

THE MBA LANDSCAPE: PROVIDERS AND PROGRAMMES

In 2002, when the HEQC started the process of re-accreditation of MBAs, there were 37 programmes offered by 27 providers. This constitutes the formally accredited MBA programmes in South Africa and the focus of this report.

This chapter describes the MBA landscape in South Africa: the types of providers and their history, their geographical location, and the programmes they offer, including their mode of delivery; the profile of students' enrolments and graduation; and staff numbers and profiles. The analysis offered in this chapter is based on the information provided in the institutions' submissions to the HEQC during the re-accreditation process, and on further information requested by the Monitoring and Evaluation Directorate of the CHE for the preparation of this report. This information is not always complete or accurate and the text provides footnotes about the quality of the data where necessary.

The purpose of this chapter is to provide the reader with the facts and figures necessary to understand the history and current situation of MBA provision in South Africa and to make better sense of the results of the re-accreditation process and its consequences for the MBA landscape.

The chapter is organised in two sections. The first deals with facts and figures about providers and programmes. The second is focused on the profile of students and staff in the different programmes.

PROVIDERS AND PROGRAMMES: WHEN, WHERE AND WHAT

A brief chronology of MBA provision in South Africa

The history of the MBA in South Africa cannot be separated from the history of higher education in the country. It has to take into account the influence that apartheid legislation had in determining the range of degrees and subjects that institutions could offer, as well as the students they could cater for. But it also has to look at the changes brought about by the post-1994 policymaking process and the influence these have had on the one hand on higher education institutions and on society's perception of the benefits and value of education, and on the other on the MBA landscape.

The 1940s in South Africa were characterised by rapid industrialisation and the strengthening of Afrikaner nationalism under the aegis of the National Party. The victory of the National Party in the 1948 election marked the institutionalisation of apartheid and the beginning of the construction of an education system designed to reproduce racially-based disadvantage and underdevelopment.

The buoyant economic mood was certainly propitious for the introduction of the idea of management education in the country. Perhaps it was not a coincidence that the first MBA (strictly speaking an MCom) was introduced at the University of Pretoria in 1949, with the support of the chairman of Iscor, who was at the time also chair of the Council of the University of Pretoria.

Ten years later the 1959 Extension of University Education Act No 45 created four ethnic university colleges in addition to Fort Hare, at Bellville, Ngoye, Durban and Turfloop, for coloured, Zulu, Indian, and Sotho-Tswana students respectively. Despite student protest, the legislation also guaranteed that no black students could study at white institutions, with the exception of the University of South Africa (UNISA). Government intervention in programme offerings at the new black university colleges guaranteed that any development in business administration as a discipline would not benefit black students or, much less, black universities.

Despite the mounting political tension, the 1960s were a time of economic progress and stability for white South Africans. During this period the University of Cape Town, the University of Stellenbosch, UNISA, and the University of the Witwatersrand started offering MBAs at their newly-opened business schools. It was only in the 1970s, when the resistance to apartheid was gaining momentum, that the University of Durban-Westville started offering the first MBA for black students. This decade also saw the opening of the MBA programme at the business school of the University of Potchefstroom.

The 1980s were rife with economic crisis, partly owing to international disinvestment, and political unrest: hardly a time to think of opening business schools. The productivity crisis, however, was fertile terrain for the revaluation of technical education and workforce training. On the education front the focus was on the expansion of technical education; thus the 1980s saw the creation of most of South Africa's technikons, designed to cater separately for the vocational education of white and black students.

The limited development of business education at historically black institutions under apartheid was consistent with the role allocated to black people in the employment structure of apartheid South Africa. The Industrial Conciliation Act No. 55 of 1956 and the Mines and Works Act No. 78 of 1973, together with supplementary legislation on training, created a legal framework that excluded Africans from the definition of employee as well as preventing them from having access to managerial, professional and skilled work outside the designated independent and non-independent homelands.¹

¹ For a study of the evolution of the labour market for managers in historical perspective, see F. Horwitz and A. Bowmaker-Falconer, Managers, in A. Kraak (ed.) et al. (2004). *Human Resources Development. Education, Employment and Skills in South Africa. Review 2003*, Pretoria: HSRC, pp.610-33.

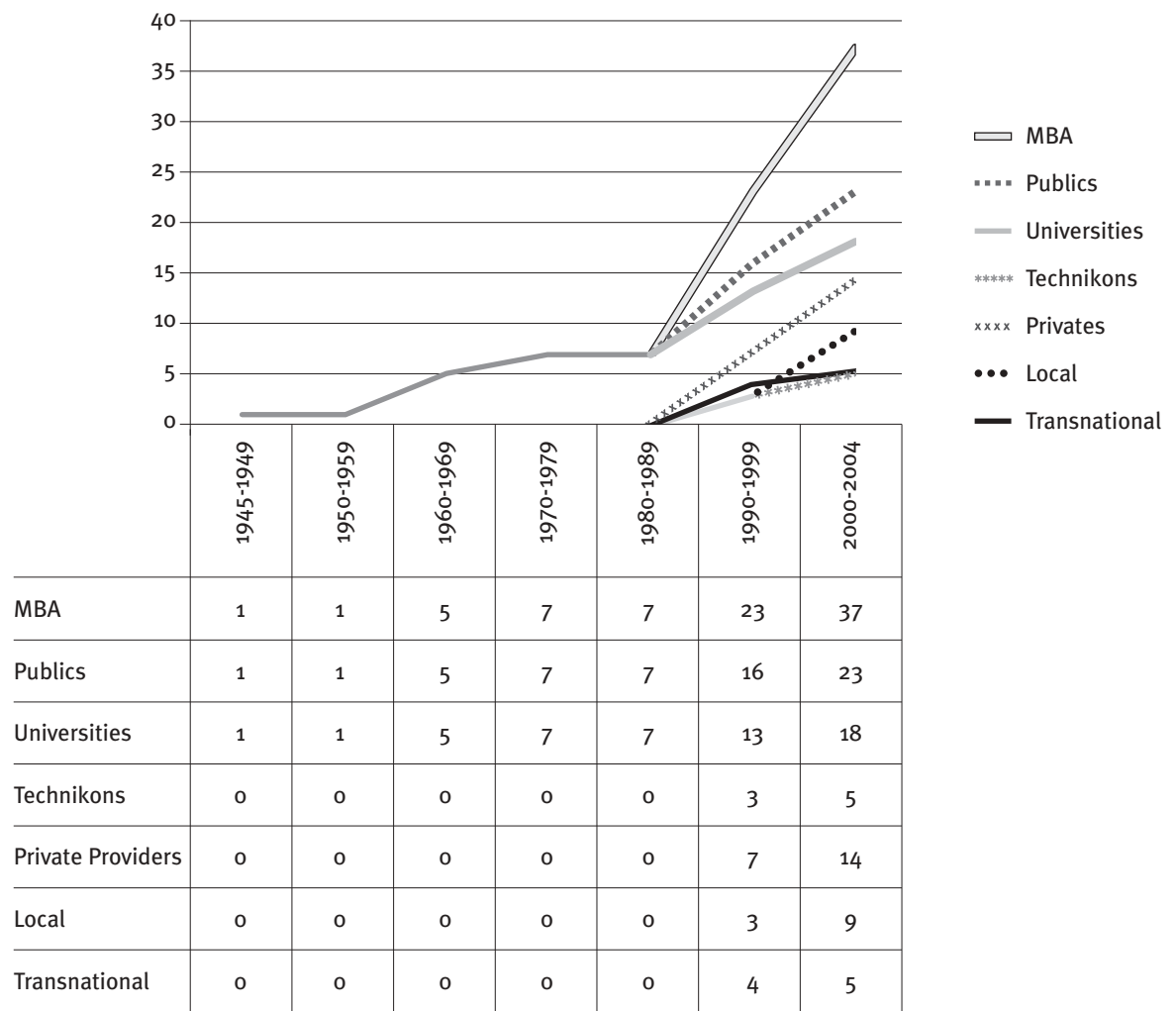
Up to the 1990s there were only seven business schools in the country offering MBA programmes. All of them were located at universities and, with the exception of the business school at the University of Durban-Westville (UDW), all were located at historically white institutions: four Afrikaans-medium, the other three English.

