

DIP (Public
Accountability)/
Advanced DIP (Public
Accountability)

Prospectus



Statement The School of Public Leadership is committed to community-relevant, internationally and nationally competitive, academic and professional teaching, research and provision of services in the fields of planning, public policy analysis, public management, development and environmental management, aimed at the promotion of sustainable development in a participative and fair manner.

To this end, the teaching, research, consulting and community work programmes of the School are designed to foster professional excellence, social entrepreneurship, reflective leadership, effective management, and the competencies needed to work within complex, multi-disciplinary, networked and diverse operating environments.



2 Year DIP (Public Accountability)



Background

Public regulation, service delivery and development, including dealing decisively with poverty, inequality and over-consumption, requires a sophisticated public sector. This sector functions within a governance framework set by legislation, regulations, policies, strategies and political executive directives to which compliance is an imperative. Public accountability therefore implies being held accountable in public for how successful the set delivery and development objectives have been met and how diligently the rules of compliance have been carried out.

Public accountability is meant to reveal fitness for purpose of municipalities, departments, institutions and public entities, their programmes of action and their resources, especially their employees. This is comparable to a sports team that must play the game on the field, within the rules, obeying the referees, play to a well-designed strategy and play well enough to give account of themselves in the competition and satisfy the expectations of their supporters. Not even one of the players in the team is excluded from adhering to the rules and having the necessary skills to contribute to becoming the champions.

Much has already been done in South Africa to guide and regulate the development of a professional public sector. A number of regulations make specific competencies and qualifications compulsory for certain positions.



Objectives of the DIP (Public Accountability)

This 2-year Higher Education Diploma has been designed to provide an opportunity for employees and prospective employees to develop or enhance the required competencies and follow a career path in the public sector. The objectives are to give you access to an opportunity to:

- enhance your capacity to do the work required of you;
- make a positive difference in the communities you serve through enhanced competencies;

- comply with the public administration and management competency requirements as set for your current or envisaged positions;
- combine studies with workplace demands; gain a higher education qualification; and
- embark on a qualification path that keeps track with career progression.



Contents of the Programme:

Level 5 - 6 (HEQF) - The learning outcomes are achieved by means of six 20-credit modules per year. Five of the six are compulsory modules:

- Public Accountability 1 & 2
- Managing Institutional Capacity 1 & 2
- Managing Institutional Performance 1 & 2
- Managing Institutional Collaboration 1 & 2
- Personal Conduct 1 & 2.

One of the following elective modules must be selected for each year as well:

- Compliance and Control 1 & 2 or
- Public Financial Accounting 1 & 2.



The combined learning outcomes of first year modules correspond with that of Unit Standards of the Municipal Regulations on Minimum Competency (MMC) Levels (RSA, Government Gazette 29967, 2007) of the Local Government: Municipal Finance Management Act 56 of 2003.

The outcomes of the second year are aligned with that of the Competent Level of Qualifications as well as Knowledge and Expertise as defined in "Annexure B, Local Government Senior Management Framework" of the "Local Government: Regulations

on Appointment and Conditions of Employment of Senior Managers” (RSA, Government Gazette 36223, 2013). Second year outcomes are also aligned with the Public Service Senior Management Services (SMS) Competencies.

Module Content for year 1 of DIP (Public Accountability)

1 Public Accountability (20 credits)

Introduction to the fundamental constructs of public service delivery and accountability for service delivery within the context of a developing society. After completion of the module the student will be able to:

- explain what public service delivery means;
- explain how societal context impacts on service delivery;
- explain what public accountability means;
- explain a framework for managing public accountability; and
- identify specific control mechanisms for public accountability.

2 Managing Institutional Capacity (20 credits)

Basic principles regarding the use of cost management principles for the purpose of management reporting, and the principles of information systems within a public finance and administration



context. After completion of the module the student will be able to:

- explain cost assignment principles in the preparation of management reports;
- use absorption costing principles;
- use activity based costing principles;
- apply the principles of information systems to public finance and administration; and
- prepare flexed budgets within a public sector context.

3 **Managing Institutional Performance (20 credits)**

This module introduces the basic techniques and principles for improving institutional performance through strategic planning, performance management, project management and cash management. After completion of the module the student will be able to:

- contribute to the strategic planning processes in the public sector;
- explain the principles of performance management in the public sector;
- explain the principles of programme management in the public sector;
- apply the basic principles and techniques of project management;
- apply basic cash management techniques in a public sector environment; and
- apply basic investment management techniques in a public sector environment.

