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PROSPECTUS

2021

Cornerstone
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Cornerstone Performance Solutions

Registered name of the Institution

Cornerstone Performance Solutions (Pty) LTD is registered by the Department of Higher Education and Training (DHET) as a Private Higher Education Institution under the Higher Education Act 1997, registration number: 2020/HE07/001 as well as a fully accredited Skills Development Provider.

CPS offers both Higher and Occupational Education in the distance mode of delivery, accredited by the Council for Higher Education, the BankSETA, the ServiceSETA and the Quality Council for Trades and Occupation. CPS is also registered on the National Qualifications Framework (NQF) by the South African Qualifications Authority (SAQA).

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Accreditation

Cornerstone Performance Solutions holds the following accreditations in both the Higher Education and Occupational Education spaces:

- 🌈 Council of Higher Education
- 🌈 BankSETA – 557023
- 🌈 ServiceSETA – 14054
- 🌈 Quality Council for Trades and Occupations – QCTOSDP00181218-1497

Registered Programmes

SAQA ID	Qualification Name	NQF Level	Qualification type
94222	Occupational Certificate: Organisational Risk Practitioner	6	OQSF
111129	Higher Certificate: Banking	5	HEQSF
20185	Further Education and Training Certificate: Banking	4	OQSF
20186	National Certificate: Banking	5	OQSF
96100	National Certificate: Generic Management: General Management: Banking	5	OQSF

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Site of Delivery Details

Cornerstone Performance Solutions, 39 Grove Street, Ferndale, Randburg, 2194

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Legal Status

Cornerstone Performance Solutions (Pty) LTD is a registered private company in terms of Section 54(1) of The Companies Act, 193 (Act 61 of 1973) as amended.

Registration number: 2002/007499/07.

Welcome to CPS – Message from the CEO

Banking and allied financial services are undergoing profound and rapid change, like most industries in the first stanza of the 21st century. Unprecedented technological advances, social turbulence, political developments, and ecological concerns all contribute to the pace and profundity of this change.

Through all of this, the education of professionals for banking and in banking will only become more important. As technology replaces routine administrative

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tasks, so the industry will require professionals who can function at higher levels, contributing in a uniquely human way.

It is our view that the professionals of the future will be driven by a sense of purpose and a vision of sustainability, that they will apply higher-order thinking with contextual sensitivity, that they will be guided by ethics and empathy, that they will apply themselves with passion and perseverance, and that they will cultivate the resilience and the nous to navigate continuous and fundamental change.

We are unified in our commitment to producing an exceptional quality of professionally relevant and practical education that has the gravity to transform and uplift our students, power our institutions, and improve our society.

We hope to welcome you to a relevant curriculum, secure in the knowledge that you've made the right choice.

Dr Derek Shirley

(D. Litt et Phil)

Chief Executive Officer

CPS Purpose and mission

- 🌟 We create impactful learning experiences that touch and transform lives.**

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- 🌟 **We deepen personal significance and professional relevance for people in financial services.**
- 🌟 **We connect learning communities over great distances, to touch as many lives as possible.**

The organisation's current offerings and proposed new offerings are aimed at providing a comprehensive learning pathway, supporting financial services professionals and beyond in developing their career path. This main focus on financial services aligns with Van Vught's (2007:154) view that 'positive performance of higher education systems' is enhanced by a number of differentiating characteristics, including institutional specialisation, which allows higher education institutions to focus their attention and energy.

Although CPS' offerings have historically been occupational in nature (NQF Levels 4 and 5) supported by a range of short courses (Academy), it has become evident that in order to provide an integrated learning pathway and more importantly, to develop the critical thinking skills that will produce the 'banker of the future, it is important to also offer higher education qualifications. The strategic intent of CPS is, therefore, to enable seamless articulation between the current occupational offering and higher education offering, as envisaged in the White Paper (post-school education) (2013). This should enable career progression, professional development and building a talent pipeline to contribute towards global competitiveness in accordance with the nine pillars of the World Economic Forum (2016).