The rapid expansion of the MBA in the 1990s has two main features: the inclusion of technikons, allowed since the passing of the 1997 Higher Education Act to offer higher education degrees, and the massive expansion of private provision of higher education by both local and transnational providers. It is important to note that both technikons and local private providers started offering MBAs in partnership with transnational providers that had an interest in entering the South African higher education market. While technikons entered into partnerships with UK and Australian universities, private providers entered into partnerships with the then British polytechnics. The implications of these arrangements in terms of the national legislation will be examined in detail in the next chapter.

The rapid expansion of the MBA in the 1990s, especially after the inauguration of the new democratic government, can be partly explained as the combined effect of international trends and new national legislation. On the one hand, as we will see in more detail in Chapter 3, the 1990s marked the international expansion of the MBA and the growing centrality of business in both the global economy and local societies. South Africa's aperture to the world exposed local entrepreneurs as well as higher education leaders to this trend. Several transnational providers also saw a commercial opportunity in the provision of higher education degrees in the country in the context of newly-signed bilateral agreements with the South African government. Locally, on the other hand, the country witnessed a fast process of policymaking that yielded a host of well-integrated and radical higher education policies. New policy not only revalued the role of higher education in the construction of a democratic society and in the economic development of the country; it also introduced debates about scarce skills and entrepreneurialism together with a will to change patterns of enrolment that reflected the apartheid racially-based allocation of opportunities to citizens. Public and private enterprises as well as the public service were obliged to develop work skills plans as part of a raft of labour legislation aimed at deracialised and skilled middle and top management, and this also had an influence in the market for higher education. Not only was the government, through the Department of Education, asking for an increase in undergraduate students' enrolments in the field of business; the Minister of Public Service's directive about the need for public service employees at the medium and high management levels to take MBAs had an enormous impact on the proliferation of MBAs and also resulted in an increased interest in the degree. As far as the MBA programme is concerned, all of this took place on fertile ground since the MBA in South Africa, given its connections with business and industry, had had a high reputation from its very beginnings. It must be mentioned here that the comparatively low investment costs, especially compared with degrees and postgraduate degrees in the natural sciences, of establishing an MBA programme might have acted as an incentive particularly for private providers who could not count upon the functioning infrastructure that public institutions had. The issue of the cost of the MBA and its modes of organisation will be examined in Chapter 4.

The net effect of the expansion of the MBA since the 1990s was that the large majority of the programmes that participated in the HEQC re-accreditation exercise had been enrolling students only since the early 1990s and some only for a couple of years. Figure 1 provides a breakdown of the expansion of MBA programmes in the country per type of provider and overall, and illustrates the staggering growth in programme offerings.

Figure 1: Dates of establishment of MBA programmes by type of provider



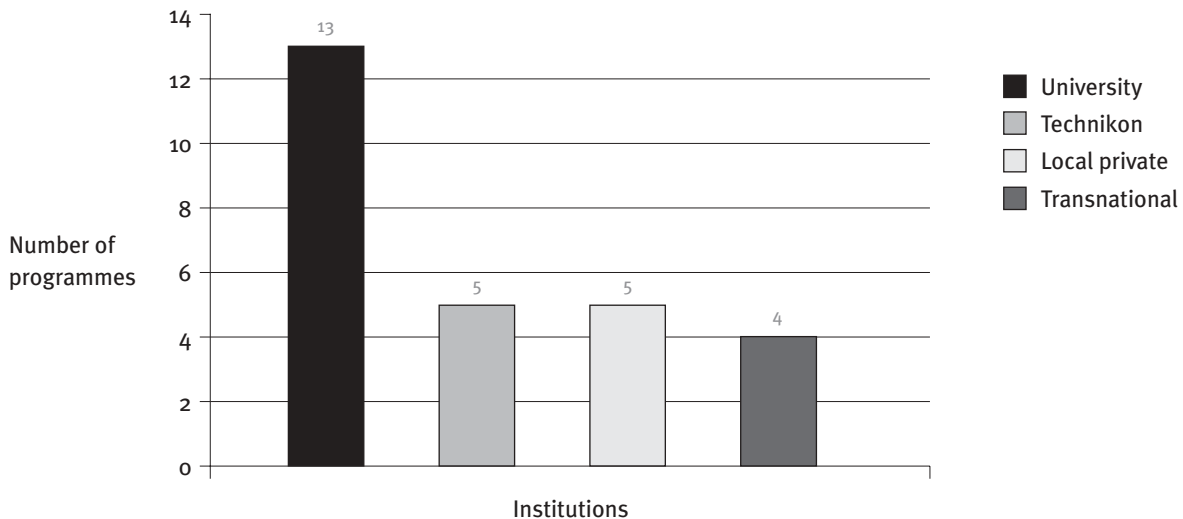
By the time applications for re-accreditation were submitted to the HEQC the MBA landscape in South Africa was constituted as follows:

- 18 public higher education institutions (13 universities and 5 technikons).
- 9 private providers (5 local and 4 transnational).

These institutions offered 37 programmes which were distributed as indicated in Figure 2: 23 (62 percent) were offered by public institutions and 14 (38 percent) by private institutions;

18 (48.64 percent) were offered by public universities, 5 (13.51 percent) by technikons, 10 (27.03 percent) by local private providers and 4 (10.81 percent) by transnational providers.

Figure 2: Number and type of providers offering MBA degrees



An analysis of the geographic distribution of business schools taking into account the site of their administrative headquarters shows that business schools, especially newly established ones, tend to be localised in the economic hubs of the country. The impact of the democratic dispensation on the economic outlook of the provinces can be gauged by the rapid growth of MBA offerings in Gauteng and KwaZulu-Natal. Before 1994 the former Transvaal Province had the largest concentration of business schools in the country (5 at the time); after 1994, the number of business schools in Gauteng doubled, with this province now having 11 MBA providers including public universities, technikons, local private and transnational providers. Similarly, while before 1994 the UDW Business School was the single provider of the MBA in Natal, after 1994 the number of business schools in the reconfigured province increased to 5, of which 2 are private providers.

Tables 2 and 3 show the distribution of providers and programmes per province after 1994. The tables take into account the localisation of the administrative site of the institutions to analyse their geographical distribution and are mindful of the fact that distance education by definition is not geographically located. As can be seen from the tables, at the time of the re-accreditation exercise 40 percent of South Africa's business schools were located in Gauteng, 19 percent in KwaZulu-Natal and 15 percent in the Western Cape. The remaining 26 percent was distributed between the North West province, Limpopo and the Free State. Taking the programme as the unit of analysis, the highest concentration of MBA programmes was in KwaZulu-Natal (12 programmes), where two local private providers offered 7 of the 12 MBA programmes available in the province. 11 MBA programmes were offered in Gauteng, 5 in the Western Cape, 3 in the Free State, 2 in the North West and 1 in Limpopo.

Table 1: Distribution of type of provider per province after 1994

<i>Province</i>	<i>Universities</i>	<i>Technikons</i>	<i>Local private providers</i>	<i>Transnational private providers</i>
Western Cape	2	1	0	1
Northern Cape	0	0	0	0
North West Province	2	0	0	0
Eastern Cape	1	1	1	0
KwaZulu-Natal	2	1	2	0
Mpumalanga	0	0	0	0
Gauteng	4	2	2	3
Free State	1	0	0	0
Limpopo	1	0	0	0
Total	13	5	5	4

What emerges clearly from the analysis of the geographic distribution of the MBA is that all business schools, but especially the new providers, are localised in the wealthiest and economically dynamic South African provinces and that all schools are metropolitan-based.