4 **Managing Institutional Collaboration (20 credits)**

The module introduces the legislation and practices of public collaboration between various levels of government and other stakeholders for improved service delivery and creation of public value. After completion of the module the student will be able to:

- conduct stakeholder consultation around public sector programmes;
- plan public private partnerships for public service delivery;
- implement public private partnerships for public service delivery; and
- interpret South African legislation and policy affecting public service delivery.

5 **Personal Conduct (20 credits)**

This module introduces legislation, regulations and codes relating to governance ethics in the government sector by applying principles that underpin professional code of ethics for government officials. After completion of the module the student will be able to:

- demonstrate knowledge and insight into existing legislation, regulations and codes affecting activities of public sector institutions in South Africa;
- apply the principles of ethics to a public sector environment;
- apply the principles of professionalism to a public sector environment; and
- develop an implementation plan to achieve compliance with an established code of ethics.

6 **Compliance and Control (20 credits) (Elective)**

This module introduces the basic principles and techniques for compliance and control in public sector organization, including budgeting and financial reporting. After completion of the module the student will be able to:

- apply the principles of budgeting within a public organization;
- explain the principles for managing liabilities and assets;
- explain the processes for budgeting and financial reporting in the public sector;
- apply mechanisms for internal controls to a practical case; and
- apply Supply chain compliance mechanisms to a practical case.

7 Public Financial Accounting (20 credits) (Elective)

Introduced to the fundamental constructs of public financial accounting and auditing, including the conceptual framework of Accounting; Generally Recognised Accounting Practices (GRAP); the accounting process; the preparation of public financial reports and audit planning and implementation. After completion of the module the student will be able to:

- explain the conceptual framework of Accounting;
- explain Generally Recognised Accounting Practices (GRAP);
- explain the accounting process;
- explain the preparation of public financial reports; and
- explain audit planning and implementation.

Module Content for year 2 of DIP (Public Accountability)

1 Public Accountability (20 credits)

Practices and applications of public service delivery and accountability for service delivery within the context of a developing society. After completion of the module the student will be able to:

- critically evaluate practices of public service delivery;
- assess the impact of societal context on service delivery;
- assess the level of adherence to public accountability in practice; and
- apply a framework for managing public accountability to particular practices.

2 Managing Institutional Capacity (20 credits)

Skills and applications for costing, capital planning, financing and investment decisions. After completion of the module the student will be able to:

- apply costing principles to operational activities;
- apply costing principles to service-based activities;
- contribute to capital planning and financing decisions;
- manage cash; and
- manage investment decisions.



3 Managing Institutional Performance (20 credits)

Application of certain principles of performance and programme management, including elements of resource management for effective institutional effectiveness. After completion of the module the student will be able to:

- support and participate in a culture of performance and accountability through institutional performance management by maintaining performance standards;
- participate in strategic planning and management and organizational change and improvement initiatives;
- manage basic programmes; and
- support management of financial resources, facilities and assets to ensure maximum benefit and value for money.

4 Managing Institutional Collaboration (20 credits)

The management of institutional collaboration and building alliances through negotiation skills, conflict resolution and lobbying and building of partnerships. After completion of the module the student will be able to:

- gather information, analyse issues and deal with relatively less complicated implications through negotiation and conflict resolution techniques;
- establish basic problem solving approaches to resolve inter-directorate issues;
- identify, solve and monitor problems that have sub-organizational impact in consultation with stakeholders; and
- build alliances for service delivery whilst working cooperatively with community stakeholders.

5 Personal Conduct (20 credits)

Promotion of critical thinking to solve problems, principles for integrity and ethical behavior and professionalism in the public sector. After completion of the module the student will be able to:

- explain the principles of critical thinking to solve problems;
- apply the principles of a customer-centric organization where customers are served with passion and willingness;
- apply the Batho Pele principles;
- apply integrity and ethical standards in the work environment; and
- apply the pre-identified positive values of the organization in order to promote institutional confidence, trust and professionalism.

6 Compliance and Control (20 credits) (Elective)

This module focuses on compliance and control mechanisms through risk management, internal control, interaction with external auditors and the management of income and expenditure within a multi-year framework. After completion of the module the student will be able to:

- apply the principles of risk management within the public sector;
- apply the principles of internal control within the public sector;
- manage income within a multi-year framework;
- manage expenditure within a multi-year framework; and
- liaise with external auditors about public sector audit requirements.

