



COUNCIL ON HIGHER EDUCATION

HIGHER EDUCATION QUALITY COMMITTEE

**RE-ACCREDITATION OF MBAS
2003**

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CONTENTS

<u>BACKGROUND OF THE HIGHER EDUCATION QUALITY COMMITTEE</u>	<u>5</u>
<u>SCOPE OF THE MBA RE-ACCREDITATION PROCESS</u>	<u>6</u>
<u>THE ACCREDITATION APPLICATION</u>	<u>8</u>
<u>MINIMUM STANDARDS</u>	<u>8</u>
<u>ACCREDITATION DECISIONS</u>	<u>12</u>
<u>THE REVIEW PROCESS</u>	<u>12</u>
<u>MBA RE-ACCREDITATION PROCESS</u>	<u>14</u>
<u>TITLE PAGE OF ACCREDITATION MANUAL</u>	<u>17</u>
<u>1. ORGANISATIONAL SETTING:EXTERNAL</u>	<u>18</u>
<u>2. MISSION, GOALS AND OBJECTIVES</u>	<u>21</u>
<u>3. ORGANISATIONAL SETTING</u>	<u>23</u>
<u>4. GOVERNANCE</u>	<u>25</u>
<u>5. RESOURCES</u>	<u>27</u>

<u>6. HUMAN RESOURCES</u>	<u>30</u>
<u>7. STUDENT RECRUITMENT</u>	<u>33</u>
<u>8. DIVERSITY, ACCESS, REDRESS AND EQUITY</u>	<u>37</u>
<u>9. LEARNING PROGRAMME</u>	<u>39</u>
<u>10. TEACHING AND LEARNING</u>	<u>43</u>
<u>11. ASSESSMENT</u>	<u>46</u>
<u>12. RESEARCH</u>	<u>49</u>
<u>13. EXTERNAL ENVIRONMENT</u>	<u>53</u>
<u>CURRICULUM VITAE OUTLINE</u>	<u>55</u>
<u>GLOSSARY</u>	<u>56</u>
<u>REFERENCES</u>	<u>58</u>

Acronyms

CHE	Council on Higher Education
DoE	Department of Education
ETQA	Education and Quality Assurance body
FTE	Full-time Equivalent
HE	Higher Education
HEQC	Higher Education Quality Committee
NQF	National Qualifications Framework
QA	Quality Assurance
SAQA	South African Qualifications Framework

Background of the Higher Education Quality Committee

The Higher Education Act (No. 101 of 1997) sets out quite clearly the roles and responsibilities of the Council on Higher Education (CHE) and its permanent sub committee, the Higher Education Quality Committee (HEQC), with regard to policy and quality assurance related matters in the higher education sector. Simply stated, in terms of their respective mandates, the CHE advises the Minister of Education on matters relating to higher education (HE) and the HEQC manages the quality assurance activities of all public and private providers operating in the HE band.

In terms of its mission and vision, the HEQC supports the development, maintenance and enhancement of the quality of public and private higher education provision in order to enable a range of stakeholders to benefit from effective higher education and training. The HEQC performs its quality assurance duties also in terms of the South African Qualifications Authority Act (SAQA), 1995, (Act No 58 of 1995)¹ and the SAQA Regulations of 1998². As an Education and Training Quality Assurance body (ETQA) for higher education, the HEQC is responsible for the accreditation of public and private institutions and their learning programmes.

The underlying objective of the HEQC with regard to quality assurance is:

*to ensure that institutions effectively and efficiently deliver education, training, research and community service which are of high quality and which produce socially useful and enriching knowledge as well as a relevant range of graduate skills and competencies necessary for social and economic progress.*³

The quality assurance framework and criteria of the HEQC will be based on a multi-faceted definition of quality⁴, viz.:

- Fitness of purpose based on national goals, priorities and targets

¹ The South African Qualifications Authority Act, 1995, (Act No 58 of 1995), Section 5(1)(a)(ii).

² Regulations under the South African Qualifications Authority Act, 1995, (Act No 58 of 1995).

³ CHE, *Quality Assurance in Higher Education*, p 2 (Pretoria: 2001)

⁴ HEQC, *Guidelines – Applying for accreditation as a private provider of higher education qualifications registered on the NQF*, p 4 (Pretoria: 2001)

- Fitness for purpose in relation to a specified mission within a national framework that encompasses differentiation and diversity.
- Value for money judged in relation to the full range of higher education purposes set out in the White Paper on Higher Education. Judgements about the effectiveness and efficiency of provision will include, but not be confined to, labour market responsiveness and cost recovery.
- Transformation, in the sense of developing the capabilities of individual learners for personal enrichment, as well as the requirements of social development and economic and employment growth.

The specific functions of the HEQC are to:

- Promote quality assurance in higher education
- Audit the quality assurance mechanisms of institutions of higher education
- Accredite programmes of higher education

Scope of the MBA Re-Accreditation Process

In addition to the key functions identified in the HE Act (Act No 101 of 1997), the National Plan for Higher Education has also assigned the following specific quality assurance task to the HEQC:

“The Ministry will request the Higher Education Quality Committee to prioritise the review of the quality of postgraduate programmes.” (NPHE, 2001: section 4.7.1)

The Minister of Education has also indicated his concern with regards to the proliferation of MBAs in the system. In the light of the above, it was decided that the HEQC would undertake a formal review of all MBAs being offered by public and registered private HE institutions in South Africa.

The main objectives of this task are as follows:

1. To undertake a comprehensive review of the state of MBAs on offer in South Africa.
2. To re-accredit all MBAs in both public and private institutions.

The underlying purpose of the re-accreditation process is to determine whether the quality of MBAs in the system meets the minimum standards of the HEQC in relation to postgraduate provision. Re-accreditation entails the examination by the HEQC of the institution's ability to maintain and improve existing programme quality above minimum standards.⁵

The HEQC sees minimum standards as a necessary measure:

To instil public confidence in the quality of higher education provision, facilitate articulation between higher education institutions and programmes, and provide the foundations for the development and support of excellence at all levels of higher education and training. (Founding Document, 2001, p 8)

The case for minimum standards is informed by a need to:

- a. Determine the level at which provision is acceptable with regard to higher education.
- b. Determine progress in moving towards goals and mission.
- c. Identify problem areas.
- d. Contribute to continuous improvement.
- e. Protect learners.⁶

Accreditation criteria are statements regarding the minimum standards or requirements for programmes which, in the HEQC's view, are necessary and non-negotiable to support and enhance the quality programmes. Thus, accreditation is defined as recognition status granted for a stipulated period of time to a programme

⁵ HEQC Programme Accreditation Framework, Pretoria 2002, p 22

after an HEQC evaluation indicates that it meets or exceeds minimum thresholds of educational quality.⁷

The Quality Cycle

In this document, the “quality cycle” approach to quality management is used as an evaluative paradigm for accreditation and for the accreditation criteria. It could be argued that the basic activities within this model could profitably be used as the key elements of a quality management framework.

Within this model, planning in relation to particular areas constitutes a major component, leading to the formulation of policy. This is followed by effective implementation of policy requirements in relation to outcomes, time frames and resources. In the next step, evaluation and review are undertaken of policy and implementation against certain parameters or indicators. On the basis of review findings, improvement of practice follows, which is done by re-planning and re-prioritisation. It is assumed that planning on the basis of relevant information accompanies all steps in this cycle. Efficient and effective quality management systems are those which include the four basic activities in an integrated and repeated cycle.

Minimum Standards

The accreditation instrument is organised around criteria developed in consultation with representatives of business schools, comparison with international accreditation systems and within the framework of the HEQC’s audit and accreditation frameworks. Each criterion constitutes a section in the application. For ease of reference, the minimum standards are placed beneath the criterion statement, with questions that will assist the institutions in developing the narrative account. Criteria have been developed with sufficient flexibility to be applicable to all business schools offering MBA programmes. The main focus will be to ensure that each MBA programme will be evaluated against its own stated mission. Schools should be able to

⁶ Ibid., p 18

⁷ Ibid. p 22

demonstrate adherence to the criteria and evidence of the achievement of the minimum standards. The criteria developed attempt to strike a balance between innovation as well as the need to be normative and provide a minimum standard of performance.