Table 2: Distribution of programmes according to province

<i>Province</i>	<i>Universities</i>	<i>Technikons</i>	<i>Local private providers</i>	<i>Transnational private providers</i>
Western Cape	3	1	0	1
Northern Cape	0	0	0	0
North West Province	2	0	0	0
Eastern Cape	1	1	1	0
KwaZulu-Natal	4	1	7	0
Mpumalanga	0	0	0	0
Gauteng	4	2	2	3
Free State	3	0	0	0
Limpopo	1	0	0	0
Total	18	5	10	4

Type of MBA programmes

Before the 1990s all MBA programmes were offered at contact institutions and were general MBAs from the point of view of the content of the learning programme. After 1994, there was not only an explosion in the offering of MBA programmes in the country but also a substantial change in both the mode of delivery and the learning programme itself. As can be seen in Table 3, the new providers introduced distance learning into the MBA. (They also introduced a number of specialisations.) As we will see in Chapter 3, this has been an

international trend that responds to market segmentation and the changing age of the students enrolling in the programmes. Table 3 shows the modes of delivery at South African business schools, divided into contact only and distance only institutions.

Table 3: Mode of delivery at business schools

<i>Mode of delivery</i>	<i>Number of business schools</i>	<i>Percentages</i>
Contact	20	74%
Distance only	7	26%
Total	27	100%

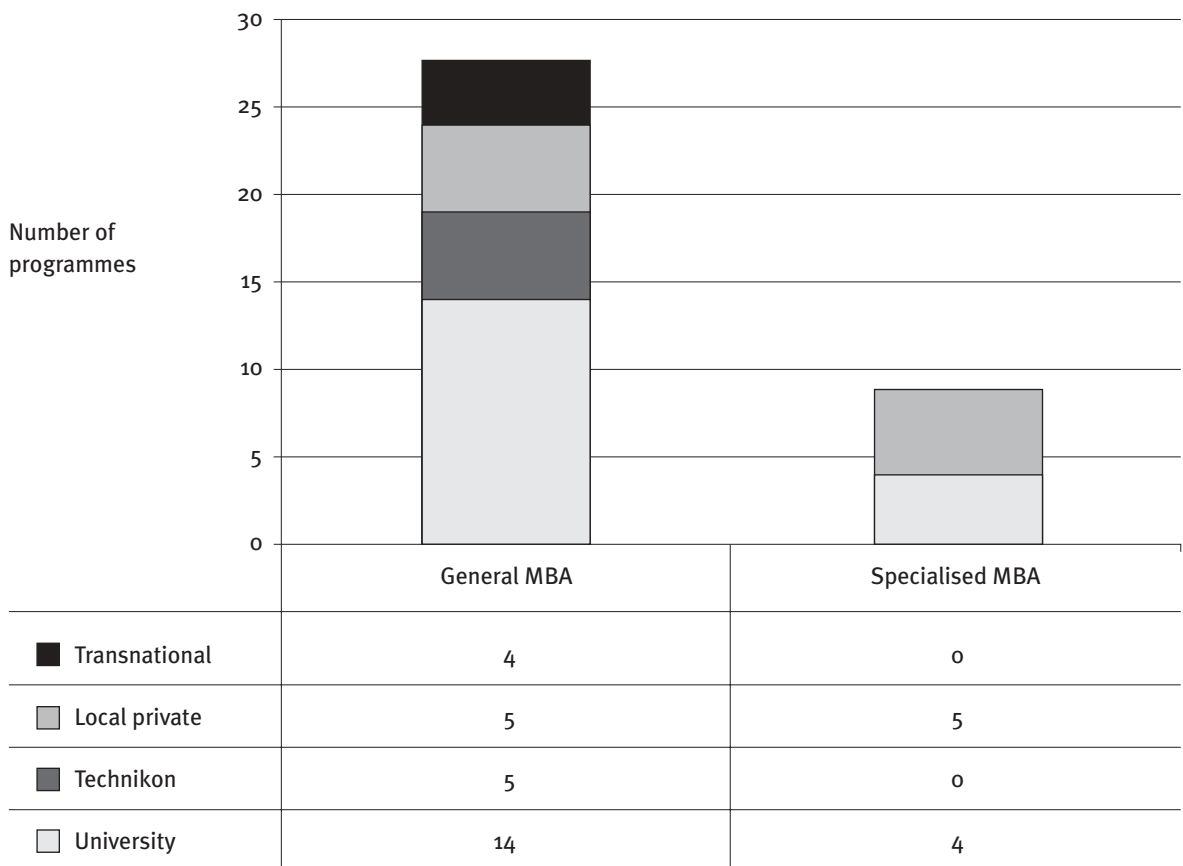
An analysis of the mode of delivery of programmes in relation to different institutional types indicates that private providers offered the majority of distance mode MBAs. The proliferation of the distance MBA speaks of a growing demand for MBA programmes from individuals who cannot attend classes and, in some cases, cannot afford the prices of residential MBAs. Given the comparatively lower overheads of MBAs offered in a distance mode it is also possible that private providers saw a cost opportunity in entering into the higher education market with a relatively cheap degree that would attract a large number of students, and therefore give the private providers a comparative advantage over older and more established public providers. The relationship between programme fees and student choice will be explored later in this chapter.

As regards the expansion in the demand for the MBA, it is noteworthy that, with the exception of UNISA, all distance MBA programmes are offered by institutions that have opened since 1990.

The variation in the offerings among contact MBAs also indicates that greater student demand requires wider choice between contact full-time and part-time, as well as combinations of contact and distance modes of delivery. Out of 20 institutions offering contact MBAs 15 (75 percent) offered part-time programmes too, 5 offered programmes in both full-time and part-time modalities, and 2 that offered contact MBAs also offered the programmes in distance mode. This seems to indicate that even if there is a shift from offering the MBA as a full-time two-year degree, based on the classic American model, to a more flexible part-time programme, the trend is not yet fully developed in terms of correspondence and electronic MBAs. As we will see in Chapter 4, there is some debate about the ability of distance MBA (correspondence or electronic) to facilitate the development of some of the skills required by MBA graduates. In this regard, it is particularly interesting that in South Africa UNISA, the dedicated distance education institution, requires contact sessions in its programme. The relation between the pedagogy of the MBA and the costs of the programme will be analysed in Chapter 4.

As for the opposition between general and specialist MBAs in South Africa, although comparatively speaking there is an overwhelming majority of general MBAs on offer, the growth of specialist programmes from zero to 24 percent marks a substantive trend in the MBA market in the country. In most cases the need for these specialist MBAs was argued in terms of schools' responsiveness to local demand and they range from executive MBAs to industry-specific programmes. As we will see in Chapter 4, in almost all cases the specialist MBAs were neither clear responses to local needs nor well-structured learning programmes with the required weight of general courses. As can be seen from Figure 3, the distribution of specialist MBAs among providers indicates that newer business schools at public universities and recently established private providers share equally in the provision of specialist programmes, with two local private providers offering five specialist programmes and three public universities offering four.

Figure 3: Specialist and general MBAs since the 1990s



MBA STUDENTS AND STAFF: WHO AND HOW

The MBA in the context of postgraduate education

This section deals with the demographic profile of students and staff in the different MBA programmes. It relies on the data submitted by business schools as part of their re-accreditation documentation and on further data provided by the schools at the request of the CHE.²

Any analysis of enrolments in MBA programmes has to be situated in the broader landscape of postgraduate education in South Africa if we are to make sense of the MBA in terms of the two fundamental issues about postgraduate enrolments: equity and access to master's and doctoral degrees, and a more equitable production of postgraduates across fields of study. A discussion document on postgraduate education in South Africa published by the National Advisory Council on Innovation (NACI) provides valuable information in this regard.³

Between 1995 and 2001 the postgraduate sub-sector of the public higher education system taken as a whole (universities and technikons together) grew from approximately 70 000 enrolments to just above 92 000: an increase of 154 percent in six years. In terms of enrolments at the master's level, which is the focus of this analysis, enrolments at university-based programmes grew from 31 percent in 1995 to 35 percent in 2001. In the technikon sector the increase was much more dramatic, from 16 percent in 1995 to 92 percent in 2001.⁴

Given the importance of the distribution of postgraduate enrolments by field of study in terms of access and equity (changing the apartheid racially-determined enrolment patterns) as well as in terms of the education of a science and technology workforce that can respond to the developmental objectives of the country, it is important to disaggregate the above figures.