7 Public Financial Accounting (20 credits) (Elective)

Continuation of public financial accounting, including public sector financial reporting standards and financial statements. After completion of the module the student will be able to:

- explain public sector financial reporting standards;
- keep financial transaction records;
- compile interim public financial reports;
- compile public annual financial statements; and
- advise senior management on financial performance in a public institution.





Recognition of prior learning (RPL)

All learning objectives and outcomes covered in Year 1 correspond with that of Unit Standards of the Municipal Regulations on Minimum Competency (MMC) Levels (RSA, Government Gazette 29967, 2007) of the Local Government: Municipal Finance Management Act 56 of 2003. Applicants that have successfully completed an MMC training programme may be considered for credit for up to one year of study provided that evidence of credible individual assessments ensuring originality of work can be provided.

Assessment papers of applicants that have completed the programme through one of the courses presented by the School of Public Leadership of Stellenbosch University are kept by the University and will be drawn and collated and submitted for RPL accreditation in terms of the RPL Policies of Stellenbosch University and its Faculty of Economic and Management Sciences.

Please note that no more than “50 percent of the credits of a completed qualification may be transferred to another qualification, provided also that no more than 50 percent of the credits required for the other qualification are credits that have been used for a completed qualification” (Higher Education Qualification Sub-framework of 2013). This means that a maximum of 120 credits can be gained through RPL.



Medium of Instruction

The medium of instruction is English.



Assessment of the DIP (Public Accountability) modules

The policies of the University of Stellenbosch with regards to assessment and moderation are fully appropriate for the intended programme. However, in addition, the following specific assessment policy provisions for the programme are provided for:

1. Each Module will have at least two individual assessments assessing all the outcomes of the module.

2. One of the minimum of two individual assessments will be written under controlled circumstances with an invigilator ensuring adherence to the examination requirements as prescribed by Stellenbosch University policy. The format of the assessments may vary, but it is accepted that it will be designed to test ability to do the techniques (e.g. exercises with calculations) and / or insight (e.g. case studies). The module facilitator will determine whether in-class assessments may be typed on personal computers and submitted electronically while the invigilator and participant is still in class.
3. The other of the minimum of two individual assessments will be in the format of an applied take-home written assignment. Submission of this assessment must be done by means of a document upload onto the online platform of the University. This upload includes checking a box accepting the submission terms, specifically confirming authenticity of the assignment paper.
4. A participant must pass all modules with at least 50 percent, with a subminimum of 40 percent for any assessment. If it is decided to include group assessments done during the contact time as part of the assessment plan, it may not contribute more than 20 percent of the final module mark.
5. A participant not successful in an assessment will be given a second opportunity for assessment only if he/she has attended at least eighty per cent of the contact time. Should the rewrite – in the case of the controlled assessment and/or resubmission – in the case of the take-home assignment - still not be successful, the participant must re-register and redo the module.
6. A participant that has – for a proven work-related or serious health reason – not been present during the controlled assessment, but has attended at least fifty per cent of the contact time, will be allowed to do the assessment at the same opportunity scheduled for participants referred to in item 5 above. The attendance register will be used as evidence for allowing such an opportunity, but should the participant be unsuccessful, no further opportunities will be granted and he/she must re-register and redo the module.
7. A participant that has completed the controlled assessment, but has for a proven work-related or serious health reason

been prevented from submitting the take-home assessments by the set date, will be granted a maximum of two weeks extension of time to submit, where after no further extension will be given.

8. A participant that has been found not yet competent in the take-home assessment will be given one opportunity and guidance to improve the assignment at a given date and re-submit only if he/she has attended at least fifty per cent of the contact time as indicated in the attendance register. After this further opportunity where applicable, if the participant is still found not yet competent, he/she must re-register and redo the module.



Logistical arrangements

The DIP (Public Accountability) is taught in blended and flexible mode, meaning that limited duration direct and real time interaction by means of telematics are combined with learning by means of electronic media. Both years of study will require limited direct contact sessions at the Bellville Park Campus of Stellenbosch University in Cape Town, with potential repeat of contact sessions at other centers where adequate numbers of students live and work. In addition, interactive telematics sessions and invigilated assessments spread throughout the year must be attended at decentralized venues across the country. The package covered by the student fees includes a notebook/ tablet device, e-learning materials or hard copy books.