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Leadership Team

Chief Executive Officer

Dr Derek Shirley

Doctor of Philosophy in Psychology

Chief Operations Officer

Ms Karen Shirley

Bachelor of Industrial Psychology Honours

Director: Strategic

Dr Indira Bhagaloo

Relations and Education

*Doctor of Philosophy in the Management of
Technology and Innovation*

OD Practice / Learning

Mr Cliff Brunette

Methodology Lead

*Master of Science in the Management of
Technology and Innovation*

Faculty

The Academic Community of Cornerstone has substantial industry experience as well as teaching and academic experience.

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Their expertise in both the academic as well as in the business arena enables them to support students with practical knowledge which contributes to a better understanding of the application of theory.

Dr Derek Shirley	<i>PhD</i>
Dr Indira Bhagaloo	<i>PhD MOTI</i>
Mr Cliff Brunette	<i>MSc MOTI</i>
Ms Karen Verster	<i>PGDip Educational Leadership</i>
Mr Taelo Manala	<i>BSc. Economics</i>
Ms Elizabeth Jacobs	<i>Cert. in Banking / Dip. Credit / Adv. Dip. Credit</i>
Mr Bernard Gora	<i>BSc. Hons. Statistics</i>
Mr Brian Scallan	<i>MBA</i>
Ms Dawn Pretorius	<i>Mcom Economics</i>
Ms Dudzile Mkhize	<i>BCom</i>
Ms Esme Brtis	<i>Bcom Human Resource Management Hons.</i>
Mr Gerald King	<i>Associate Diploma Finance</i>
Mr Hilton Damain-Harris	<i>Dip. Advanced Financial Planning</i>
Mr Jakobus van Wyk	<i>Certificate in Training</i>
Mr John Marquis	<i>MSc Finance</i>
Mr John Grimes	<i>Certificate in Marketing</i>
Mr Jurie Human	<i>Adv. Diploma in Credit</i>
Ms Laurinda Hendricks	<i>Adv. Diploma in Management</i>

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Ms Mervyn Jacobs	<i>BEd Hons.</i>
Mr Michael Gibbs	<i>MBA</i>
Ms Patricia Roper	<i>MBL</i>
Ms Sooraya Barry	<i>BA Psychology and Sociology Hons.</i>
Ms Thembisa Funani	<i>Higher Dip. In Banking</i>
Mr Theodorus Potgieter	<i>MSc</i>
Mr Zito De Sousa	<i>MBA Accounting</i>

Educational Foundations

Philosophy

The adult student building a career as a professional in banking and related financial services is the focus of our learning framework.

We aim to enable students to make a greater contribution to the banking sector and become more professionally successful in so doing.

Conceptual Framework

CPS' philosophy is informed by its liberal humanistic value system which sees education as an emancipatory force that empowers people to throw off the

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shackles of poverty and oppression, enabling them to perceive their world holistically and in an informed and insightful basis.

In this regard, CPS embraces the White Paper (2013) statement that 'quality education is an important right, which plays a vital role in relation to a person's health, quality of life, self-esteem, and the ability of citizens to be actively engaged and empowered', which illustrates the deep personal significance of education.

This philosophy, which is anchored in social constructivism, positions students as active constructors of their own knowledge, rather than passive recipients, and is therefore strongly student-centred. The RAMPed® framework developed by CPS is seen as the heuristic which provides an epistemological lens to translate the CPS philosophy into everyday practice.

Further to the key principle of student-centricity and the RAMPed® framework, CPS also subscribes to a number of important educational theories, which shapes its academic offering. These can be divided in theories informing its approach to

a) the design of learning programmes, b) theories that inform its approach to teaching and learning, and c) theories that inform its approach to assessment.

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RAMPed® Framework

CPS uses a sophisticated approach to learning to support that ambition. The framework, known as RAMPed® is a science-based learning impact methodology used by Cornerstone Performance Solutions to ensure that the appropriate learning outcomes are achieved.

RAMPed® is an integrated framework for understanding and shaping effective behaviour through learning, informed primarily by systems thinking and related psychological and learning theories.

At CPS, learning is conceptualised as intentional, self-regulated behaviour focused on achieving specific results. It is not a linear process but an iterative process of successive approximation of knowledge and skills that results in changed behaviour and results.

It is further assumed that the student's confidence is built through the experience of small successes both in formative assessment as well as in the application of knowledge, which in turn encourages further learning.