In 1995 the majority of postgraduate enrolments at universities were concentrated in humanities and social sciences, and education (39 percent and 23 percent respectively), with business and commerce representing only 16 percent of the enrolments. In 2001 postgraduate enrolments in humanities and social sciences dropped to 28 percent, education increased to 28 percent, and business and commerce reached 19 percent of total enrolments. This growth in the field of business and commerce was especially obvious in the expansion of enrolments at the master's level, from 3 781 headcounts in 1995 to 5 521 in 2001 (public institutions only). In the technikon sector enrolments at the master's level in business and commerce grew from 18 MTech enrolments in 1995 (19 percent) to 448 enrolments in 2001

² No data was resubmitted by the University of Natal in relation to the business schools at Durban and Pietermaritzburg campuses, or from Bond SA, Regent Business School and Business School Netherlands. In relation to these providers the report relies on the information submitted for the re-accreditation exercise.

³ National Advisory Council on Innovation, *A Profile of Postgraduate Higher Education and the Academic Research Community in South Africa*, 2004. Hereafter NACI (2004).

⁴ NACI (2004) pp.3-4.

(19 percent): a spectacular 471 percent increase, largely due to the introduction of MBA programmes.⁵

In terms of the distribution of university postgraduate enrolments by field in 2001, business and commerce constituted 15 percent of the historically advantaged universities (HAU) enrolments, 9 percent of historically disadvantaged universities (H DU) and 43 percent of the dedicated distance education institutions.⁶

The racial profile of postgraduate enrolments at universities indicates that between 1995 and 2001 there was a considerable increase in the participation of black students, especially African students, in postgraduate education. In 1995, 34 percent of postgraduate enrolments' headcounts were African, 5 percent coloured, 6 percent Indian, and 54 percent white. By 2001 these figures had changed to 49 percent African, 5 percent coloured, 7 percent Indian, and 38 percent white.⁷ The change in the racial profile of postgraduate enrolment at technikons is even more remarkable. In 1995, 8 percent of the postgraduate students enrolled at technikons were African, 2 percent were coloured, 3 percent were Indian, and 87 percent were white. By 2001 the figures had changed to 42 percent African, 5 percent coloured, 8 percent Indian and 45 percent white. Unfortunately, the NACI discussion document does not provide a disaggregated analysis of enrolments by race per level, and field of study, which constitutes the crux of the access question.

The NACI document indicates that by 2001 there had been a marked shift in the profile of postgraduate education in South Africa's public higher education system, characterised by a growth in the number of black postgraduate students in general and a slight movement of these students from humanities and social sciences to business and commerce.

In the case of private higher education, the largest number (77 percent) of enrolments at institutions offering their own certification in the field of business and commerce is at NQF level 7 (master's, honours, PG diplomas and certificates), of which the MBA forms the largest number.

Overall, the changing patterns in postgraduate enrolments between 1995 and 2001 coincide with the expansion of the offering of MBA programmes by both public and private providers, and the greater popularity of this degree among South African young professionals. Given the uneven research content found in the 37 MBA programmes submitted for re-accreditation, and the weight of the expansion of enrolments in the MBA in the overall expansion of postgraduate education in South Africa, it seems important to caution about the actual meaning of the increased enrolments in postgraduate education for the growth of young researchers in the country. The next subsection focuses on enrolments in the MBA programmes.

5 NACI (2004), pp.7-8.

6 NACI (2004), p.11.

7 NACI (2004), p.17.

MBA student demographics: Race and Gender

The analysis of the students' demographic data for 2000 to 2002 is based on the information supplied by the business schools.⁸ Tables 4 and 5 help in analysing the distribution of enrolments in MBA programmes by race per provider type. As can be seen from Table 4, enrolments at all provider types grew fairly steadily during the period. However, the most remarkable trend in enrolments between 2000 and 2002 is the growth of local private providers' share of the total enrolments, followed by the growth in enrolments at transnational providers.

Table 4: MBA headcount enrolments 2000-2002

Race groups	2000				2001				2002			
	Public providers		Private providers		Public providers		Private providers		Public providers		Private providers	
	Univ	Tech	Local	Transnat	Univ	Tech	Local	Transnat	Univ	Tech	Local	Transnat
African	1633	146	55	226	1784	147	190	258	1924	219	376	306
Coloured	241	44	5	31	239	40	6	42	224	79	16	47
Indian	541	104	17	58	560	93	41	50	656	90	117	86
White	2432	305	87	191	2344	243	82	201	2261	256	197	374
Other	21	3	4	0	19	0	13	13	16	21	11	27
Total	4868	602	168	506	4946	523	332	564	5081	665	717	840

The distribution of race groups within and across provider types is seen better in Table 4. The proportion of overall black enrolments across providers has increased consistently between 2000 and 2002. Among public providers the most remarkable increases in enrolments are in the technikon-based programmes where African students grew from 24 percent in 2000 to 33 percent in 2002, coloured students from 5 percent to 12 percent, and Indian students from 11 percent to 14 percent. The most remarkable growth, however, is again among private providers. African students enrolled at local private providers grew from 33 percent of the total enrolments in 2000 to 53 percent in 2002. This increase in the share of African students in local private providers' enrolments implied a marked decrease in white students' enrolments from 52 percent in 2000 to 27 percent in 2002. Interestingly, African students' share in transnational providers' enrolments decreased from 45 percent in 2000 to 36 percent in 2002. Unfortunately, we do not have enough data to explain these variations satisfactorily. A tentative explanation of the rapid increase of African students' enrolments in local private providers needs to take into account three characteristics of private provision. First, some private provider MBAs required comparatively lower fees. Second, most MBA programmes at private providers were offered in a distance mode which facilitates the 'attendance' of full-time employed students. Last but not least, private providers

⁸ In the data sent by Tech PTA and Cape Tech the column values did not add up to the total in 2000 and 2002.

often had lower entrance requirements and accommodated alternative admissions, all of which might have played a role in attracting students with lower marks in their undergraduate degrees. In Chapter 4 we will look into the impact that entrance requirements have on the quality of the learning programme and the actual learning experience of students, and how, in some cases, low entrance requirements compromised the quality of programmes.

Table 5: MBA enrolments percentages 2000-2002

<i>Race</i>	<i>2000</i>				<i>2001</i>				<i>2002</i>			
	<i>Public providers</i>		<i>Private providers</i>		<i>Public providers</i>		<i>Private providers</i>		<i>Public providers</i>		<i>Private providers</i>	
	<i>Univ</i>	<i>Tech</i>	<i>Local</i>	<i>Transnat</i>	<i>Univ</i>	<i>Tech</i>	<i>Local</i>	<i>Transnat</i>	<i>Univ</i>	<i>Tech</i>	<i>Local</i>	<i>Transnat</i>
African	33.55	24.25	32.74	44.66	36.07	28.11	57.23	45.74	37.87	32.93	52.44	36.43
Coloured	4.95	7.31	2.98	6.13	4.83	7.65	1.81	7.45	4.41	11.88	2.23	5.60
Indian	11.11	17.28	10.12	11.46	11.32	17.78	12.35	8.87	12.91	13.53	16.32	10.24
White	49.96	50.66	51.79	37.75	47.39	46.46	24.70	35.64	44.50	38.50	27.48	44.52
Other	0.43	0.50	2.38	0.00	0.38	0.00	3.92	2.30	0.31	3.16	1.53	3.21
Total	100	100	100	100	100	100	100	100	100	100	100	100

MBA student demographics: Gender and age

The demographic profile of MBA enrolments seems to be dominated by white males in their 30s. And although there are, as we have seen, indications of a steady increase in the numbers of black student enrolments, from a gender point of view there is little doubt that so far the MBA is a male-dominated degree. This section focuses on the gender and age spread of MBA enrolments in order to draw some conclusions about incipient changing patterns.