There are 13 criterion statements under which minimum standards are stipulated. These are:

1. Organisational Setting: External

The programme is an integral part of the national higher education system and the higher education institution.

2. Mission, Goals and Objectives

The unit and programme shall have a clearly stated motivation with supporting goals and objectives.

3. Organisational Setting: Internal

The internal organisation of the school/ unit/ faculty is conducive to teaching, learning and research.

4. Governance

Clearly defined policies and processes concerning programme governance and academic policies.

5. Resources

The programme has resources adequate to fulfil its stated mission and goals.

6. Human Resources

The programme has an adequate and dedicated faculty able to support the programme's mission, goals and objectives.

7. Student Recruitment

The programme has student recruitment policies and admissions policies designed to recruit learners who will develop the competencies in the field of business management.

8. Diversity, Access, Redress and Equity

The programme shall address the broader issues of access, redress and equity in its student recruitment strategy.

9. Learning Programme

The programme reflects its mission, goals and objectives leading to the MBA or in the designated area of specialisation and has clear learning objectives.

10. Teaching and Learning

The programme ensures that each student displays an understanding of the areas of knowledge that are basic to general management, acquires skills and experience in the application of basic management principles and demonstrates integration of this knowledge.

11. Assessment

The assessment practices are valid, reliable and transparent. The assessment practices demonstrate the integration of content, teaching methods and modes of delivery.

12. Research

The programme has an active research focus through which both staff and learners contribute to the knowledge base of the field of management.

13. External Environment

The unit is active in the field of management and contributes to the improvement of management in society.

The last section in each criterion allows the programme to measure their level of compliance with the standards and criteria in each area. If each criterion statement is generally met, the outcome is classified as “Meets minimum standards.” If each criterion statement is generally exceeded, the outcome of the evaluation is classified as ‘Commend.’ If each criterion statement is generally not met, the outcome is classified as “Needs improvement”. If each criterion statement is not met at all, the outcome is classified as “Does not comply”. See example below:

Evaluate the unit’s performance in relation to this criterion.

<i>Commend</i>	<i>Meets Minimum Standards</i>	<i>Needs Improvement</i>	<i>Does not Comply</i>

If ‘Needs Improvement’ is selected, please provide an action plan, including timelines and checkpoints for improvement where applicable.

This classification applies both in the self-evaluation done by the relevant unit within the institution and in the evaluation by the HEQC. It is internationally recognised that

programme self-evaluation is an integral component of the accreditation process. The HEQC recognises that responsibility for quality assurance rests in the first instance, with institutions. It attaches great importance to self-evaluation by the institution with a view to the institution improving the quality of its programmes as well as preparation for external validation by the HEQC.

The institution should establish the necessary structures, procedures and processes in order to enable the unit to conduct a thorough and timeous evaluation of its programmes and the unit's systems, structures, policies and procedures, in relation to its programme or programmes.

The application must be organized as a narrative self-study document with appropriate inclusion of supportive information, documents, survey results, and tabular data. The manual provides a list of expected documentation the unit can provide to demonstrate fulfilment of the standards. Bulky documents, such as manuals, course syllabi, institutional rules and regulations, promotion/tenure policies, and survey documents, upon appropriate referencing in the narrative report, may be provided on site. It is recommended that the submission should comprise of two volumes: Volume 1 for the narrative account and Volume 2 for the Appendices to accommodate bulky items such as abbreviated syllabi, faculty vitae, etc. Please note that all appendices must be clearly marked and cross-referenced appropriately. Five copies of these documents and any other supporting documentation must be provided to the HEQC.

The narrative account must be led by self-assessment in relation to each criterion statement and thus consist of the following key areas:

- a. A descriptive account of the unit's performance around the criterion statement.(use questions to guide response)
- b. An analysis of the strengths, weaknesses, opportunities and threats.
- c. An overall assessment of the performance in relation to the minimum standards and the criterion.
- d. An improvement plan.

The HEQC recognises that no two institutions or programmes are alike. Each has its unique mission, goals and objectives, and organisational climate, all of which will be

reflected in the submission. The key to preparing a good submission is to provide accurate, complete and well thought out responses. Inaccurate, incomplete or improperly formatted information may delay the accreditation process. Responses should be clear, succinct and address the relevant topics. The quality of the content in the submission, and the process whereby this information is produced are significant.

The list of expected documentation at the end of each section is to afford units⁸ the flexibility to provide information in appropriate formats. All supporting documentation must be clearly labelled and ordered with a list of appendices provided for ease of reference. It is the unit's responsibility to ensure that when compiling the documentation, sufficient information is provided on the different MBA programmes (including specialisations) provided and different modes of delivery.

Accreditation Decisions

The HEQC will grant the following outcomes based on an overall judgement of the unit and programme's compliance to the criterion and minimum standards.

Full accreditation if all minimum standards in relation to each of the criterion statements are met.

Conditional Accreditation in cases where some deficiencies in relation to the minimum standards can be rectified within a specified period of time

Withdrawal of Accreditation

The Review of Accreditation Decision

The institution could request a review of the accreditation decision by:

- i. Lodge a written submission for the attention of the Executive Director of the HEQC within 21 days of receipt of its accreditation report. The HEQC Secretariat shall acknowledge receipt of the institution's submission in writing.

⁸ MBA programmes are provided by business schools that are part of public institutions, schools within faculties of public institutions, departments within private institutions and private institutions with the MBA as the main offering. To avoid confusion, the term 'unit' has been adopted to refer to the organisational structure offering the programme.

- ii. The letter lodged by the institution must set out the grounds for the request for review against the reasons given by the HEQC for not considering a positive accreditation decision. In making its submission, the institution must focus on demonstrating that the decision of the HEQC resulted from errors or omissions in carrying out its policies and procedures.

- iii. The HEQC shall consider the grounds and evidence provided by the institution and the record that was before the Accreditation Committee when it made the decision to recommend to the HEQC withdrawal of accreditation.

- iv. The institution's submission may not challenge the reasonableness of the Accreditation Committee's standards, policies or procedures.

- v. The HEQC will consider the information placed before it by the institution and will advise the institution within 21 days of receipt of the request.

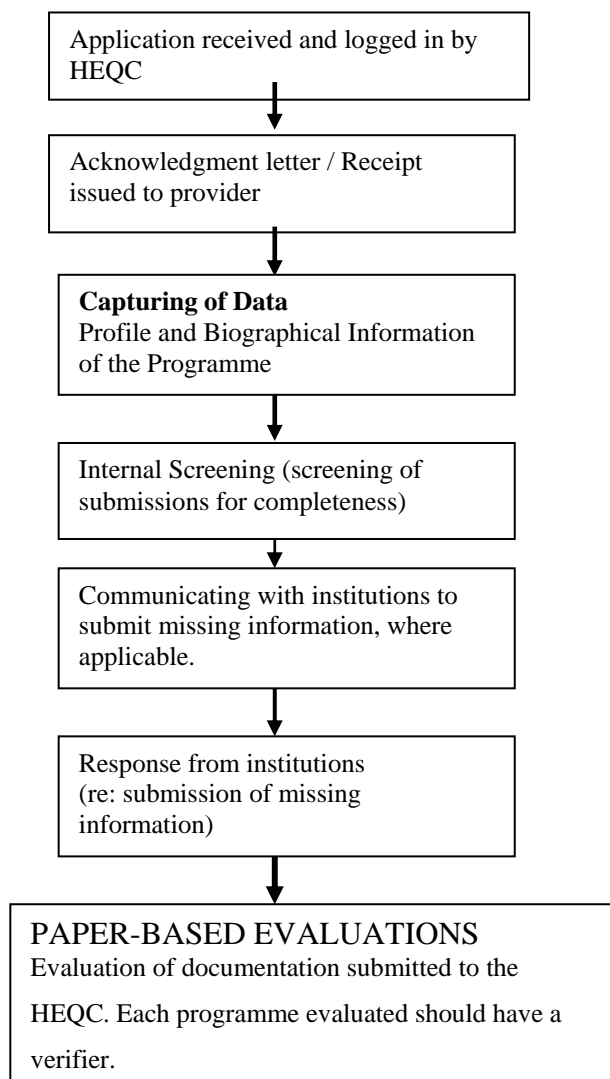
- vi. Failure of an institution to respond to the HEQC letter that sets out the recommendations of the Accreditation Committee will be construed as acceptance of the recommendation.