Admission Requirements for the DIP (Public Accountability)

- National Senior Certificate (NSC) with a minimum of 3(40%) in the language of learning and teaching (English) plus an achievement of at least 4(50%) in three recognised NSC subjects.

Or

- National Senior Certificate (NSC) with a minimum of 2(30%) in the language of learning and teaching (English), plus an achievement of at least 3(40%) in four recognised NSC subjects as well as a minimum of 3 years relevant (administrative) public service work experience.



Application and selection

A complete application package must reach the student applications department of the University, before the closing date. Applications are screened by the selection committee as they are received and successful candidates are informed accordingly. No specific selection criteria will be applied as we will be able to accommodate all applicants who meet the entry requirements.



Further Admission to the Advanced DIP (Public Accountability)

If a student completes the 2-year DIP (Public Accountability) , they will be able to apply for the Advanced DIP (Public Accountability).





Advanced DIP (Public Accountability)



Background

The current poor public service delivery in South Africa has been caused by the appointment of many employees with low levels of competence and a rejection of statutory professional minimum requirements for certain posts in the public sector. This is acknowledged in a new wave of legislation, amendments to legislation as well as regulations. See for example RSA, Act 7 of 2011 (Local Government: Municipal Systems Amendment Act) and National Treasury 2007, Local Government: Municipal Finance Management Act: Municipal Regulations on Minimum Competency Levels as well as the Department of Cooperative Governance, 2013, Local Government: Municipal Systems Act: Regulations on appointment and conditions of employment of senior managers. These Regulations make adherence to certain identified competencies compulsory. Similar initiatives have also been launched for provincial and national government employees. Through these statutory requirements a professional designation of public management professional or similar is currently under discussion.

In order to further professionalization, it is also necessary to create opportunities for vertical articulation with, and progression into further Higher Education qualifications. Currently there are substantive numbers of public officials without formal qualifications, but with adequate work experience and now gaining competence through various government financed initiatives such as the programmes mentioned above. This proposed qualification serves the purpose of providing them with the opportunity to progress to formal qualifications by means of a blended teaching mode approach as well as to provide opportunities for articulation into postgraduate study where their current level of qualification does not allow for this. This in turn affects their opportunities for career advancement.



Contents of the Programme:

Level 7 (HEQF) - The learning outcomes are achieved by means of six 20-credit modules per year. Five of the six are compulsory modules:

- applied Public Accountability;
- applied Managing Institutional Capacity;
- applied Managing Institutional Performance;
- applied Managing Institutional Collaboration;
- applied Personal Conduct.

One of the following elective modules must be selected for each year as well:

- applied Compliance and Control; **or**
- applied Public Financial Accounting.

Module Content for the Advanced DIP (Public Accountability)

1 Applied Public Accountability (20 credits)

Theories and practices of leadership and good governance and a customer-centric ethos that supports accountability for public service delivery. Theories and practices to engage with political-administrative leadership on matters of public accountability. After completion of the module the student will be able to:

- assess the impact of the developmental context on public value generation;
- interpret the impact of the policy framework on public accountability;
- apply public management principles in service delivery
- assess the leadership qualities required for public accountability practices;
- analyze governance practices for public value generation; and
- engage with political-administrative leadership on matters of public accountability.

2 Applied Managing Institutional Capacity (20 credits)

The enhancement of institutional capacity through good people management and leadership skills, individual performance management, computer skills, research methods and written communication skills, goal setting and conflict management. After completion of the module the student will be able to:

- communicate persuasively to exchange information, ideas and influences others to gain cooperation and commitment and support to achieve organizational goals;
- use computer software in the generation and sharing of knowledge and learning;
- use research methods and written communication skills in managing public organisations;
- manage people through problem-solving, team goal-setting and conflict management;
- identify, solve and monitor unique issues or problems that have an organisational impact; and
- plan and organize operations.

3 Applied Managing Institutional Performance (20 credits)

This module focuses on enhancing and leading institutional performance through sound financial management, programme management skills, setting of institutional performance standards and strategic management and leadership. After completion of the module the student will be able to:

- use applications to promote a culture of performance and accountability through institutional performance management by setting and maintaining performance standards;
- use applications to set overall strategic direction and lead transformational issues for organizational change and improvement;
- use relevant programmes, projects and resources applications;
- use oversight applications for financial resources, facilities and assets to ensure maximum benefit and value for money; and
- apply relevant individual performance management practices.