Tables 6 and 7 represent the distribution of male and female students enrolled in MBA programmes at different provider types between 2000 and 2002. These tables, like the previous ones, are based on information provided by the business schools themselves which is not always accurate or complete.⁹ However, the information is sufficient to establish a trend that helps us understand the configuration of MBA enrolments.¹⁰

⁹ No data was resubmitted by the University of Natal in relation to the business schools at Durban and Pietermaritzburg campuses, or by Bond SA, Regent Business School and Business School Netherlands. In relation to these providers the report relies on the information submitted for the re-accreditation exercise.

¹⁰ Inconsistencies emerged in the figures from Potchefstroom University and PE Tech for 2002 and UNISA for 2000 to 2002; the column values did not add up to the totals.

Table 6: Headcount enrolments by gender per provider type

<i>Gender groups</i>	<i>2000</i>				<i>2001</i>				<i>2002</i>			
	<i>Public providers</i>		<i>Private providers</i>		<i>Public providers</i>		<i>Private providers</i>		<i>Public providers</i>		<i>Private providers</i>	
	<i>Univ</i>	<i>Tech</i>	<i>Local</i>	<i>Transnat</i>	<i>Univ</i>	<i>Tech</i>	<i>Local</i>	<i>Transnat</i>	<i>Univ</i>	<i>Tech</i>	<i>Local</i>	<i>Transnat</i>
Male	3660	466	136	331	3653	409	228	390	3701	491	526	628
Female	1208	136	32	175	1293	114	104	174	1380	174	191	212
Total	4868	602	168	506	4946	523	332	564	5081	665	717	840

Table 6 shows a progressive increase in the numbers of women enrolled in the MBA between 2000 and 2002. Among public providers the increase was minimal while among private providers female enrolments grew much more markedly. Particularly interesting to note is that the number of female enrolments at local private providers grew almost sixfold between 2000 and 2002.

Table 7: Enrolments by gender per provider type percentages

<i>Gender groups</i>	<i>2000</i>				<i>2001</i>				<i>2002</i>			
	<i>Public providers</i>		<i>Private providers</i>		<i>Public providers</i>		<i>Private providers</i>		<i>Public providers</i>		<i>Private providers</i>	
	<i>Univ</i>	<i>Tech</i>	<i>Local</i>	<i>Transnat</i>	<i>Univ</i>	<i>Tech</i>	<i>Local</i>	<i>Transnat</i>	<i>Univ</i>	<i>Tech</i>	<i>Local</i>	<i>Transnat</i>
Male	75%	77%	81%	65%	74%	78%	69%	69%	73%	74%	73%	75%
Female	25%	23%	19%	35%	26%	22%	31%	31%	27%	26%	27%	25%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Table 7 shows that, even with the dramatic increase in female enrolments at local private providers, the proportion of male and female students in the MBA seems to have stabilised itself between 73 to 75 percent male and 25 to 27 percent female. Although these figures show an improvement in women's participation in MBA enrolments since the beginnings of the degree, it seems that female enrolments in the MBA are comparable to those in science, engineering and technology, where female students' participation in enrolments is at its lowest.

Unlike other professional master's degrees, the MBA is to a large extent predicated on the students' first-hand experience of the world of business. This fact defines the age of the students enrolled in the different programmes. As can be seen in Tables 8 and 9,¹¹ the largest age group enrolled in MBAs is the 31 to 40 year old group, followed by the 21 to 30 and the 41 to 50 groups. An analysis of enrolments by age group at different provider types indicates that universities have the largest proportion of enrolments by the 41 and older age groups, presumably people engaged in executive education.

¹¹ The figures presented on tables 8 and 9 do not add up to the totals already given, because the category 'other' provided by some institutions has been taken out. Figures should be read as indicative and not as accurate reflection of the age distribution at MBA programmes.

Table 8: Headcount enrolments by age per provider type 2000-2002

Age groups	2000				2001				2002			
	Public providers		Private providers		Public providers		Private providers		Public providers		Private providers	
	Univ	Tech	Local	Transnat	Univ	Tech	Local	Transnat	Univ	Tech	Local	Transnat
21-30	1016	133	20	34	939	121	14	25	894	170	68	18
31-40	2298	301	74	272	2179	260	87	210	2188	380	302	147
41-50	742	157	72	50	738	125	46	36	781	101	108	44
51-60	44	11	1	0	59	7	3	1	60	14	15	2

Table 9 indicates that the 21 to 30 age group constitutes a quarter of the enrolments at public providers, while the 31 to 40 group constitutes just above half, with the rest taken up by the over-40 students. Among private providers, on the other hand, there is a much larger proportion of enrolments in the 31 to 40 age group, which in some cases reaches more than 70 percent, while enrolments in the 21 to 30 age group do not reach 20 percent. The explanation for this trend is not clear, except for the importance of executive MBAs at business schools based at public universities. A trend for which we only have anecdotal information through conversations with heads of schools is that, taking the full lifespan of the MBA as a degree in the country, student enrolments are changing with slightly younger and less experienced students entering the programmes, which in itself raises challenging pedagogical issues for the programme directors. We will come back to this issue in Chapter 4.

Table 9: Enrolments by age per provider type percentages

Age groups	2000				2001				2002			
	Public providers		Private providers		Public providers		Private providers		Public providers		Private providers	
	Univ	Tech	Local	Transnat	Univ	Tech	Local	Transnat	Univ	Tech	Local	Transnat
21-30	24%	22%	12%	9%	24%	24%	9%	9%	22%	26%	14%	8%
31-40	55%	50%	43%	74%	55%	51%	58%	72%	55%	57%	61%	69%
41-50	18%	26%	43%	14%	18%	24%	30%	13%	19%	15%	22%	20%
51-60	1%	2%	1%	0%	1%	1%	2%	0%	1%	2%	3%	1%