MBA RE-ACCREDITATION PROCESS

Below is a diagrammatic review of the re-accreditation process with time-lines for the institutions and the HEQC secretariat.

SUBMISSION DATE: 23 May 2003

INTERNAL PROCESSING OF APPLICATIONS

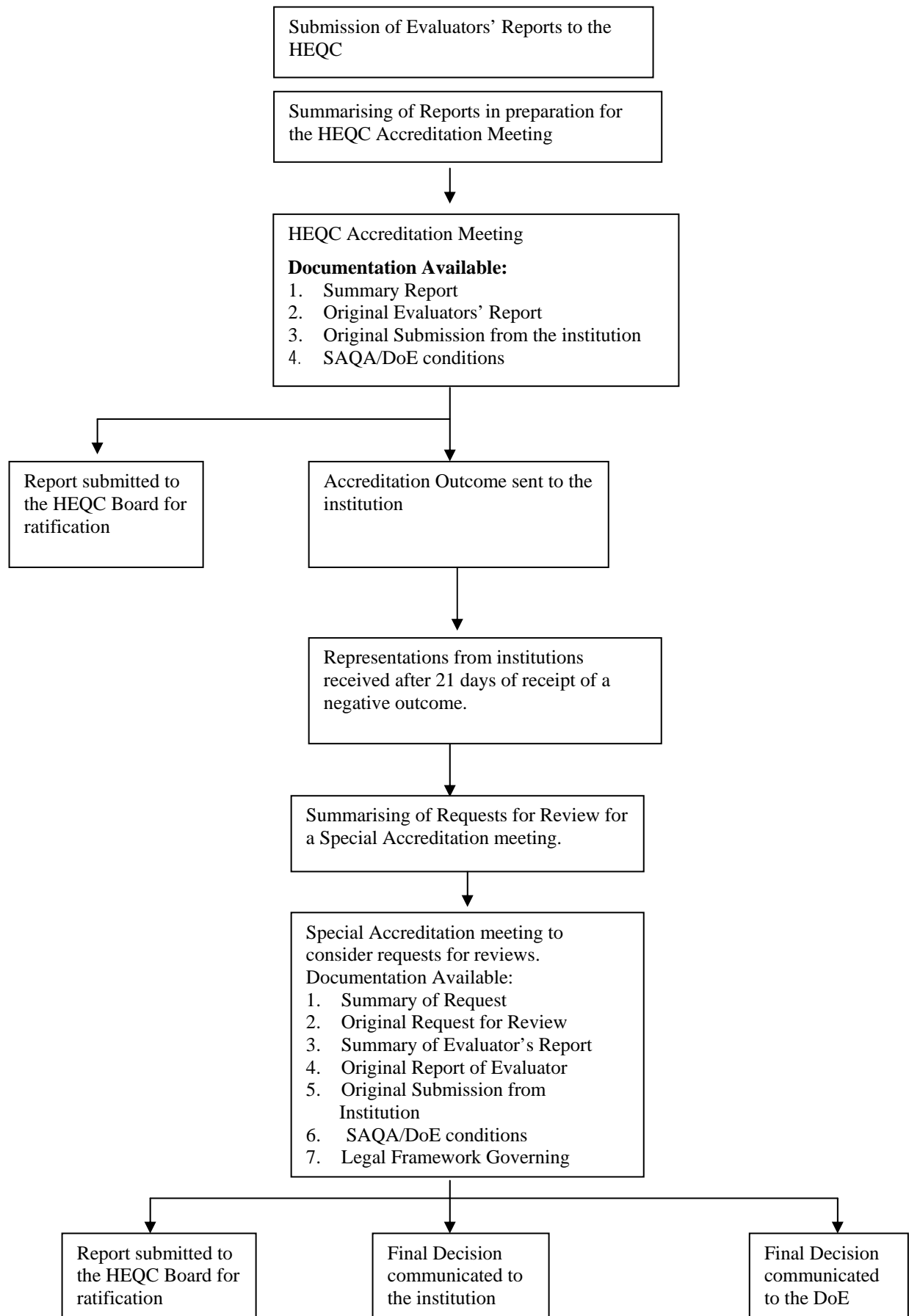


(Date / Deadline for Internal Screening of Programmes and Paper-based evaluation:
23 – 13 June 2003)

SITE BASED EVALUATIONS

Training of site evaluators / panellists **Date: 17 June 03**
Panellists / visit notification (letters to institutions)
Date: 25 April 03
Compiling documents evaluators (lists to institutions) **Date: 2 weeks before the date of site visit**
Site visit **Dates: 1 July – 29 August 2003**

PREPARING FOR THE HEQC ACCREDITATION MEETING
(DATES: 1 – 30 SEPTEMBER)



Date proposed for communicating outcomes to institutions: *end of 2003*

Date for review of negative outcomes process: *end of 2003*

Date for producing the Report on the State of Quality of MBAs in SA Higher Education Institutions: *April 2004*

TITLE PAGE OF ACCREDITATION MANUAL

NAME OF INSTITUTION:

NAME OF HEAD OF INSTITUTION:

HEAD OF MBA PROGRAMME:

NAME OF BUSINESS UNIT OFFERING THE MBA:

YEAR OF FIRST INTAKE OF MBA LEARNERS:

YEAR OF FIRST GRADUATION OF MBA LEARNERS:

IDENTIFY THE PERSON WHO WILL BE THE PRIMARY CONTACT DURING
THE ACCREDITATION PROCESS:

NAME:

TITLE:

ADDRESS:

PHONE:

FAX:

EMAIL:

I declare that the information provided in this application and its supporting documents is accurate and verifiable. I declare that I have taken all reasonable steps to confirm the accuracy of statements.

SIGNATURE OF HEAD OF UNIT:

SIGNATURE OF REGISTRAR OR HEAD OF INSTITUTION:

DATE OF SUBMISSION:

1. ORGANISATIONAL SETTING: EXTERNAL

The programme is an integral part of the national higher education system and the higher education institution.

Minimum Standards

- i. The linkage between the MBA programme and the institution must be clearly demonstrated.**
- ii. Private providers are registered by the Department of Education in terms of the requirements stipulated in the Higher Education Act 1997, and the Regulations of the Department of Education, 2002.**
- iii. Public providers must ensure that the MBA programme is listed in the Programme and Qualification Mix (PQM) for 2003-2006 issued by the Department of Education in 2002.**
- iv. The MBA is registered on the National Qualifications Framework by SAQA.**
- v. The MBA is accredited.**
- vi. Adequate resource allocations have been made through financial planning for the development and sustainability of the programme.**
- vii. The institution must demonstrate that the programme is part of the institution's planning processes.**

1.1. This section is intended to afford the HEQC with a brief and general overview of some important aspects of the unit. Please use the table with the headings as below and attach it along with a narrative profile of the unit not exceeding a page.

Date of establishment of business unit, location of the main site of delivery and a listing of each additional site of delivery.	Total number of learners (headcounts) at each site of delivery. Indicate the number of full-time or part-time students for 2003.	Accredited qualifications offered at each site of delivery. Public institutions must provide information pertinent to school.	Listing of short courses and executive management programmes offered by the unit.	Total annual throughput for the MBA programme. i.e. students who completed the full programme over the past 5 years. (1998-2002)

1.2. Private providers must attach the following documents.

- Letter from the registrar stipulating the conditions of registration.
- Letter from SAQA confirming registration of qualification on the NQF.
- Letter from SAQA/HEQC stipulating conditions of accreditation.
- If accredited by any other body or in the process of applying for accreditation, please provide details of the accrediting body, date of accreditation or application and any other details.