As such, students' behaviour is understood as a manifestation of their epistemology, which provides the rules for successful navigation of the ecologies within which they function.

You may be wondering what this translates into in practice.

RAMPed® learning experiences have several distinctive characteristics:

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- 🌟 **RAMPed® is aimed at ensuring that the learning experience develops the whole student in line with the objectives of the programme.**
- 🌟 **Learning experiences based on RAMPed® embody a sophisticated, learning-science based approach to enhance not only students' knowledge but also their self-efficacy and professional success.**

RAMPed® aims to equip students with the competency set for improved professional effectiveness that creates higher earnings and greater career success

Our experience and the internal research we have conducted with RAMPed® is that it helps students achieve better results.

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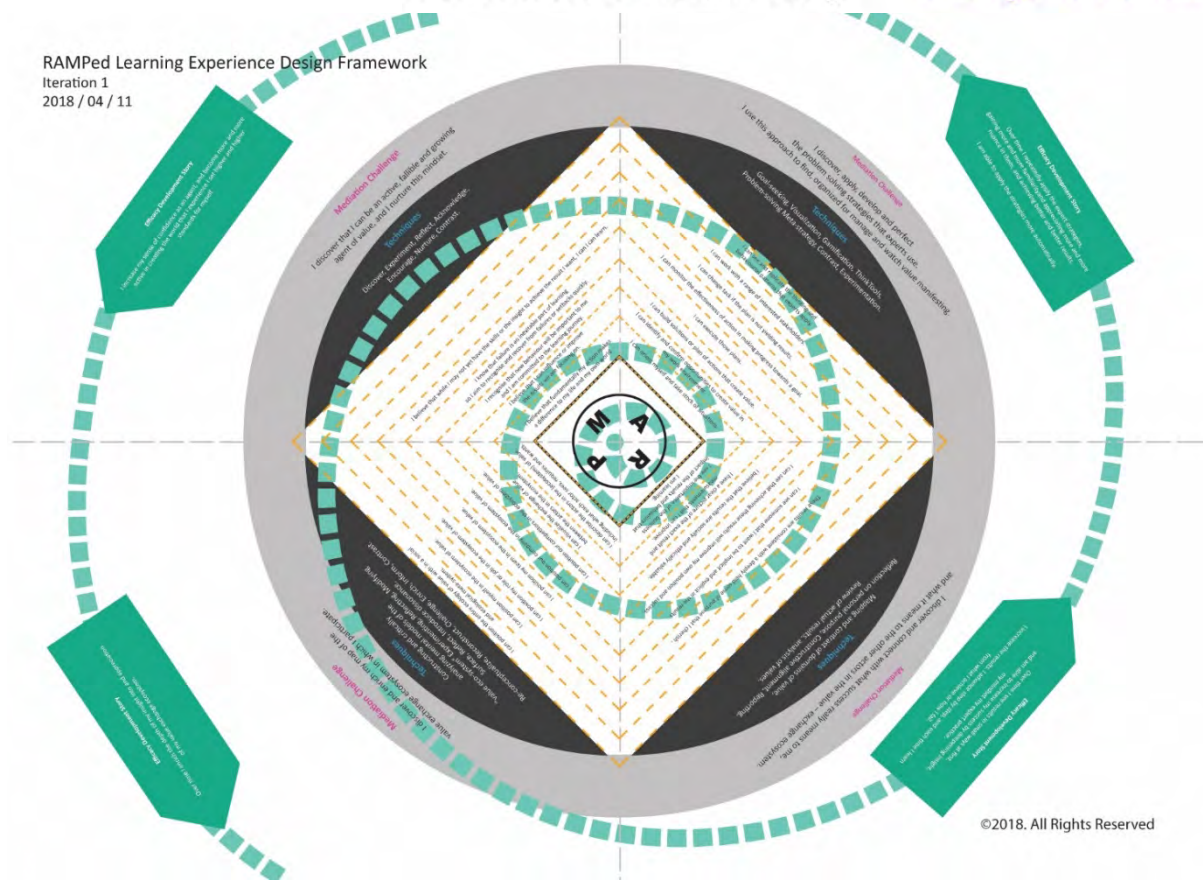


Figure 1: RAMPed@Framework (Shirley, 2017)

As such, RAMPed® systematically ensures that learning is clearly focused on developing the following four elements:

- The disciplinary knowledge foundations and insight of the student;
- The associated professional mindsets;
- The application of ethics, critical thinking and problem-solving skills to achieve tangible results; and
- The cultivation of habits of professional excellence.