MBA outputs: Graduations since 1998¹²

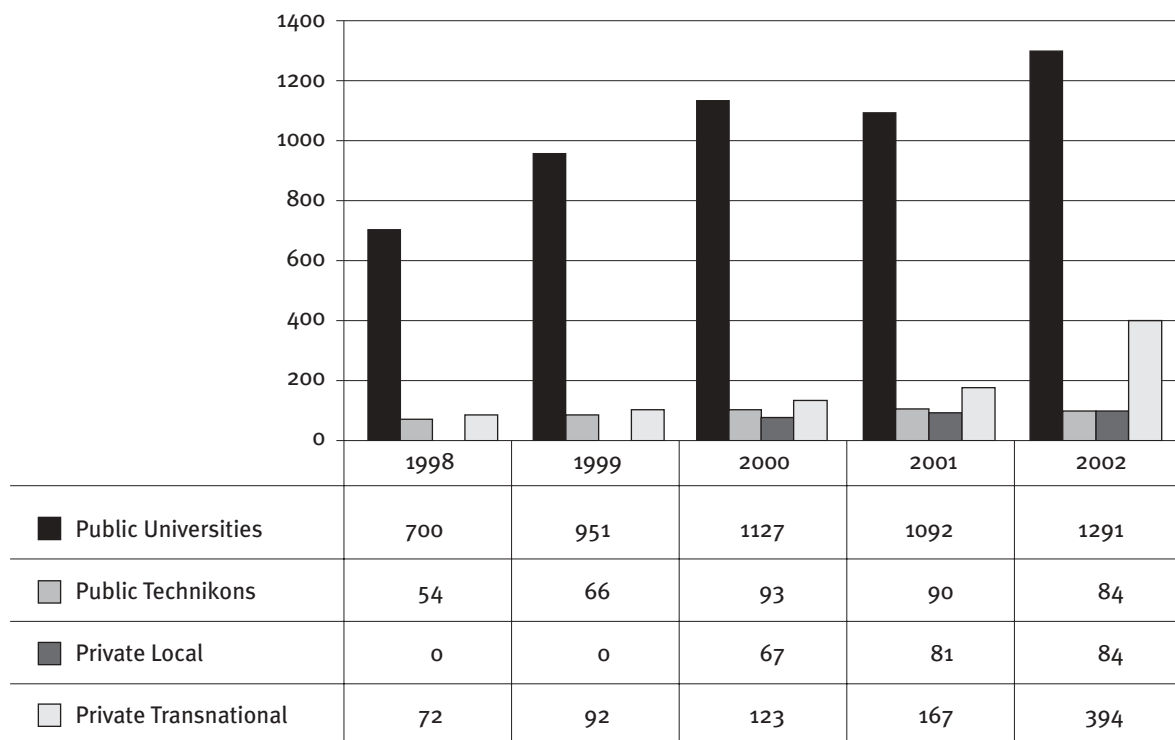
As mentioned in the introduction to this report, the HEQC re-accreditation exercise put more emphasis on criteria of input and process than on criteria of output. This, however, did not mean that output analysis was altogether absent from the evaluation of programmes. Educational outputs can be of two kinds in this case. One is the fit or appropriateness of the

¹² No data for Regent Business School, and University of Natal (Pietermaritzburg).

graduates produced in relation to specific skills required by the labour market. The other can be measured in terms of the efficiency of the learning programme. While employment and employer satisfaction are the obvious indicators of the former, graduation and throughput rates as well as assessment are the indicators for the latter. Learning outcomes will be analysed in greater detail in Chapter 4 of this report. This section will briefly situate MBA graduations in the context of labour market supply and demand and will concentrate on the outputs of the learning programme, which constitute the crux of the re-accreditation exercise.

Management skills have been identified as scarce skills in post-apartheid South Africa in the context of the deracialisation of public and private enterprises across all economic sectors. Despite a legislative framework that forces business to submit equity plans, most reports on the state of the labour market from an equity perspective point to the slow pace at which black people and women are filling high and top management positions, especially in the private sector. The study by Horowitz and Bowmaker-Falconer suggests that the unsatisfactory racial and gender profile of private companies and, to a lesser extent, public management, has less to do with the supply than with the demand side of the labour market equation.¹³

Figure 5: Graduations by provider type 1998-2002



Since 1998, business schools seem to be producing a growing number of MBA graduates. Figures show an increase in MBA graduations since 1998 as well as the growing participation of private higher education in the production of MBA graduates.

¹³ F. Horwitz and A. Bowmaker-Falconer, Managers, in A. Kraak (ed.) et al. (2004). *Human Resources Development. Education, Employment and Skills in South Africa. Review 2003*, Pretoria: HSRC, pp.610-33.

Unfortunately, the data at our disposal does not disaggregate graduation figures by race and gender. A crude calculation could be done by extrapolating the proportion of black enrolments in the MBA to the graduation figures. This, however, assumes that all students who enrolled in the MBA finished it and, moreover, finished it at the same time.

Graduation rates are calculated as a ratio between enrolments and graduations in each year. Given the quality of the data submitted by the business schools, the data presented in the table below must be taken only as an indication and not as a statistically accurate calculation of graduation rates.

Table 10: Graduation rates 2000-2002 by provider type

2000				2001				2002			
Public providers		Private providers		Public providers		Private providers		Public providers		Private providers	
Univ	Tech	Local	Transnat	Univ	Tech	Local	Transnat	Univ	Tech	Local	Transnat
23%	15%	40%	24%	22%	17%	24%	29%	25%	12%	12%	46%

Table 10 shows not very high graduation rates across all provider types and two exceptionally high figures in the case of local private providers in 2000 and transnational providers in 2002, both of which seem atypical compared with other years. It is noteworthy that most of these graduation rates are well above the average for master's degrees in other disciplines and need to be interrogated in relation to programme content. Who graduates when is a function of two aspects of the learning programme: the admission criteria used to recruit students and the nature of the teaching and learning process and its integration with assessment. As we will see in the analysis, presented in Chapter 2, of Criterion 7 (admissions), Criterion 10 (teaching and learning) and Criterion 11 (assessment), many programmes were found wanting on these criteria. The analysis of the MBA learning programme presented in Chapter 4 will show how, in some cases, high graduation rates are evidence of MBA programmes not being taught at the master's level.

MBA academic staff profile¹⁴

The lecturing and academic staff at the 27 business schools that participated in the re-accreditation process was overwhelmingly white and male, no doubt a reflection of the history of the degree in the country as well as of women's participation in both business and academia. Given these figures, it is hardly surprising that, as we will see in Chapter 2, most business schools did not perform well in relation to the HEQC accreditation criteria focused on staff equity and redress. As can be seen from Table 11, university-based MBA programmes and transnational MBAs were the provider types with the highest proportion of white academic staff, while local private providers had the largest number of black academic

¹⁴ The total number of academic staff for 2003 could not be reconciled, owing to the lack of complete information in the data submitted by Wits Business School, Technikon Witwatersrand and the School of Business of the University of Pretoria.

staff. Table 12 indicates that female representation among academic staff at business schools did not reach 20 percent except for one provider. Local private providers were the only exception to this trend, with 26 percent of their academic staff being women.

Table 11: Academic staff by race group according to institutional types in 2003

<i>Race</i>	<i>Public providers</i>				<i>Private providers</i>			
	<i>Universities</i>		<i>Technikons</i>		<i>Local</i>		<i>Transnational</i>	
African	32	8.42%	4	5.71%	21	16.28%	6	7.41%
Coloured	6	1.58%	7	10%	0	0%	0	0%
Indian	18	4.74%	5	7.14%	39	30.23%	3	3.70%
White	313	82.37%	54	77.14%	69	53.49%	71	87.65%
Other	11	2.89%	0	0%	0	0%	1	1.23%
Total	380¹⁵	100%	70¹⁶	100%	129	100%	81	100%

Table 12: Academic staff by gender according to institutional types in 2003

<i>Gender</i>	<i>Public providers</i>				<i>Private providers</i>			
	<i>Universities</i>		<i>Technikons</i>		<i>Local</i>		<i>Transnational</i>	
Male	319	80.15%	57	81.43%	95	73.64%	65	83.33%
Female	79	19.85%	13	18.57%	34	26.36%	13	16.67%
Total	398	100%	70	100%	129	100%	78	100%

Ascertaining the nature of the contractual relations between academic staff and business schools is a relatively difficult task especially because different schools use a variety of definitions of full-time and part-time staff. As can be seen from the table below, besides the traditional descriptions of type of employment there are a variety of contractual arrangements that link non-academic staff to business schools; these are reflected in the table below under 'other'. The predominance of part-time over full-time academic staff combined with the existence of 'other' contractual arrangements is the fundamental element of what we describe in this report as the matrix model of the MBA. As will be seen in Chapter 2 and, especially, in Chapter 4, the matrix model has pervasive implications for the academic governance of the programmes.

Table 13: Academic staff per type of employment in 2003

<i>Type of employment</i>	<i>Number of staff</i>	<i>Percentage</i>
Full-time	228	32.20
Part-time	379	53.53
Other	101	14.27
Total	708¹⁷	100

¹⁵ The total is 37 less than overall since the University of Witwatersrand had not indicated race for 38 staff members and the University of Pretoria indicated one extra for race group.