1.3. Public institutions must attach the following documents.

- Proof that qualification is approved by the Department of Education in the Programme Qualification Mix 2003-2006 for the institution.
- Proof from SAQA confirming registration of qualification on the NQF.
- Accreditation proof from HEQC or previous bodies responsible.
- If accredited by any other body or in the process of applying for accreditation, please provide details of the accrediting body, date of accreditation or application and any other details.

1.4. A brief report of not more than one page must focus on whether the recurrent (i.e. operating) expenditure for the period 2000-2002, was used effectively to ensure quality provision of teaching and learning for MBA students.

1.5. Comment on and identify the strengths and weaknesses of the current level and pattern of income, sources of income and areas of expenditure of the unit in relation to the programme.

1.6. Provide details of the unit’s quality assurance policy and describe how it informs the activities of the unit. Attach policy.

Evaluate the unit’s performance in relation to this criterion.

Commend	Meets Minimum Standards	Needs Improvement	Does not Comply

If ‘Needs Improvement’ is selected, please provide an action plan, including timelines and checkpoints for improvement where applicable.

Expected Documentation

- ❑ Brief Profile of the Institution and completed table
- ❑ Private Providers : Proof of Registration from the DoE
- ❑ Public Providers : Proof of Approval for funding from the DoE in terms of PQM
- ❑ SAQA confirmation of registration of the qualification on NQF
- ❑ SAQA/HEQC or previous accreditation bodies proof of accreditation
- ❑ Other accreditation reports local and international
- ❑ Quality assurance policy of unit
- ❑ Recurrent expenditure summary 2000-2002
- ❑ Other documents that demonstrate support for meeting the standards

2. MISSION, GOALS AND OBJECTIVES

The unit and programme shall have a clearly stated motivation with supporting goals and objectives.

Minimum Standards

- i. The unit will have a clear mission, goals and objectives that supports the MBA programme.**
- ii. A unit must undertake systematic, broad-based and integrated evaluation of its activities, to determine its effectiveness in achieving its stated mission, goals and objectives.**
- iii. The results of this process must be linked to and systematically utilised to inform the programme's planning processes.**
- iv. The unit uses regular data collection mechanisms, benchmarks and user surveys to provide information needed for evaluation, planning and management.**

2.1. Outline the current mission statement, goals and objectives of the unit.

2.2. Provide a copy of the unit's plan to achieve the mission, goals and objectives.

2.3. Describe how the MBA programme forms a part of the mission, goals and objectives of the unit.

2.4. What process was used to develop the plan to achieve the mission, goals and objectives?

2.5. What evidence exists to demonstrate that the process used has been effective and productive?

2.6. Who is responsible for assessing the extent to which the mission, goals and objectives of the unit are being achieved?

2.7. What are the major indicators deployed in the process of assessing the performance of the unit? Comment also, on whether the indicators used are adequate and appropriate.

2.8. Is there evidence of inclusion, support and co-operation of the institution for the unit's mission, goals and objectives?

Evaluate the unit's performance in relation to this criterion.

Commend	Meets Minimum Standards	Needs Improvement	Does not Comply

If 'Needs Improvement' is selected, please provide an action plan, including timelines and checkpoints for improvement where applicable.

Expected Documentation

- ❑ The current mission statement, goals and objectives for the unit
- ❑ Unit's plan to achieve the mission, goals and objectives, relevance to the MBA programme and the process used to develop these
- ❑ Evidence of support and cooperation of the administration of the institution for the unit's plan
- ❑ Assessment of progress towards mission
- ❑ Formative and summative indicators used to evaluate the achievement of the plan
- ❑ Other documentation that demonstrates support for meeting the standards

3. ORGANISATIONAL SETTING

The internal organisation of the school/unit/faculty is conducive to teaching, learning and research.

Minimum Standards

- i. The organisational structure of the unit should enhance the potential for fulfilment of its stated mission, goals and objectives and should provide for effective participation of faculty and learners in all activities of importance.**
- ii. The environment shall be characterised by commitment to the integrity of the institution, high ethical standards in the management of its affairs, fairness in dealing with relevant constituencies, support for the pursuit and dissemination of knowledge and accountability.**
- iii. The unit has effective communication channels, accountability frameworks and cohesive committee structures to support the work of the unit.**

3.1. Please describe the organisational structure of the unit. Organograms for the unit must include administrative and academic staff.

3.2. If the unit is part of an institution, details of the relationships must be provided.

3.3. Identify the strengths and weaknesses of the current organisational structure within the unit.

3.4. Describe the role of management within the unit and in the context of the institution?

3.5. Provide a description of the programme's administrative, governance and committee structure and processes, particularly as they affect:

- General programme development
- Planning
- Budget and resource allocation
- Student admission, recruitment and award of degrees

3.6. Explain how communication is maintained between the learners, faculty and administration and the various structures of the institution.

Evaluate the unit's performance in relation to this criterion.

Commend	Meets Minimum Standards	Needs Improvement	Does not Comply

If 'Needs Improvement' is selected, please provide an action plan, including timelines and checkpoints for improvement where applicable.

Expected Documentation

- Organisational charts of structures, committees and groupings within the unit in which the programme is located
- Description of the relationships, roles and functions as expressed in organograms
- Description of how co-ordination, co-operation and collaboration are supported among learners, administration and faculty
- Details of internal information flows like meetings, etc.
- List of committees of the unit or of the institution where applicable
- Other documentation that demonstrates support for meeting the standards

4. GOVERNANCE

Clearly defined policies and processes concerning programme governance and academic policies.

Minimum Standards

- i. Within the framework of rules and regulations, programme administration and the faculty should have the prerogative to assure the integrity of the programme and the achievement of its stated mission, goals and objectives.**
- ii. Programme faculty members should have formal opportunities for input in decisions affecting admissions, progress, resource allocation, faculty policies, curriculum design and evaluation, research and consultancies, and degree requirements.**
- iii. The unit has a quality management system that is reviewed periodically.**
- iv. Learners actively participate in governance structures.**
- v. Administrative mechanisms permit learner involvement in programme policy formulation and review.**

4.1. Provide an overview of the quality assurance mechanisms for the MBA programme and other programmes offered by the unit.

4.2. What measures and criteria are used in the quality management system to distinguish between modules of good and poor quality?

4.3. What measures are in place to ensure the quality of provision at satellite campuses and provision through other modes of delivery such as e learning?

4.4. What are the key challenges and constraints the unit faces in relation to quality assurance?

4.5. Provide a description of student roles in governance, as well as in formal student organisations.

4.6. Describe the roles of students in the evaluation of programme functioning, programme content and staff.

Evaluate the unit's performance in relation to this criterion.

Commend	Meets Minimum Standards	Needs Improvement	Does not Comply

If 'Needs Improvement' is selected, please provide an action plan, including timelines and checkpoints for improvement where applicable.

Expected Documentation

- ❑ Details of quality assurance policy of the unit/institution and an evaluation of the extent to which it has been implemented
- ❑ Description of evaluation, planning and monitoring processes used
- ❑ Description of data collection mechanisms used to provide for planning, information management, monitoring and evaluation
- ❑ Details of measures used by the unit to evaluate the effectiveness and success of the MBA programme
- ❑ Other documents that demonstrate support for meeting the standards

5. RESOURCES

The programme has resources adequate to fulfil its stated mission and goals.