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Qualifications

The competitive world of banking has become more intense, and it's changing much more rapidly.

The nature of banking is now such, that certain roles are subject to mandatory/statutory qualifications.

Furthermore, the quality of the client experience offered by banks, and their ability to execute their business strategies efficiently and effectively hinge on their people.

Banks and related financial services, more than ever, need better skilled, more highly-qualified people, in order to remain profitable.

This is why banks have become some of the biggest investors in the qualifications of their people, and why CPS is one of their most important partners. In helping banks to adapt and thrive, and in helping banking employees to succeed, CPS has become possibly South Africa's leading provider of occupational qualifications. (An occupational qualification is a qualification that is primarily designed to upskill someone to do a specific type of job – for instance, a banking sales and service job. Such a qualification also typically provides people with a stepping stone to more senior positions and further career opportunities.)

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BankSETA, which is the Quality Council overseeing the delivery of CPS' learnership programmes, conducts recurrent moderation of student results, assessor and moderator feedback. CPS has received outstanding moderation feedback from BankSETA and our students have achieved some of the highest pass rates in the industry in these programmes. They've shown that they can apply what they've learned to achieve the great results that make them more valuable employees.

CPS conducted research amongst its graduates to determine to what extent their learning had an impact, not only on them personally but also directly in the workplace. The research has shown that the manner in which CPS delivers its programmes, providing support to students, had a significant impact in the workplace. Students had a different mindset towards their job and had new skills to perform their (work) better.

General Admissions Requirements

As a result of South Africa's historical imbalances, there are disparities in income and occupations which our clients seek to redress. In view thereof, our student numbers are also informed by requests from the workplace, with a strong equity focus to eliminate unfair discrimination in seeking to achieve a diverse and broadly representative workforce. In so doing, CPS seeks to promote the Constitutional right of equality and promote economic development by its

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contribution as a good educational steward of transformation. It is a condition of enrolment for a CPS qualification that:

- **A student must have access to personal technology (data, a stable Internet connection and computer), as studying through CPS is dependant on a digitally enabled learning platform; and**
- **A student may register at CPS on condition that the student is not presently registered at any other institution for another qualification.**

Applicants must meet the minimum statutory requirements of the relevant qualification in addition to any requirement specified in the admission criteria of the qualification. The admission requirements are indicated under the admission criteria for each qualification. The admission requirements of CPS in line with the policies and regulations promulgated by the Department of Higher Education and Training and the Quality Council for Trades and Occupations.

Admission Procedures

A completed application form must be submitted by all prospective students to the Student Support Department, together with the required supporting documentation and application fee. The Student Support Department will

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communicate the specific process and dates related to the relevant programme which has been applied for.

Higher Education Qualifications

Higher Certificate in Banking

SAQA ID:	<i>111129</i>
NQF Level:	<i>5</i>
Credits:	<i>120</i>
Duration:	<i>12 Months</i>
FSB FAIS:	<i>G for all categories in Cat. 1</i>
Learnership ID:	<i>NA</i>
Mode of Delivery:	<i>Distance (Digital Online)</i>

The purpose of the Higher Certificate in Banking is to develop in students an informed understanding of the core areas of banking, and the key concepts and principles related to banking. The qualification also offers students the opportunity to solve routine and even new problems within a familiar banking context.

They will apply standard procedures or techniques and develop an understanding of the consequences of their problem-solving strategies in a

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selected field, discipline or practice in banking, for example, personal banking, business banking, banking operations or first-level management.

Curriculum

Compulsory modules	Credits
Academic Literacy	10
Economics 1	15
Foundational Banking Practice	20
Financial Accounting 1	15
Ethics and Compliance in Banking	20
Client Solutioning in Banking	20
Total compulsory modules	100
Electives modules	
Personal Banking OR	20
Business Banking OR	20
Banking Operations OR	20
Business Management 1	20
Total elective modules	20
Total	120

Admission Criteria

Higher Certificate in Banking (SAQA ID – 111129)

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Minimum Admission Requirements

A recognised National Senior Certificate or Senior Certificate with the following minimum criteria:

1st Language

2nd Language

Of which one needs to be English with a minimum aggregate of 33.3%.