¹⁶ The total should be 71 but one staff member at Technikon Witwatersrand not accounted for in the race group.

¹⁷ Total number of academic staff indicated per type of employment was 711 but there are three staff members not accounted for at GIBS.

Table 14 shows the distribution of full- and part-time staff at different provider types. Public providers had considerably higher proportions of full-time academic staff than private providers. While the newness of the schools might help to explain some aspects of this trend, the fact that well-established business schools are resorting to the employment of part-time staff requires a deeper analysis of this issue.

Table 14: Academic staff per type of employment according to provider type in 2003

<i>Type of employment</i>	<i>Public providers</i>				<i>Private providers</i>			
	<i>Universities</i>		<i>Technikons</i>		<i>Local</i>		<i>Transnational</i>	
Full-time	150	34.80%	26	37.14%	29	22.48%	23	29.49%
Part-time	207	48.03%	43	61.43%	95	73.64%	34	43.59%
Other	74	17.17%	1	1.43%	5	3.88%	21	26.92%
Total	431¹⁸	100%	70	100%	129	100%	78	100%

The business schools' submissions did not provide much detail about staff qualifications. Site visits indicated that in general there is a shortage of doctoral faculty at business schools where some staff seems to have an MBA as the highest qualification and often not very long business experience. The characteristics and implications of this trend, which is common to business schools elsewhere, will be discussed in detail in Chapter 3.

STUDENT MARKET AND THE MBA: ACCESS FOR WHOM TO WHAT?

The landscape of the MBA in South Africa is also constituted by the share of the market that each business school has. Market share is the result of the interaction between a number of elements among which marketing, price and perception are extremely important. This section focuses on the various elements that define the relationship between business schools and the market in South Africa in the context of international trends in recruitment. It looks into market segmentation and programme purpose and introduces the issue of MBA fees as an important element for market differentiation.

There is no South African equivalent of the Graduate Management Admission Council (GMAC),¹⁹ the American-based organisation that produces surveys on MBA student satisfaction and administers the General Management Admission Test (GMAT), the most popular measurement of aptitude for the MBA in the US, and in other countries.²⁰ Every year GMAC produces a survey of graduating MBA students from approximately a hundred, mostly American, business schools. The survey asks several thousand MBA graduates, who include US citizens and non-US citizens, their reasons for choosing a particular business school. We used

¹⁸ Total number indicated should add up to 434 but there are three staff members not accounted for at GIBS.

¹⁹ Admittedly the latest *Financial Mail* MBA survey seems to be shifting from the analysis of employers' perceptions to a more sophisticated analysis of MBA stakeholders, including students, in a range of areas that go from intellectual capital issues to practical results.

²⁰ Some business schools in South Africa use the GMAT as part of their admission requirements. Admission criteria will be discussed in Chapter 4 of this report.

some of the trends identified in the GMAC surveys to put into perspective the data and the anecdotal evidence obtained during the re-accreditation of the MBA market in South Africa.

Students surveyed for GMAC explain their choices of business school according to four categories: *quality and reputation of the school*, which includes things such as prestige of the school, career options for graduates, reputation of faculty and students, and ranking; *locality*; *personal fit*, which includes a particular curriculum, and the kind of faculty and students the school gathers; and *financial costs*.²¹

The first focus of this section is the analysis of South African MBAs' stated purposes in the context of the trends in student choice of MBAs indicated in the GMAC surveys and the local and international discourse about the value of the MBA.

The creation of a global market based on the IT revolution has taken the internationalisation of capital and business to an unprecedented level, and this has had as an effect the elevation of the importance of business activities and entrepreneurship in society. From the point of view of skills development for the 'new economy', this has stressed the need to train managers to operate in global as well as in local markets, increasing the demand for MBA programmes all over the world.

Locally, the MBA has been, as we have seen, a prestigious degree since its inception in the late 1940s, but until recently, with the exception of the Business School at the University of Durban-Westville in the 1970s, it was mostly reserved for white middle and top managers. The opening up not just of higher education but of state enterprises and private business to black people has accentuated the need to prepare new management cadres and has therefore inspired renewed interest in the MBA, creating an opportunity to shape (or reshape) the purposes of business schools. The following table provides a selection of programme purposes classified (as rigorously as possible) by target student population.

Table 15: Purpose of a selection of South African MBA programmes

<i>Top management leadership</i>	<i>Middle management</i>	<i>Public service/ non-business sector</i>	<i>Undetermined</i>
Provide graduates with extensive managerial, leadership, entrepreneurial and business knowledge integrated with real-world application in order to help them to become leaders, managers and entrepreneurs in the business community.	Provide advanced theoretical knowledge and applied skills in all facets of management as applied in the leisure and tourism sector.	Raise levels of managerial and administrative capacity. Interdisciplinary, integrates business, government and NGO issues.	Develop managers in a holistic manner through the integration of theory and practice ... by focusing on real-time problems and challenges which bring a direct return on investment when solved and implemented.

²¹ GMAC, Global MBA Graduate Survey 2003, Summary Report. Hereafter GMAC 2003 Survey.

Table 15 continued

<i>Top management leadership</i>	<i>Middle management</i>	<i>Public service/ non-business sector</i>	<i>Undetermined</i>
<p>Provide learners with advanced managerial skills and competencies so as to empower them to function as innovative, adaptable and effective managers and leaders in an organisation.</p> <p>Graduates will have competence to manage an organisation at executive level.</p>	<p>Provide advanced, specialised, professional training for already practising professionals.</p>		
<p>Focuses on the competencies and skills required by middle- and top-level managers, to enable them to make a significant contribution to their working environment.</p>	<p>Equip middle managers with effective tools relevant to the workplace.</p>		
<p>Equip learners with the advanced managerial competencies required by an effective and dynamic leader of an organisation, within a changing business environment.</p>	<p>Develop integrative management and leadership skills of management practitioners in order to improve their understanding of business processes.</p>		
<p>Prepare students for general, managerial, and leadership roles in the enterprise sector.</p> <p>Deliver learners with managerial capabilities befitting business leaders in order to increase the productivity of organisations; and therefore contribute towards addressing the immense economic development needs of South Africa.</p>			

As can be seen from Table 15, despite the existence of a few clearly defined purposes, most MBA programmes, on paper, address themselves rather generally to prospective business leaders, and to executives, top management and middle management of business enterprises, with some of them focused on a particular industry, and only one programme focusing on the NGO sector and public administration within the context of a business school and not from a public administration school context. In Chapter 4 we will see to what extent the definition of purpose has had an influence on the learning programme offered in different MBAs.

There is little or no reference in the purposes of most MBAs to the programme's usefulness to those wanting to set up their own business. Interestingly, in the GMAC 2003 Survey's analysis of the ways in which students see the MBA increasing their career options, 'starting own business' is only in sixth place, with 24 percent of respondents citing this. The most frequently cited ways in which students see the MBA increasing career options are: to increase long-term potential (62 percent); to remain competitive (46 percent); to change current occupational area (43 percent); and to switch industries (40 percent).²²

Since 1985, 'an increase in career options' has been the most important declared reason why students take up MBAs, according to the GMAC surveys. In 1985, 94 percent of the respondents wanted to take the MBA to increase their career options; similarly high percentages were found in the 2000 class, and this continued to be the principal reason for the 2003 class.

Despite the fact that we do not have a comparative survey to analyse South African student opinions, the site visits to business schools during the re-accreditation process provided opportunities to interact with students and alumni, some of whom were asked questions about their reasons for choosing a particular school and for doing an MBA. Among the answers given to the latter question are the following (in no particular order):

- Students were sent by their employers to do the MBA as part of skills development programmes.
- Development of entrepreneurial skills (students planning to go into business).
- Planning a career change.
- Students have been promoted to management positions within their own career paths/jobs.
- The MBA can guarantee success at work.
- Completing an MBA guarantees a salary increase.
- Students planning to leave South Africa saw the MBA as providing a useful qualification abroad.