Minimum Standards

- i. The programme must have suitable premises at its disposal for long-term use and should provide favourable conditions for successful learning. This expectation includes the provision of comparable equipment and resources at off-campus sites.**
- ii. Learners have access to comprehensive and up to date library facilities with access to the latest databases. Libraries should be sufficient in size and scope to complement the learning programmes offered, provide incentives for individual learning and support appropriate scholarly and professional activities of the faculty. Evidence must also be available that off-campus learners have adequate library support.**
 - Full text databases from Ebsco or Proquest**
 - Emerald Library**
 - SA Company Information: either McGregor’s Office or Inet BIS**
 - At least one reputable database such as Reuters, Bloomberg or Hoovers**
 - World Development Indicators or equivalent**
 - South African Studies**
 - Archives of major South African financial publications and newspapers (Financial Mail, Business Day, Mail & Guardian, etc.)**
 - Video collections**
- iii. Access to library, research and computing facilities should be available outside of normal working hours and weekends.**
- iv. Access to industry standard hardware, software and internet access including access to appropriate e-learning platforms for all programmes, but particularly important for distance learning and mixed mode programmes.**
- v. There should be a sufficient number of teaching venues and computer laboratories of an appropriate size and quality to provide a quality education environment. Full-time faculty should have suitable office space and access to computers.**

5.1. Provide details about lecture rooms, theatres, laboratories, computer, syndicate rooms/small group meeting rooms related to the MBA programme in a table. If necessary, distinguish between facilities owned or leased by you and those to which you just have access. Use the headings in the table below:

Type of Room*	Assignable square metres**	Capacity***	Present Usage (weekly in hours)	Anticipated usage (weekly in hours)	Ownership of facility

* List as Flat Classroom 1 or Raked Lecture Theatre 1

** Refers to usable space, excluding cupboards, corridors, etc.

*** Number of people who can be seated or workstations

5.2. If you have access to other facilities, please provide details of the agreements.

5.3. Provide a detailed list of the equipment available for usage by students, academic staff and administrative staff. (specify types of computers and software availability, audiovisual equipment, etc) If the programmes are offered by distance education, specify the availability of resources in relation to access to facilities by learners.

5.4. A concise statement on library holdings specific to the MBA programme must be provided including budget allocation for the last three years.

5.5. Identify the measures used by the unit to judge the adequacy of the resources available and any plans that may have been developed to improve on resource allocation.

Evaluate the unit's performance in relation to this criterion.

Commend	Meets Minimum Standards	Needs Improvement	Does not Comply

If 'Needs Improvement' is selected, please provide an action plan, including timelines and checkpoints for improvement where applicable.

Expected Documentation

- Details of physical infrastructure at all sites of delivery

- ❑ A plan indicating space allocation to the programme by purpose. (offices, classrooms, syndicate rooms, etc)
- ❑ Details of contractual arrangements in place for additional space
- ❑ Details of the amount, location and types of computer facilities and resources for students and staff (NB: indicate types of software and databases)
- ❑ A statement of library holdings relevant to the programme
- ❑ Details of any contractual arrangements that the unit may have with other libraries
- ❑ A statement of other equipment/resources available for the programme
- ❑ Details of processes used by the unit to determine the adequacy of its resources
- ❑ Other documents that demonstrate support for meeting the standards

6. HUMAN RESOURCES

The programme has an adequate and dedicated faculty able to support the programme's mission, goals and objectives.

Minimum Standards

- i. Policies, procedures and operational guidelines related to conditions of employment are available to all staff members.**
- ii. Part-time and contractual staff members are provided with explicit responsibilities and duties.**
- iii. All procedures and appointments are in line with relevant legislation and the overall policies of the institution. Policies, procedures and practices of the programme should encourage the inclusion of faculty members who contribute to the diversity of the staff complement.**
- iv. Criteria for appointment, advancement or promotion must be explicit and consistently applied.**
- v. The institution provides opportunities to enhance the teaching capabilities of faculty and support their professional growth and development.**
- vi. The size of the teaching staff and the contractual arrangements relating to time and work load have to ensure that all teaching, research, learning support and counselling activities relevant to the programme's mission can be realised.**
- vii. It must be guaranteed that all subjects; courses or modules are taught by experts in the field with adequate academic or professional qualifications. Specific motivations must be provided when employing staff without a master's qualification.**
- viii. Academics and other members of the unit must undergo a formal evaluation of performance. The evaluation process should cover the areas of student advising and counselling, programme development, scholarly and professional activities, service activities, administrative activities, business and industry relations, faculty development activities, additional contributions to the academic unit and consulting activities.**

ix. 75% of the full-time faculty must have Masters degrees or higher and business experience.

6.1. Provide a copy of staff recruitment, induction, selection and appointment policies specific to the programme.

6.2. Please fill in the following table for academic teaching staff specific to the MBA programme. CVs to be attached in prescribed format.

Name	F/T, P/T or contract	Date of appointment	Highest Degree, professional qualifications and area of Specialisation	Rank	Assigned Responsibility	Race and Gender

6.3. Please fill in the following table for support and administrative staff specific to the MBA programme. CVs to be attached in prescribed format.

Name	F/T,P/T or contract	Date of Appointment	Highest Degree and Area of Work	Assigned Responsibility	Race and Gender

6.4. What measures are in place to ensure that academic staff are equipped to teach, assess and provide counselling and support to learners ?

6.5. Do you have a formal performance appraisal of staff? Provide a description of how it is carried out and used to improve the performance of the unit.

6.6. Describe the process used to determine work allocation.

6.7. Describe staff development initiatives within the unit. Provide evidence of implementation and monitoring of the effectiveness of the initiatives.

6.8. Describe how staff are made aware of policies, and the processes in place to ensure input.

6.9. Does the unit have a policy for computation for extra pay for staff and additional work undertaken?

6.10. Is the overall academic faculty to student ratio adequate? What formula is used to determine adequacy?

6.11. Describe the roles and responsibilities of the support staff?

Evaluate the unit's performance in relation to this criterion.

Commend	Meets Minimum Standards	Needs Improvement	Does not Comply

If 'Needs Improvement' is selected, please provide an action plan, including timelines and checkpoints for improvement where applicable.

Expected Documentation

- ❑ Human resource policies relevant to the programme and functioning of the unit
- ❑ CVs in prescribed format for staff
- ❑ Performance Appraisal instruments and details of procedures for evaluation
- ❑ Descriptions of professional development initiatives
- ❑ Provision of information on the administrative support available to both academic staff and learners. (FTE academic/administration/student ratios)
- ❑ Work allocation model
- ❑ Demographic data on the staff in unit
- ❑ Description of policies and procedures to ensure the provision of equitable opportunities
- ❑ Other documents that demonstrate support for meeting the standards

7. STUDENT RECRUITMENT

The programme has student recruitment policies and admissions policies designed to recruit learners who will develop competencies in the field of business management.

Minimum Standards

- i. Acceptance criteria and processes should include a significant number of the following: letters of recommendation, written essay or personal statement, aims and objectives for undertaking the field of study, interview, copies of academic transcripts, resume or curriculum vitae, evidence of computer literacy, work experience, admissions test such as GMAT or equivalent.**
- ii. 90% of any cohort must have at least an NQF level 7 (Bachelors degree or equivalent) on entry. Exceptions to the rule are based on exceptional professional performance and evidence that the learner has participated in relevant courses leading to management qualifications. Not more than 10% of a cohort can be recruited via alternative access mechanisms and in these cases, RPL policies and procedures must be applied properly. The learners must have more than 2 years relevant and appropriate work experience.**
- iii. Admission criteria and processes must be clearly documented. Prospectuses and other documents must adequately describe the educational offerings in terms of the academic calendar, admissions policies, degree completion requirements and academic standards.**
- iv. Advertising and promotional materials, recruitment literature and other supporting material must contain accurate information.**

7.1. Describe the admission criteria for the programme.

7.2. If an admissions test is used, please describe it in detail explaining how and why it is used in the admission process.

7.3. Describe the kind of practical experience in business or organisations that is required for admission to the programme.

7.4. Provide details of the selection process used including advice and counselling afforded to students.

7.5. What is the relationship between the admission criteria, selection criteria and the assumptions of learning that are required for the MBA programme?

7.6. How often are these evaluated? Describe the process.

7.7. Does the unit have an alternative admissions policy and an RPL policy? Please describe.

7.8. What percentage of a cohort is admitted using the alternative admissions policy? Provide statistics for the last 3 years.

7.9. Identify and describe the support mechanisms in place to support learners.

7.10. Please complete the following table:

How many requests for application information do you have per year?	2000	2001	2002

How many comprehensive MBA applications (i.e. including application forms, tests, etc) do you have per year?	2000	2001	2002

How many do you accept for the MBA?	2000	2001	2002

How many MBA applicants do you reject for the MBA but accept for other less demanding management programmes?	2002	2001	2002

What proportion of students who start the programme actually complete all requirements for graduation? (finishers in 2000 represented x% of original starters)	2002	2001	1999
	___%	___%	___%

How many MBAs have been awarded by your school?	2002	2001	2000

How many PH D or doctoral degrees have been awarded by your school?	2002	2001	2000

7.11. What is the success rate of learners that have been admitted on regular admission requirements and those through the alternative admissions process? Statistics for the last three years.