Maths or Mathematical Literacy with a minimum aggregate of 40%.

OR

A Senior Certificate (Amended) with the following minimum criteria:

1st Language

2nd Language

Of which one needs to be English with a minimum aggregate of 30%.

Maths or Mathematical Literacy with a minimum aggregate of 40%.

Recognition of Prior Learning (RPL)

Applicants seeking entry without the prerequisite qualifications:

- **The candidates must demonstrate suitability for admission as per CPS's RPL policy and the admission is at the Registrar's discretion, on a case by case basis.**
- **In cases where there is a lack of academic qualifications but an abundance of relevant knowledge and skills (acquired through inter-**

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alia, work experience related to the field of study, formal and informal learning, etc.), such knowledge and experiences will be formally assessed to determine if a prospective candidate equates to the minimum admission requirements of this programme.

- The Institute will also allow candidates access through mature age exemption, granting the candidates provisional acceptance, conditional on passing the first module of the programme. On successful completion of the first module, the provisional status will automatically be converted to full acceptance. Mature age exemption includes the following:
 - Candidates having attained the age of 23 before or during the first year of registration, with a Senior Certificate or equivalent, with three years' work experience and a proven ability relating to the proposed programme, as well as adequate communicative skills in English; and
 - Candidates having attained the age of 45 before or during the first year of registration.
 - Candidates having achieved another NQF level 4 equivalent qualification with the completion of 4 subjects with a minimum of 40% in each subject.

In the event that a prospective student is unsuccessful in completing the above, The Institute will discuss alternative options with the candidate. In line

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with the current CHE guidelines, not more than 10% of a cohort of students in a programme will be admitted via RPL for access, unless otherwise approved by the Council on Higher Education.

Vocational Qualifications

Further Education and Training in Banking

Qualification:	Further Education and Training Certificate: Banking
SAQA ID:	20185
NQF Level:	4
Learnership ID:	02Q020058211204
Credits:	121
Duration:	12 Months
FSCA FAIS:	G for all categories in Cat. 1

This qualification provides a foundation in banking and financial services acumen and gives practical guidance on how to apply your training in the workplace. Combining banking and financial services theory with real-world solutions, the FET Certificate in Banking shows students how the industries work

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and how to use their newly-acquired banking and financial services acumen to solve problems and improve their overall professionalism.

Curriculum

Core Modules
Business Communication
Financial Services: Understanding your Business
Governance, Risk and Compliance
Financial Principles and Banking Calculations
Banking Service Excellence
Optional modules
Personal Effectiveness
Asset-Based Finance
Asset-Based Finance in Retail Markets
Foreign Exchange
Communication Fundamentals
Debt Collections and Recoveries
Numercy Fundamentals

Admission Criteria

Further Education and Training Certificate: Banking (SAQA ID – 20185)
Minimum Admission Requirements

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To be eligible for entry into this qualification, a student must have a minimum of either a Grade 12 Certificate or the equivalent school leaver's certificate as well as Mathematical Literacy or Numeracy and Communications at Grade 11 or 12 / NQF level 3. Alternatively, should a student not meet these requirements, Communication and Numeracy modules can be done in conjunction with the programme as additional modules at an additional cost.

National Certificate in Banking

Qualification:	National Certificate in Banking
SAQA ID:	20186 (Sub-code of 61589)
NQF Level:	5
Learnership ID:	02Q020050001205
Credits:	122
Duration:	12 Months
FSB FAIS:	G for all categories in Cat. 1

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This qualification provides a foundation in banking and financial services acumen and gives practical guidance on how to apply your training in the workplace. Combining banking and financial services theory with real-world solutions, the National Certificate in Banking shows students how the industries work and how to use their newly acquired banking and financial services acumen to solve problems and improve their overall professionalism.