²² GMAC Survey 2003, pp.16, and 22-23.

This list of answers has no status other than as an impressionistic view of students' opinions. However, it suggests that South African students' perceptions and expectations of the MBA are not far removed from those of the American, Latin-American, Asian and European students who responded to the GMAC survey. The issue of salary increases after completing the MBA is also remarked on in the survey, as are changes in occupational area and the search for international employment.

Students and alumni interviewed during the re-accreditation process gave the following reasons for their choice of a particular MBA programme:

- A preference for a certain medium of instruction.
- The flexibility offered by the mode of delivery (distance, block release, telematic, part-time, modular).
- The name and reputation of the school (branding).
- International dimension of certain schools and programmes.
- Students had done their undergraduate degree at the same institution.
- Practitioner and practical focus of the programme.
- Easy administrative procedures and instant access to lecturers.
- Flexible entrance requirements (students who mentioned this manifested their dislike of taking entrance examinations).

Although this list has no methodological value it is interesting that none of the reasons included under quality and reputation in the GMAC survey (except for brand) were mentioned by South African students. It is also noteworthy that low entrance requirements were mentioned as a reason for enrolling in particular programmes. (The implications of this issue will be explored in more detail in Chapter 4.)

As we have seen from the results of the GMAC surveys, the cost of the MBA is among the elements students take into account at the time of selecting an MBA, particularly when they are paying the fees themselves. Employers, whether in the public or private sector, might also have other considerations related to previous experience of graduates from a particular business school, branding, or specific arrangements made with a particular business school to train managers for a company or state department, etc.

Cost has a role in differentiating between programmes in terms of who can afford what, and what students will pay for. The following table presents a summary of the cost of the 37 programmes that were assessed by the HEQC. The cost of the MBA programme is based on figures for academic years as stipulated in 2003. The data requested from business schools included cost for academic years, textbooks and other additional fees, e.g. registration fees.

Table 16: Fees of MBA programmes per institutional type according to three categories

<i>Category</i>	<i>University programmes</i>		<i>Technikon programmes</i>		<i>Local private provider programmes</i>		<i>Transnational provider programmes</i>	
	<i>#</i>	<i>%</i>	<i>#</i>	<i>%</i>	<i>#</i>	<i>%</i>	<i>#</i>	<i>%</i>
Very expensive (R90 400- R126 000)	1	5.56	0	0	0	0	1	25
Expensive (R54 800- R90 399)	4	22.22	1	20	2	20	3	75
Least expensive (R19 200- R54 799)	13	72.22	4	80	8	80	0	0
Total	18	100	5	100	10	100	4	100

As can be seen from Table 16, public universities offer more expensive programmes than technikons and local private providers, while the majority of transnational provider programmes are classified as expensive. Overall, the majority of MBA programmes offered in South Africa (72 percent) cost between R20 000 and R59 000 per year, with almost exactly half of them in the R20 000 to R39 000 category and half in the R40 000 to R59 000 category.

As we saw earlier in this chapter, most MBA programmes are offered in a contact mode. These MBAs are generally more expensive than their counterparts delivered in a distance mode. The majority of the contact MBAs on offer in South Africa fall in the R40 000 to R59 000 price bracket, while the distance programmes fall in the R20 000 to R39 000 bracket. Only one transnational provider offers a distance mode MBA programme, which costs between R80 000 and R99 000. Despite the fact that the cheapest MBA programme is offered by a public university in a contact mode, it seems clear that distance mode MBAs are cheaper than contact mode MBAs and that, among the former, the cheapest programmes are offered by local private providers. It is interesting that in the cost category R20 000 to R39 000 are concentrated four contact MBA programmes offered by universities and seven local private provider MBAs offered in a distance mode. This suggests that students who can afford an MBA in this price bracket have several choices of programme. Table 17 shows the distribution of programmes according to their mode of delivery across three price brackets.

A composite analysis of Table 5 on enrolments by race per provider type and of Table 16 on programme by provider type across fee brackets indicates that the largest concentration of black students is in local private provider programmes. Fees are, together with admission requirements, the two most important elements in determining access to a programme. The history of South Africa explains the concentration of black student enrolments in programmes with both low fees and low admission criteria. Unfortunately, as we will see in Chapter 4, lower admission requirements are usually the introduction to poor quality

programmes. Given that the the National Research Foundation, the most important agency providing scholarships for postgraduate studies, does not provide scholarships for MBAs, students enrolling in these programmes have to be sponsored by their employers or must pay the fees from their own funds. It is very common for MBA students to be sponsored by their employers, including national, provincial and local government. But it is also true that the very high expectations placed on the MBA as a distributor of opportunity play a part in individual students' decisions to pay for themselves to do an MBA.

Table 17: Cost of MBA programmes per mode of delivery according to three categories

Cost Category	Contact programmes										Distance programmes										
	Public providers				Private providers				Total Contact		Public providers				Private providers				Total Distance		
	Univ		Tech		Local		Transnat		#	%	Univ		Tech		Local		Transnat		#	%	
Very Expensive (R90 400 - R126 000)	1	5.88	0	0	0	0	1	50	2	8	0	0	0	0	0	0	0	0	0	0	0
Expensive (R54 800 - R90 399)	4	23.53	1	20	1	100	1	50	7	28	0	0	0	0	2	20	2	100	4	28.57	
Least Expensive (R19 200 - R54 799)	12	70.59	4	80	0	0	0	0	16	64	2	100	0	0	8	80	0	0	10	71.43	
Total ²³	17	100	5	100	1	100	2	100	25	100	2	100	0	0	10	100	2	100	14	100	

Chapter 4 will analyse the implications that lower admission criteria have for the overall quality of the MBA programme, and will look at how the marketing of programmes as 'practitioner'-oriented is often a device to advertise programmes where low admission criteria undermine the learning programme as a whole. We will come back to these issues in the rest of this report.

CONCLUSION

This chapter has presented an analysis of the MBA landscape, its student and staff profile in the context of the history of higher education in South Africa and the changing configuration of postgraduate education, by focusing on the emergence of different types of providers, their geographical distribution and student and staff demographic profiles.

²³ The total number of programmes reflected in Table 17 is 39 instead of the actual 37. This is due to the fact that 2 programmes are offered as contact and distance and have different fees in each case.

It has highlighted the following features of MBA provision in South Africa:

- The majority of MBAs that entered the re-accreditation process were less than ten years old. Newer providers came into a diversified and segmented market offering a variety of specialist MBA programmes through different modes of delivery. These features, as we will see in the next chapter, have had a powerful influence on the structuring of the learning programme and the academic governance of each MBA.
- Most business schools, especially following the 1990s expansion, were located in the financial and economic hubs of the country where the market for students was more dynamic.
- Student enrolments increased steadily between 2000 and 2002, with the lion's share of the increase being taken by local private providers.
- Despite the growing participation of black and female students in MBA enrolments, the student profile at most provider types was still predominantly white and male.
- Academic staff at all provider types was both male and female, while their contractual relations to various businesses indicated the predominance of part-time over full-time staff. These part-time arrangements, which were common to all provider types, seem more characteristic of newer providers that count upon very few permanent full-time staff to teach the different MBA courses.
- The MBA is an expensive postgraduate degree. MBAs delivered in a contact mode are usually more expensive than those delivered in a distance mode. Local private providers offering distance MBAs are the most accessible programmes for those students who pay fees out of their own pockets.

Some of these features, such as the relationships between the mode of delivery of a programme and the structure of the learning programme, between student profile, the teaching programme and graduation rates, and between admission criteria and the student profile at different programmes, and the impact that employing predominantly part-time staff has on the delivery of the programme, are issues that will be taken up in successive chapters. In the next chapter we will be taking a closer look at the results of the accreditation process.