7.12. Provide details of the recruitment strategy used by the unit. The budget allocation to marketing and recruitment must be provided for the last three years.

7.13. What proportion of your present MBA student body is made up of foreign students? (i.e. non-South African students) Provide details specifying countries.

7.14. Provide details on the cost of the MBA programme in 2003 specifying what is included or is additional.

7.15. Describe the process used to maintain learner records.

7.16. Describe and provide details on services offered to students after completion of the MBA degree.

Evaluate the unit's performance in relation to this criterion.

Commend	Meets Minimum Standards	Needs Improvement	Does not Comply

If 'Needs Improvement' is selected, please provide an action plan, including timelines and checkpoints for improvement where applicable.

Expected Documentation

- Organisational chart for Student Affairs
- Admissions, selection and enrollment information
- Recruitment Strategy, advertisements, budgets
- Unit's brochures, handbooks and information pamphlets

- ❑ Student Handbook
- ❑ Details of unit's internet site with reference to MBA content
- ❑ Description of placement assistance and post graduation counselling
- ❑ RPL policy
- ❑ Learner statistics
- ❑ Learner record database and information
- ❑ Other documents that demonstrate support for meeting the standards

8. DIVERSITY, ACCESS, REDRESS AND EQUITY

The programme shall address the broader issues of access, redress and equity in relation to both staff and student profiles.

Minimum Standards

- i. The institution and unit has set target rates for disadvantaged groups and provides adequate support to ensure throughput rates for these target groups.**
- ii. The unit encourages the inclusion of learners to reflect the diversity of the population.**
- iii. The unit has measures in place to provide support in ensuring the success of learners in numeric and language skills.**
- iv. The unit has set equity targets to be reached and is actively pursuing these in relation to staffing requirements.**

8.1. Describe the policies, procedures and plans of the unit to achieve a diverse learner body.

8.2. Provide quantitative information on the demographic characteristics of the student body over the last three years.

8.3. How is the institution dealing with academically unprepared learners? Provide a description of how the unit has dealt with this and an evaluation of the extent to which interventions have been successful.

8.4. What are the equity targets that have been set by the unit for the next three years?

8.5. Does the current diversity among the staff satisfy the unit's goals?

Evaluate the unit's performance in relation to this criterion.

Commend	Meets Minimum Standards	Needs Improvement	Does not Comply

If 'Needs Improvement' is selected, please provide an action plan, including timelines and checkpoints for improvement where applicable.

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Expected Documentation

- ❑ Demographic profile of learners for period 2000 – 2002
- ❑ Learner support programmes
- ❑ Policies and procedures to improve access for learners
- ❑ Description of equity profile for the last three years. A copy of Employment Equity Plan.
- ❑ Other documents that demonstrate support for meeting the standards

9. LEARNING PROGRAMME

The programme reflects its mission, goals and objectives leading to the MBA or in the designated area of the specialisation and has clear learning objectives.

Minimum Standards

- i. An MBA programme must display clear practical relevance and be well grounded in current theory.**
- ii. The planning, administration and execution of the MBA programme are conducted within a framework of an effective programme quality management system.**
- iii. There are clear systems and procedures for the design and review of the programme.**
- iv. The MBA is a postgraduate degree at the Masters level and must correspond to the minimum standards for such degrees.**
- v. The minimum credit value of the MBA is 240 credits at Level 7/8.**
- vi. The MBA has a minimum duration of 1-year full-time study or 2 years part-time.**
- vii. The MBA programme provides coverage of the main functional areas of management: accounting, finance, marketing, operations management, information systems management, human resource management, economics and quantitative analysis. (European Standard)**
- viii. The core content should include (but not necessarily be restricted to) the following areas of major underpinning knowledge in general management:**
 - The concepts, processes and institutions in the production and marketing of goods and/or services and the financing of business enterprise or other forms of organisation;**
 - The impact of environmental forces on organisations, including: legal systems; ethical, social, economic, and technological change issues; and the effect of international developments;**
 - The ability to respond to and manage change should be covered explicitly; the concepts and applications of accounting, of quantitative methods, and management information systems including IT**

applications; organisation theory, behaviour, HRM issues and interpersonal communications; the processes and problems of general management at the operational and strategic level; business policy or strategy should be a core integrative course. (AMBA standard)

- ix. Not more than 33% of the content is directed to a specialisation, which must include a portion of core and elective courses, and a research report in the area of specialisation. Areas of specialisation need to be justified in order to demonstrate that the graduate will function as a specialist in the designated area.
- x. The design process for the programme uses participants who are qualified in terms of expertise and experience. It takes into account trends in higher education curriculum design as well as market trends and the need for management education and development both nationally and internationally.
- xi. Clear and effective procedures are in place to evaluate the programme on a regular basis. Review findings are disseminated appropriately and utilised for staff development, curriculum improvement and increasing student access.
- xii. The methods used for review are credible and consistent and allow for the triangulation of information and data in order to produce a valid outcome.

9.1. What is the purpose of the MBA programme offered by the unit? Attach a copy of the unit’s SAQA submission for registration of the qualification on the NQF.

9.2. How does the MBA contribute to regional and/or national goals?

9.3. Evaluate the extent to which the MBA awarded by the unit has been benchmarked against other international MBA programmes.

9.4. Please complete the following table.

Name of Module and Module Code*	Fundamental/ Core/Elective	SAQA Credit Allocation	Specific Outcomes	Associated assessment criteria	Assessment tools

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* Please attach brief course outlines for each of the modules, list of prescribed reading material and a sample of learning materials. Detailed syllabi to be made available at site.

9.5. Provide a description of how the programme is structured and the rules of combination and progression.

9.6. How are the systematic interrelationships between the modules ensured?

9.7. Describe the measures in place to ensure that the programme is pitched at the correct NQF level.

9.8. Describe the curriculum planning process (involvement of business, alumni, etc.) and how it is monitored to assess effectiveness and currency.

9.9. Select one module in the programme that the unit considers innovative. Provide detailed syllabi and an overview of the unique features of the module. Samples of assessment tools must be included, texts used and any additional information that may assist in the evaluation.

9.10. Units that offer specialisations must provide detailed explanations for the use of the MBA as a vehicle for specialisation and demonstrate clearly the allocation of credits across the general management and specialist portions of the curriculum.

9.11. What indicators are used by the unit to evaluate the learning programme and explain how these are used to improve the curriculum.

Evaluate the unit's performance in relation to this criterion.

Commend	Meets Minimum Standards	Needs Improvement	Does not Comply

If 'Needs Improvement' is selected, please provide an action plan, including timelines and checkpoints for improvement where applicable.

Expected Documentation

- SAQA submission
- Identification of fundamentals, core and electives
- Details of horizontal and vertical articulation with other programmes
- Details of benchmarking activities

- ❑ Course outlines, prescribed reading material and sample of learning materials
- ❑ Structure of programme and rules of combination
- ❑ Research requirements
- ❑ Postgraduate supervision policies
- ❑ Evidence of curriculum design, evaluation and review processes
- ❑ In-depth details of innovative component of learning programme
- ❑ Policies for handling complaints, grievances and providing assistance to learners
- ❑ Learner support mechanisms
- ❑ Other documents that demonstrate support for meeting the standards

10. TEACHING AND LEARNING

The programme ensures that each student displays an understanding of the areas of knowledge that are basic to general management, acquires skills and experience in the application of basic management principles and demonstrates integration of this knowledge.