Curriculum

Core Modules
Sector Dynamics and Strategy
Personal and Business Finance
Banking Sales Excellence
Governance, Risk and Compliance
Optional modules
Asset-Based Finance in Retail Markets
Home-loans: Retail Markets
Enterprise Risk Management
Shaping High-Performance Teams
Foreign Exchange
Fraud Awareness
Business Credit Fundamentals
Professional Effectiveness
Project Management
Regulatory Risk Management

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Admission Criteria

National Certificate in Banking (SAQA ID – 20186)

Minimum Admission Requirements

To be eligible for entry into this qualification, a student must have a minimum a Grade 12 Certificate or the equivalent school leaver's certificate at NQF level 4.

National Certificate: Generic Management in Banking

Qualification: National Certificate: Generic Management: Banking

SAQA ID: 96100 (Sub-code of 59201)

NQF Level: 5

Learnership ID: 02Q020050001205

Credits: 163

Duration: 14 Months

FSB FAIS: G for all categories in Cat. 1

This qualification will develop in students an understanding of leadership in banking, how banks are managed in order to remain sustainable and grow. It allows students with an ambition to grow beyond their foundational roles in banking to junior leadership and beyond. In order to do this, the qualification teaches them about the banking industry and its place in the economy, banking

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financials, the future of banking, leadership and managing a team. Students will gain an understanding of industry disruptors – such as technology, cybersecurity, fintech, big data, cryptocurrency, artificial intelligence, robotics and digital banking – that impact on banking. We are no longer preparing for the leader of today but the leader of the future.

Curriculum

Core Modules
Agile Banking
Financial Performance
Management Agility
Empowering Performance
Building Excellence
Locking in Value

Admission Criteria

National Certificate: Generic Management in Banking (SAQA ID – 96100)
Minimum Admission Requirements
To be eligible for entry into qualification, a student must have a pass mark for both English and Maths at Grade 12 level / NQF level 4. Alternatively, should a student not meet these requirements, Communication and Numeracy

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modules can be done in conjunction with the programme as additional modules at an additional cost.

Non-Academic solutions

CPS offers premium learning programmes through a portfolio of agile products, consisting of academic and non-academic programmes, capability build programmes, hybrid programmes, culture build and change programmes. The Intellectual Property for all learning methodologies and the technology platforms used to deliver the programmes are owned by Cornerstone.

Student and Academic Support

In addition to an existing strong platform of Student Support (SS), CPS has a dedicated Academic Support department for students who require assistance with assessments or more context on content which they may be struggling with.

Academic support will be provided to students who proactively seek such as well as students who are identified as “at-risk”. The assessment proposition is of a strong coaching flavour in order for students to be nurtured in any gaps they might encounter thus creating a platform for a successful resubmission in need:

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- ❖ **CPS strives to create a differentiated student experience that enables student success by providing adequate and appropriate tools and support;**
- ❖ **CPS academic support is based on the experiential journey that it has undertaken together with thousands of students over the years;**
- ❖ **This service is free and available throughout the student's journey;**
- ❖ **Academic support is provided by the CPS internal moderator so students should be confident that this will meet the assessment requirements;**
- ❖ **Academic support is also provided in conjunction with the assessors who mark the assessments; and**
- ❖ **Students at risk are identified and supported through their individual challenges.**

There is a tendency for students to seek assistance only when they have been deemed not yet competent on an assessment. CPS has noticed that students often require academic support at assessment preparation stages based on the following evidence:

- ❖ **failure to read and understand the question - results in responses that are irrelevant to the questions;**
- ❖ **the tendency to provide partial answers to questions asked;**

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- **giving of brief answers that do not take into account the mark allocation of the question;**
- **in questions that require calculations students fail to show their work for which marks are lost; and**
- **students often do not take heed of the coaching feedback provided by Assessors at first submission.**

Governance

CPS is committed to rigorous academic and corporate governance.

In the education context this statement means ‘the good order and governance of institutions and for their mission, financial policy, performance, quality and reputation’ balanced with academic rigour as represented in the curriculum, assessment, research and other key academic activities.

In accord with widely accepted academic practice, to ensure that students are exposed to a relevant, quality educational experience that positively impacts their employability, CPS maintains the following governance structures and processes:

Academic Board

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The Academic Board of CPS is an oversight structure, taking overall accountability for the academic work of CPS. This accountability is shared between independent board members from a range of bank- as well as educational backgrounds and the academic staff responsible for the curriculum, assessment research and other key academic activities.