4 Applied Managing Institutional Collaboration (20 credits)

This module focuses on the management of institutional collaboration and building alliances through negotiation skills, conflict resolution and lobbying and building of public private

partnerships. After completion of the module the student will be able to:

- gather information, analyse issues and deal with complexity and ambiguity implications through negotiation, conflict resolution techniques and lobbying;
- establish innovative problem solving approaches to resolve inter-directorate issues;
- identify, solve and monitor problems that have total organizational impact in consultation with stakeholders; and
- build alliances for service delivery whilst working cooperatively with key and critical stakeholders through cooperative governance and collaborative relationships e.g. PPPs.

5 Applied Personal Conduct and Integrity (20 credits)

This module focuses on the ability to shape the personal conduct of public officials through an understanding and application of the codes of good practice related to customer service, ethics and integrity in the workplace, the Batho Pele principles and general professionalism. After completion of the module the student will be able to:

- solve problems through critical thinking;
- apply principles to promote a customer-centric organization where customers are served with passion and willingness;
- assess adherence to Batho Pele principles and make corrections where necessary;
- set shared integrity and ethical standards throughout the organization;
- model the values of the organization in order to promote institutional confidence, trust and professionalism;
- assess adherence to integrity principles in the organization and make corrections where necessary; and
- assess anti-corruption measures in the organisation and make corrections where necessary.



6 Applied Compliance and Control (20 credits) (Elective)

Managing monitoring and evaluation prescripts; reporting; financial regulatory and value-for-money controls; contracting; enterprise risk management and oversight. After completion of the module the student will be able to:

- apply organizational monitoring and evaluation principles;
- assess reporting compliance in a public organization;
- apply financial regulatory and value-for-money controls;
- explain the process of contracting and contract management;
- do enterprise risk management; and
- engage with stakeholders on political and financial oversight.

7 Applied Public Financial Accounting (20 credits) (Elective)

Applied practices of financial accounting including recording of public sector financial transactions and financial reporting. After completion of the module the student will be able to:

- develop, implement, monitor and review public accounting procedures;
- verify supporting documents for validity, accuracy and completeness;
- verify and approve payment transactions;
- verify and approve master file information;
- prepare quarterly and annual financial statements and supporting working papers; and
- manage general ledger and subsidiary ledger reconciliations.



Medium of Instruction

The medium of instruction is English.



Assessment of the Advanced DIP (Public Accountability) modules

The policies of the University of Stellenbosch with regards to assessment and moderation are fully appropriate for the intended programme. However, in addition, the following specific assessment policy provisions for the programme are provided for:

1. Each Module will have at least two individual assessments assessing all the outcomes of the module.
2. One of the minimum of two individual assessments will be written under controlled circumstances with an invigilator ensuring adherence to the examination requirements as prescribed by Stellenbosch University policy. The format of the assessments may vary, but it is accepted that it will be designed to test ability to do the techniques (e.g. exercises with calculations) and / or insight (e.g. case studies). The module facilitator will determine whether in-class assessments may be typed on personal computers and submitted electronically while the invigilator and participant is still in class.
3. The other of the minimum of two individual assessments will be in the format of an applied take-home written assignment. Submission of this assessment must be done by means of a document upload onto the online platform of the University. This upload includes checking a box accepting the submission terms, specifically confirming authenticity of the assignment paper.
4. A participant must pass all modules with at least 50 percent, with a subminimum of 40 percent for any assessment. If it is decided to include group assessments done during the contact time as part of the assessment plan, it may not contribute more than 20 percent of the final module mark.
5. A participant not successful in an assessment will be given a second opportunity for assessment only if he/she has attended at least eighty per cent of the contact time. Should the rewrite – in the case of the controlled assessment and/or resubmission – in the case of the take-home assignment - still

not be successful, the participant must re-register and redo the module.

6. A participant that has – for a proven work-related or serious health reason – not been present during the controlled assessment, but has attended at least fifty per cent of the contact time, will be allowed to do the assessment at the same opportunity scheduled for participants referred to in item 5 above. The attendance register will be used as evidence for allowing such an opportunity, but should the participant be unsuccessful, no further opportunities will be granted and he/she must re-register and redo the module.
7. A participant that has completed the controlled assessment, but has for a proven work-related or serious health reason been prevented from submitting the take-home assessments by the set date, will be granted a maximum of two weeks extension of time to submit, where after no further extension will be given.
8. A participant that has been found not yet competent in the take-home assessment will be given one opportunity and guidance to improve the assignment at a given date and re-submit only if he/she has attended at least fifty per cent of the contact time as indicated in the attendance register. After this further opportunity where applicable, if the participant is still found not yet competent, he/she must re-register and redo the module.



