2612	PUB2617	*PUB3708	PUB3712
PUB1601	PUB1505	PUB2613	PUB2618	*PUB3709	*PUB3713
PUB1502	PUB1506	PUB2614	PUB2619	*PUB3710	*PUB3714
PUB1503	PUB1511	PUB2615	PUB2620	PUB3711	

* **Selected third level modules:** Only offered from 2019

** NATIONAL DIPLOMA IN LOCAL GOVERNMENT FINANCE					
FIRST LEVEL		SECOND LEVEL		THIRD LEVEL	
LGF161Y	LGM111P	LGF271V	LGM211P	LGF381T	LGA301L
				LGM311P	

** **National Diploma in Local Government Finance:** Qualification is being phased out in 2020. No new registrations are allowed in 2018.

POSTGRADUATE MODULES

BACHELOR OF ADMINISTRATION HONOURS IN PUBLIC ADMINISTRATION						
PUB4860	PUB4861	PUB4862	PUB4863	PUB4865	HPPUB82	HRPUB83

POSTGRADUATE DIPLOMA IN PUBLIC ADMINISTRATION				
PUB4867	PUB4868	PUB4869	PUB4870	PUB4871

MASTER'S DEGREES

MASTER OF PUBLIC ADMINISTRATION (COURSEWORK)				
PUB5970	PUB5971	PUB5972	PUB5973	DLPUB91

MASTER OF ADMINISTRATION IN PUBLIC ADMINISTRATION	
MPEMS91	Masters Research Proposal: Economic and Management Sciences
DFPUB91	Dissertation (Full) in Public Administration

DOCTORATE DEGREES

DOCTOR OF PHILOSOPHY IN PUBLIC ADMINISTRATION	
DPEMS01	Doctoral Research Proposal: Economic and Management Sciences
TFADM01	PhD – Public Administration