Functions of the Academic Board

The main functions of the Academic Board are to:

- **Provide direction in terms of the academic strategy of the organisation;**
- **Approve the institution's Quality Management System (QMS) with specific emphasis on academic policies;**
- **Ensure that the requirements of accreditation to provide learning against standards and qualifications registered on the National Qualifications Framework are met;**
- **Approve all new academic programmes as well as reviews of programmes;**
- **Oversee the academic monitoring and quality promotion mechanisms of the institution as it pertains to the design, delivery and assessment of all academic programmes; and**
- **Oversee student matters.**

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Committees of the Academic Board

The Board is supported by three Committees, namely:

- **The QMS (oversee academic policy setting and reviews);**
- **The Programme Evaluation Committee (ad hoc) (consider new programmes and major programme reviews and make recommendations to the Academic Board); and**
- **The Examination and Assessment Committee (oversee the integrity of the assessment process).**

CPS Board of Directors

The Board is the custodian of CPS' business strategy and as such informs and oversees all functions related to the business operations. The aim of the Board is not to focus on academic matters, but to focus on business sustainability.

Academic Rules and Guidelines

Assessment

CPS regards assessment as an integral part of the teaching and learning process, as well as the quality assurance practices of the institution. As such,

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assessment is used to promote and enable learning, instead of 'just measuring it'.

Higher Education

Formative and Summative assessment

Both formative and summative assessment opportunities will be granted. Formative assessment is aimed specifically at identifying shortcomings and providing students with constructive feedback, while summative assessment is aimed at assessing the student's level of competence towards completion of a module/course. Students will be required to complete and submit all the formative assessments per module, duly completed. Students need to obtain a minimum mark of 50 % for the summative assessments in order to pass a module.

Submission of formative assessments and summative assessments

The programme schedule handed out to students at the beginning of their course start date and as published on the CPS Learning Management System, outlines all dates for the submission of formative assessments, the application based summative assessment and formal examination. Please note that it remains the responsibility of the student to adhere to these dates.

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Supplementary Assessment

Only one supplementary assessment per module is permitted. If a student fails the supplementary assessment the student will have to re-register for the module.

Vocational

Formative and Summative assessment

Students are required to complete various formative assessment activities across all modules. Summative assessments are completed on the CPS LMS and students need to be competent in all the assessments per module in order to complete the qualification.

Multiple Assessment Opportunities

Taking into account that the institution primarily caters for both unemployed and working adults, students will receive more than one assessment opportunity for each assessment.

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Assessment of QCTO programmes will be conducted in line with the assessment policy of the QCTO and the assessment strategy for the relevant programme.

Appeals procedure

Students who wish to appeal against the outcome of assessments may do so by submitting an official appeal within 7 days of receiving the decision to the Registrar, in writing. The Registrar will review the decision based on the recommendation of an independent moderator. The decision of the Registrar will be final.

Reregistration

On non-completion of a programme following the expiry of the registration period, a re-registration or re-application for the relevant programme may apply.

- **In re-registering for a programme, a re-registration fee is applicable, and the programme must be completed within the required timeframe.**
- **In re-applying for a programme, an application fee is applicable. The student will be granted CAT for the modules completed and will be liable to pay current fees for the incomplete modules.**

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Ethical standards at CPS

The faculty and students of CPS have the joint responsibility for maintaining academic integrity and guaranteeing the high standard of conduct of the institution. An ethical code is based upon the support of both faculty and students who must jointly accept responsibility to live honourably and to take action when necessary to safeguard the academic integrity of CPS.

Responsibility of students

Students enrolled at CPS assume an obligation to conduct themselves in a manner appropriate to CPS' mission as an institution of higher education. A student is obligated to refrain from acts which he/she knows, or under the circumstances has reason to know, impair the academic integrity of CPS. Violations of academic integrity include, but are not limited to: cheating, plagiarism and knowingly providing false information to any employee of CPS for inclusion in the student's application to be admitted to CPS.

Plagiarism

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Plagiarism is an extremely serious offence and all role-players associated with CPS (facilitators, assessors, moderators and students), should be aware of what constitutes plagiarism.