Minimum Standards

- i. Learners are provided with clear guidance as to the means by which the integration of subjects, courses or modules is achieved.**
- ii. In addition to the acquisition of knowledge, the curriculum is expected to put theory into practice by focusing on the development of learners in competencies such as decision-making, team work, leadership skills, entrepreneurial potential, negotiation skills, communication and presentation skills.**
- iii. The most recent developments in teaching methods and techniques must be used with the involvement of learners as a dominant feature.**
- iv. Proactive learning is reflected in dialogue-oriented lectures, case studies, group work or interactive learning sessions in the context of management simulations and project work.**
- v. Teaching and learning methods must be applicable to real-life working situations. To facilitate the transfer of theory into practice, company projects must be an essential element of the MBA programme.**
- vi. An MBA programme should have a minimum of 476 teaching/contact hours. This interaction may in part be supplemented by using modern multimedia techniques. In addition, a minimum of 1000 hours of preparatory study. (FIBAA Standard)**
- vii. The quality requirements for programme development and delivery take into account all delivery modes. The following must be taken into account by distance education providers:**
 - The design of the programme ensures explicit coherence between, on the one hand, the aims and intended learning outcomes of the programme and on the**

other, the scope of the learning materials and the strategies for teaching at a distance.

- The institution has tested systems and technologies for materials development and delivery for distance learning.
- Learning materials, teaching and learner support strategies, and modes of assessment are designed (and reviewed regularly) in order to give students enrolled at a distance a reasonable chance of achieving intended exit level outcomes.
- Training and development opportunities are provided for staff to be able to design, deliver and review programmes offered at a distance.
- Systems are in place to identify inactive students and support them timeously.

10.1. Provide a description of the teaching methods used on the MBA programme. Explain the relationship between the teaching methods, mode of delivery and the achievement by the learners of the stated outcomes of the qualification.

10.2. Please indicate the types of learning activities involved in the programme and the number of hours that the average learner is expected to spend on each.

Type of Learning Activity	Hours	% of Learning Time
Lectures (face to face contact, limited interaction or technologically mediated)		
Tutorials: Individual groups of 30 or less		
Syndicate Groups		
Practical workplace experience (eg. Experiential learning and workplaced-based projects)		
Independent self-study of standard texts and references (study guides, books, journal articles)		
Independent self-study of specially prepared materials (case studies, multi-media,etc)		
Other (specify)		
Total		

10.3. Describe how the critical cross-field outcomes are incorporated into the teaching and learning process. Provide evidence.

10.4. What evidence exists for student achievement in oral and written communication and for the integrated use of computer technologies and other information systems throughout the curriculum?

10.5 What evidence exists that the teaching and learning process promotes collaborative skills?

10.6. What evidence exists that the curriculum and its instructional methods foster the development of critical thinking, problem-solving skills and fosters life-long learning?

Evaluate the unit's performance in relation to this criterion.

Commend	Meets Minimum Standards	Needs Improvement	Does not Comply

If 'Needs Improvement' is selected, please provide an action plan, including timelines and checkpoints for improvement where applicable.

Expected Documentation

- Identification of the means by which the programme ensures that all students have a broad understanding of the areas of knowledge central to the MBA
- Details of teaching methods and techniques used
- Mode of delivery to be identified
- A matrix to be provided on the number of hours allocated per module
- Other documents that demonstrate support for meeting the standards

11. ASSESSMENT

The assessment processes are valid, reliable and transparent. The assessment practices demonstrate the integration of content, teaching methods and modes of delivery.

- i. There is rigorous assessment that is fair, explicit and consistently applied to ensure that learning objectives are at masters' level. The assessment criteria must be stipulated with a range of assessment methods used. The policies and procedures for assessment take into account the varying modes of delivery. The unit must demonstrate that the formative and summative assessment procedures for programmes are appropriate for the delivery mode and the circumstances in which the programmes are studied.**
- ii. Assessment is systematically and purposefully used both to generate data for summative purposes(grading, ranking, selection, predicting) and for formative and diagnostic purposes, such as providing timeous feedback to inform teaching and learning.**
- iii. The unit has efficient internal and external procedures to moderate and validate its assessment procedures and results, in order to ensure their reliability and to ensure the integrity of the qualifications it awards.**
- iv. Assessment is conducted rigorously within a framework of rules and regulations governing assessment. Security arrangements pertaining to recording and documenting assessment decisions are in place.**
- v. The institution has a policy and effective procedures for recognising prior learning and for assessing current competence.**
- vi. The programme has to be organised in such a way that it can be completed within the stipulated time frames. Staff and infrastructural resources are organised for examinations and other forms of assessment in line with the requirements of the programme.**
- vii. The academic staff responsible for official decisions on assessment are appropriately trained, experienced and competent to assess. Teaching staff are provided with opportunities to improve and professionalise assessment practices.**

11.1. Describe the assessment policy of the unit in relation to the MBA programme covering the following areas:

- ❑ Description of the number and types of tests, how the year and final marks are calculated.
- ❑ Rules of progression within the MBA programme
- ❑ Details of exit level qualifications awarded
- ❑ Required qualifications of assessors
- ❑ External examination and moderation system
- ❑ List the exact roles of the external examiners and moderators
- ❑ Process for review of assessment regime
- ❑ Details of experiential learning policy and assessment of the same
- ❑ Complete the following table for the year 2002. List the names, qualifications, experience and places of employment of the external examiners/moderators for this programme, using the headings below:

Name	Qualifications and expertise in programme area	Place/s of employment	Role and responsibility in relation to programme	Years used by unit as external examiner/ Moderator

11.2. How many case studies are set and at which points in the programme? How many of the case studies can be called complex and dynamic?⁹

11.3. What evidence exists that learner achievement data are applied to modification or review of the programme?

11.4. How does the unit ensure that faculty are trained and competent to assess?

⁹ Complexity is characterised by: complete information on the interacting companies and comprehensive data to describe the case. Dynamic is characterised by: continuous insertion of parameters and permanent changes in time frames. (FIBAA,2000:41)

Expected Documentation

- ❑ Details of the programme's assessment policy, making explicit the values, theories or philosophy of assessment on which it is based
- ❑ Details of the monitoring and reviewing of the assessment policy
- ❑ Provision of rules and regulations pertaining to the following: formative and summative assessment, internal moderation and external examiner systems, examinations security procedures, appeals procedures, supplementary examinations, agrotats, etc.
- ❑ Learner achievement data
- ❑ Other documents that demonstrate support for meeting the standards

12. RESEARCH

The programme has an active research focus through which both staff and learners contribute to the knowledge base of the field of management.

Minimum Standards

- i. There are clear and efficient arrangements in place for the management of research functions and processes in a way that ensures and enhances quality, increases research participation, productivity and research funds.**
- ii. The unit has effective strategies for research development, including capacity development for new researchers.**
- iii. The MBA programme should contain substantial evidence of individual work undertaken as a project providing evidence of the ability to integrate the core subjects. The research component should constitute at least one fifth of the overall pass mark.**
- iv. All research projects should have a sound foundation as well as a practical base to allow learners to demonstrate an understanding of theory and its application at Masters level.**
- v. Co-operation of an employing organisation is desirable to enable learners to conduct action research. In the absence of this, the unit should provide alternative means for the learners to carry out action research.**
- vi. Faculty members should be research active (i.e. 0,3 publications per full time faculty member).**
- vii. Appropriate and effective strategies are implemented for postgraduate education, including postgraduate supervision.**
- viii. Postgraduate supervision procedures and processes must be on par with all other postgraduate degrees. In order to achieve this, clearly structured courses must be provided to ensure that students are adequately prepared for research projects and for entry into higher qualifications.**
- ix. The institution/unit has regulations governing the relationship between supervisors and postgraduate students. There are mechanisms for complaints and appeals.**

x. There are monitoring mechanisms in place to check the progress of students, codes and guidelines for supervision and training and development opportunities for new supervisors.

12.1. Describe the unit's policies, procedures and incentives for research for staff.

12.2. Please complete the following table.

Item	2000	2001	2002
Actual expenditure on research broken down into meaningful categories			
% of overall unit's expenditure			

12.3. Describe and provide details of research income streams.

12.4. Please complete the following table for each academic staff member for the years 2000-2002. Ensure that dates for all activities are presented in the curriculum vitae. Supporting evidence for scholarly and professional activities should be available for the on-site evaluation. Use the following codes under 'types of research output'.