Logistical arrangements

The Advanced DIP (Public Accountability) is taught in blended and flexible mode, meaning that limited duration direct and real time interaction by means of telematics are combined with learning by means of electronic media. It will require attending limited direct contact sessions at the Bellville Park Campus of Stellenbosch University in Cape Town, with potential repeat of contact sessions at other centers where adequate numbers of students live and work. In addition, interactive telematics sessions and invigilated assessments spread throughout the year must be attended at decentralized venues across the country. The package covered by the student fees includes a notebook/ tablet device, e-learning materials or hard copy books.



Admission Requirements for the Advanced DIP (Public Accountability)

Diploma in Public Accountability (240 credits + WIL equivalent to 120 credits or 360 credits), or any public sector related Diploma or Degree, or a Diploma or degree in any field with relevant public sector work experience and training. The latter to be determined via Recognition of Prior Learning (RPL) processes.



Recognition of prior learning (RPL)

RPL in terms of SU and Faculty of Economic and Management Sciences policy guidelines, but more specifically, recognition will be given where participants have successfully completed fully accredited courses (either at SPL or other appropriate accredited training institutions) that correspond with the content and level of the modules in the Advanced Diploma programme. RPL of participants who have completed training by other institutions will only be considered if the assessment policy, assessment criteria, assessment methods, processes followed and controls applied provided adequate assurance that individual competence were assessed in a credible manner.



Application and selection

A complete application package must reach the student applications department of the University, before the closing date. Applications are screened by the selection committee as they are received and successful candidates are informed accordingly. No specific selection criteria will be applied as we will be able to accommodate all applicants who meet the entry requirements.



Further Admission to the BPubAdminHons programme

If a student completes the Advanced DIP (Public Accountability), they will be able to apply for the Post-graduate BPubAdminHons programme as presented by the School of Public Leadership.



Course Fees

For more information on the costs of the DIP (Public Accountability) and the Advanced DIP (Public Accountability) programmes please visit: www.schoolofpublicleadership.co.za

Balance of tuition fees:

75% of the total balance by the first week of May and the outstanding amount by the last week in August.

Students may arrange to pay by debit order with Mr Sean Davidse, seand@sun.ac.za, tel. 021 808 3530

Fees should be deposited into a student's student account:

Standard Bank

Cheque Account Number 073003069 Branch Code 050610

Reference: your student number

*The University, as represented by the duly authorised decision-making body, reserves the right to amend all fees payable to the University. As a result, the above quoted fees may change by the time that registration takes place. The School of Public Leadership and the staff associated with the management of this programme cannot be held accountable if for any reason the above quoted fees are changed by a duly authorised University decision-making body. Final fees will only be made available in November.



Contact Us:

Mr Werner Burger

DIP (Public Accountability) Administrative Coordinator

werner.burger@spl.sun.ac.za

Tel. 021 918 4383

Fax. 021 918 4123

Ms Junay Lange

DIP (Public Accountability) Academic Programme Head

Junay.Lange@spl.sun.ac.za

Tel. 021 808 2148

Fax. 021 918 4123

Application procedure

Online applications: www.sun.ac.za/english

Please ensure that you include all the documents listed below in your application package, as this will ensure speedy processing and results:

- Online Application
- Application form: School of Public Leadership (SPL) with
- 2 Colour ID photos attached to it
- Certified copies of ALL diploma(s) / degree certificate(s) / short course(s)
- Certified copies of ALL academic records for ALL the qualifications
- Grade 12 certificate
- R100 application fee: include a copy of the deposit slip
- Physical street address for courier purposes completed on the application form for courier purposes

Deposits of R100.00 can be made to:

University of Stellenbosch
STANDARD BANK
Branch Code: 050610
Cheque Account: 073003069
Reference: Student number

* Include a copy of the deposit slip in your application package.

Address for all application documents!

Physical/Courier Address
Mr Ryno Gurgen
Stellenbosch University
Administration block A
Room 3033
Ryneveld Street
Stellenbosch 7600

Fax nr is: 021-887 5209



Physical Address:

School of Public Leadership
Bellville Park Campus
Carl Cronje Drive
Bellville
7530

Postal Address:

School of Public Leadership
Bellville Park Campus
PO Box 610
Bellville