The Oxford Dictionary defines plagiarism as “to take and use of another person’s thoughts, writing, the invention as one’s own”. As Robinson and Moulton (2002) have stated, plagiarism can also be seen as “depriving authors of profit that is rightfully theirs [, which] is theft. Depriving authors of recognition might then also be seen as a form of theft.” Plagiarism is misconduct considered to be unethical and immoral regardless of who commits it.

CPS reserves the right to take action on any evidence of plagiarism in accordance with the CPS Policy: Ethics and Plagiarism.

Period of study

CPS aligns its periods of study per programme offering according to the statutory requirements of the relevant Quality Councils.

Recognition of Prior Learning

Cornerstone Performance Solutions (CPS) recognises the importance of the Recognition of Prior Learning (RPL) in South Africa for the development of an

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equitable education system that facilitates access to, mobility and progression, including movement between the three sub-frameworks of the NQF.

RPL is understood as: “the principles and processes through which the prior knowledge and skills of a person are made visible, mediated and rigorously assessed and moderated for the purposes of alternative access and admission, recognition, or further learning and development.” (SAQA, 2013; CHE, 2016). RPL refers to the recognition of prior, uncertified learning.

RPL within the HEQF

RPL seeks to achieve inclusion and to overcome a variety of barriers to access and success in higher education. RPL should be premised on overcoming possible barriers to admission to, or registration for higher education studies for those individuals who lack the formal prerequisites.

RPL for access

RPL for access is applicable to all CPS qualifications within the HEQF. In the case of applicants who do not meet the formal entry requirements of a program for admission purposes, but may have completed informal learning that prepared

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them adequately for the specific programme, students may apply for RPL for access.

RPL for exemption

RPL for exemption is applicable to all CPS qualifications within the HEQF. Applicants who meet the entry criteria of a programme, who believe that they have acquired the relevant knowledge and experience for a particular module/s through prior experience or other forms of learning, may apply for exemption of those modules through RPL.

RPL for credit

RPL for credit is aimed at providing for the formal award of credits for, or towards a qualification or part qualification registered on the NQF.

RPL within the OQSF

Due to the nature of the Sub-framework for Occupational Qualifications, it is recognized that applicants might seek RPL for various reasons and depending on various contexts. There are two main forms of RPL that reflect the different purposes and different processes within which RPL takes place.

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RPL for access

RPL provides an alternative access route into a programme of learning/qualification for those who do not meet the formal minimum requirements for admission. RPL for access applies to learning programmes offered by an accredited educational institution, Skills Development provider or workplace-based training provider. CPS will accept students who have completed an RPL assessment conducted by a registered RPL practitioner, for access to occupational qualifications.

RPL for credit

RPL for credit is aimed at providing for the formal award of credits for, or towards a qualification or part qualification registered on the NQF. This is only allowed for occupational qualifications (QCTO) and the CPS will award credits to students who have completed the RPL process with a registered RPL practitioner.

Language Policy

The language of tuition at CPS is English. All learning material is provided in English and all assessments are conducted in English.

Students are not penalised for grammatical or spelling errors.

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Mode of Instruction

CPS is a distance learning provider, with the option of either virtually mediated or face-to-face tuition support and a dedicated student support team.

Fees

Details of fees and deposits are available on request.

Admission fee

All students are required to pay a non-refundable admission fee. This is an administrative charge for the application process.

Registration fee

A registration fee is payable once a student has been granted admission to the programme s/he would like to register for.

Cancellation fee

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Students who have applied for and have registered for a programme will be held liable for cancellation fees.

Payment Options

Please contact our student support team for details regarding the payment options.

Graduation

Certificates will be awarded to successful students at a graduation ceremony.

Attendance is not compulsory. Graduation ceremony fees will be payable for those students electing to attend.

Graduation dates will be advised at the commencement of the academic calendar applicable to each student cohort.

Corporate Social Responsibility

Cornerstone Performance Solutions is a socially responsible private educational institution.

CPS partners with the Reggie Feldman Educational Trust (RFET) to concentrate our contribution and maximise the social impact of our corporate social responsibility initiatives.

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The RFET trust aims to promote the development of disadvantaged youth.

Disclaimer

The information in the document is subject to change. Please consult with CPS'

student support team at

+2711 7891957, to ensure that you have the latest information.