- a. Professional Meetings
- b. Attendance at National Conferences
- c. Attendance at International Conferences
- d. Papers presented at National Conferences
- e. Papers Presented at International Conferences
- f. Refereed National Journal Articles
- g. Refereed International Journal Articles
- h. Other Published Articles
- i. Books
- j. Consultancies
- k. Other

Staff Member Name	Full-time or Part-time	Types of Research Output	Number of postgraduate students supervised
2000			
2001			
2002			

12.5. What incentives are in place to encourage learner involvement in research? Provide a brief description. Evidence to be provided on site.

12.6. What evidence is there that academic staff include the results of their own research or the research of others into their teaching?

12.7. Does the unit have any measures in place to mentor new academic staff into research activities?

12.8. Describe the processes in place to approve the awarding of the MBA qualification.

12.9. Provide a description of how the programme enables students to undertake independent research and other scholarly activities. The description should include an overview of postgraduate supervisory practices and other forms of support extended to the learners.

12.10. What are the measures used by the unit to evaluate the success of its research activities?

Evaluate the unit's performance in relation to this criterion.

Commend	Meets Minimum Standards	Needs Improvement	Does not Comply

If 'Needs Improvement' is selected, please provide an action plan, including timelines and checkpoints for improvement where applicable.

Expected Documentation

- ❑ Research policy
- ❑ Practices and procedures that support research and scholarly activities
- ❑ Details of formal research undertaken by staff at the unit
- ❑ Research expectations of staff and actual output
- ❑ Funds allocated to research over the last 3 years
- ❑ Identification of measures used to evaluate the success of the unit's research activities, along with data regarding the unit's performance against these measures
- ❑ Details of student involvement in research activities other than fulfilment of requirements for the MBA
- ❑ Other documents that demonstrate support for meeting the standards

13. EXTERNAL ENVIRONMENT

The unit is active in the field of management and contributes to the improvement of management in society.

Minimum Standards

- i. The unit has linkages with the business environment that support and augment the programme and work of the unit.**
- ii. The unit provides evidence of articulation and/or credit transfer relationships with other higher education institutions.**
- iii. The unit ensures that all partnership agreements are focused on ensuring quality teaching and learning.**
- iv. The unit consciously measures and monitors its relationships with external stakeholders.**

13.1. Prepare a report that sets out the business unit's activities and linkages with business, industry and other relevant organisations for the period 2000-2002. The report should focus on the following areas but may include any others that the unit considers pertinent or innovative.

- Advisory boards
- Guest Speakers
- Institutional outreach programmes
- Alumni Associations
- Partnership and joint venture agreements with organisations/business
- Custom-made executive programmes
- Internship programmes in business
- Research undertaken for business
- International relations

13.2. List the principal institutions from/to which your unit receives/sends learners. Articulation and credit transfer agreements with other institutions should be described. Copies of agreements should be made available for the site visit.

13.3. Describe the nature of partnerships and linkages that the unit has with other higher education institutions. (franchise agreements, curriculum development or

collaborative provision) If the programme has entered into partnership with another programme, the following information should be submitted:

- Reason behind selection of partner
- Rules regarding co-operation
- Type and time-frame of the partnership
- Management and faculty
- Joint curriculum, recognition of credits, certification processes, recognition of degrees
- Accreditation status of partner

13.4. What measures are used by the unit to evaluate the success of its external activities?

13.5. Please name graduates or business representatives who would be able to provide their views with regards to the unit’s MBA programme? Names, positions and contact details should be provided.

13.6. If there is any aspect of the unit’s activities that are innovative, please provide details.

Evaluate the unit’s performance in relation to this criterion.

Commend	Meets Minimum Standards	Needs Improvement	Does not Comply

If ‘Needs Improvement’ is selected, please provide an action plan, including timelines and checkpoints for improvement where applicable.

Expected Documentation

- ❑ A description of the unit’s external activities with details of contracts and the nature of activities over the period 2000-2002.
- ❑ A description of the unit’s policies and procedures and practices that support linkages with the business environment
- ❑ Information on agreements for collaboration or partnership with other higher education institutions
- ❑ Other documents that demonstrate support for meeting the standards

Curriculum Vitae Outline

1. Name
2. Educational background (include fields of specialisation):
3. Full-time/part-time or contract
4. Areas of Assigned Teaching Responsibility:
5. Number of theses/dissertations/research reports supervised:
6. Teaching Experience:
7. Other Work Experience:
8. Professional memberships (include offices held)
9. Conferences Attended (include dates)
10. Papers Presented (include dates):
11. Publications:
12. Other Research Activity:
13. Consulting:
14. Professional Growth Activities:
15. Institutional Services Performed:
16. Awards, honours and recognitions:
17. Professionally related community activities:
18. Additional Information:

Glossary

Applied competence SAQA definition	The ability to put into practice in the relevant context the learning outcomes acquired in obtaining a qualification.
Assessment SAQA definition	The structured evaluation of a person's ability to demonstrate acquisition and application of the outcomes of a programme of learning, leading to the award of a qualification.
(i) integrated assessment SAQA definition	That form of assessment which permits the learner to demonstrate applied competence and which uses a range of formative and summative assessment methods.
Credit SAQA definition	That value assigned to a given number of notional hours of learning. One SAQA credit equals ten notional learning hours. 120 SAQA credits are equivalent approximately to one year of full-time study.
Core learning SAQA definition	That compulsory learning required in situations contextually relevant to the particular qualification, and "core" has a corresponding meaning.
Examination SAQA definition	A written, oral or practical assessment, as the case may be, in accordance with general education policy. Also supplementary and re-examination, continuous evaluation, and the evaluation of experiential learning.
Exit survey	An exit survey is conducted at the end of a learner's contact with a provider, usually when he/she graduates. An exit survey asks a range of questions including about the learner's experience of the programme, the strengths and weaknesses of the programme from the learner's perspective, how useful the learning was, whether the learner has already secured employment or whether the learner plans to study further.
Fundamental learning SAQA definition	That learning which forms the grounding or basis needed to undertake the education, training or further learning required in the obtaining of a qualification and "fundamental" has a corresponding meaning.
Moderator SAQA definition	A person, apart from the examiner, that is appointed by the provider to be responsible for ensuring the standard of the examination and its accompanying marking framework and response exemplars, and for marking a representative sample of examination responses.
Notional hours of learning SAQA definition	The learning time that it is conceived it would take an average learner to meet the outcomes defined, and includes concepts such as contact time, time spent in structured

	learning in the workplace and individual learning.
Outcomes SAQA definition	The contextually demonstrated end products of the learning process.
(i) exit level outcomes SAQA definition	The outcomes to be achieved by a qualifying learner at the point at which he or she leaves the programme leading to a qualification.
(ii) critical outcomes SAQA definition	Those generic outcomes determined by SAQA, which inform all teaching and learning, including but not limited to: <ul style="list-style-type: none"> a) Identifying and solving problems in which responses display that responsible decisions using critical and creative thinking have been made. b) Working effectively with others as a member of a team, group, organisation, community. c) Organising and managing oneself and one's activities responsibly and effectively. d) Collecting, analysing, organising and critically evaluating information. e) Communicating effectively using visual, mathematical and/or language skills in the modes of oral and/or written persuasion. f) Using science and technology effectively and critically, showing responsibility towards the environment and health of others. g) Demonstrating an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation. h) Contributing to the full personal development of each learner and the social and economic development of the society at large, by making it the underlying intention of any programme of learning to make an individual aware of the importance of: <ul style="list-style-type: none"> i. Reflecting on and exploring a variety of strategies to learn more effectively; ii. Participating as responsible citizens in the life of local, national and global communities; iii. Being culturally and aesthetically sensitive across a range of social contexts; iv. Exploring education and career opportunities; and v. Developing entrepreneurial opportunities.
(iii) specific outcomes SAQA definition	Contextually demonstrated knowledge, skills and values, which support one or more critical outcomes.
Specialised learning SAQA definition	That specialised theoretical knowledge which underpins application in the area of specialisation and "specialisation" has a corresponding meaning.

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