

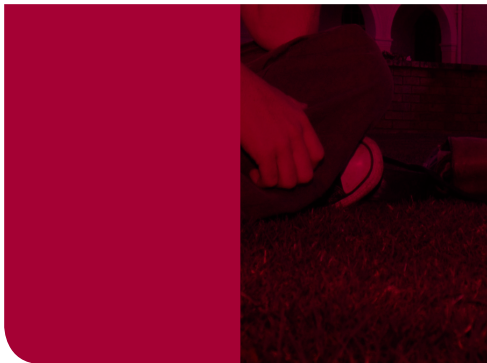
POTCHEFSTROOM



REPORT

Post- External Programme Evaluation

Magister Business Administration
(MBA)



POTCHEFSTROOM CAMPUS

Date: 2 November 2010 – 3 December 2012

It all starts here



NORTH-WEST UNIVERSITY
YUNIBESITI YA BOKONE-BOPHIRIMA
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INSTITUTIONAL OFFICE

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EXTERNAL PROGRAMME EVALUATION REPORT



Quality Office

File reference: 2.3.1.3.1.2
2 November 2010

EXTERNAL PROGRAMME EVALUATION REPORT
MBA
POTCHEFSTROOM BUSINESS SCHOOL
(EVALUATION BASED ON AMBA REQUIREMENTS¹)
FACULTY OF ECONOMICS AND MANAGEMENT SCIENCES

Date of evaluation: 2 November 2010

This programme was evaluated by a panel of peers and experts (see list of panel members) on Tuesday 2 November 2010. The evaluation took into account an internal programme review, a range of documentary evidence, the information obtained in interviews and plans to apply for AMBA accreditation for the programme.

This report was checked for correctness by both the vice-rectors/dean and the evaluation panel.

Panel members:

Dr Jannie Jacobsz (Chairperson, Director: Quality), **Prof Willem Gevers** (External Evaluator: University of Stellenbosch Business School), **Mr Frik Vermaak** (External Evaluator, Industry: Evolution Consulting Group & Alumni), **Dr Melanie Louw** (External Evaluator Industry: Amalgamated Breweries Industry & Alumni), **Mr Jonathan Cook** (Gibs), Dr Muki Moeng (Director: Academic Development and Support), Ms Antoinette Vermeulen (Quality Manager: Academic programmes),

Observers: Prof Mariëtte Lowes (Vice-rector: Teaching and Learning) and Prof Amanda Lourens (Vice rector: Research and Planning)

Executive summary (Based on AMBA requirements)

Criterion	Panel decision
<i>Institution</i>	<i>Needs Improvement</i>
<i>Faculty</i>	<i>Meets Minimum Standards</i>
<i>Recruitment and Selection of Students</i>	<i>Meets Minimum Standards</i>
<i>Purpose and Outcomes</i>	<i>Needs Improvement</i>
<i>Curriculum</i>	<i>Needs Improvement</i>
<i>Mode and Duration</i>	<i>Meets Minimum Standards</i>

Overview

After Prof Elsabe Loots, Dean: Economic and Management Sciences, welcomed the panel. Prof Tommy du Plessis, Director of the Potchefstroom Business School, provided an overview of the school, during which the following was highlighted:

- The Potchefstroom Business School (PBS) is situated in the Faculty of Economic and Management Sciences.
- The Potchefstroom Business School has been offering the MBA degree since 1965.
- The Post-Graduate School of Management has been established in 1979 and in 1998 it was renamed the Potchefstroom Business School.
- The Potchefstroom Business School is solely responsible for presenting the MBA on the Potchefstroom Campus.
- From 1998 until 2004 the MBA was presented by means of a telematic platform.

¹ The Association of MBA's is an international impartial authority on postgraduate business education. AMBA accreditation service is the global standard for all MBA, DBA and MBM programmes. AMBA currently accredit MBA provision at 168 schools in nearly 70 countries.

- The telematic platform, however, attracted so many students that supervision of all these students became virtually an impossible task. Therefore, in 2005, the telematic platform was discontinued and replaced with the existing model where the mode of delivery is contact on a part-time basis. The target market still proves to be larger than average.
- Classes are presented in Afrikaans in Potchefstroom on Saturdays and in English in Vanderbijlpark on Mondays.
- The vision of the Potchefstroom Business School is “To be known for Practical Business Solutions”. The school wants to manage itself as a modern business school that provides quality and is relevant.
- The mission of the Potchefstroom Business School is to develop and manage the school to the point where it operates as a modern business school in the fullest sense. The PBS staff members consider themselves currently to be at the top of the second tier and then moving into the next level, eventually aiming to be one of the top five business schools in South Africa.
- The school endeavours to deliver a MBA programme that is characterised by:
 - quality and relevance,
 - practical business solutions, and
 - an entrepreneurial spirit.
- The school furthermore endeavours to:
 - contribute significantly to knowledge creation in the areas of management and leadership and
 - continually improve the resources and financial position of the Potchefstroom Business School by means of internal negotiation and external generation of funds.
- The school offers the following products:
 - Master in Business Administration (MBA on a part-time basis),
 - PhD (currently 10 students are enrolled for the PhD and another 8 are in the pipeline),
 - Post-graduate Diploma in Management (started 2010),
 - executive education,
 - research and research projects and
 - Small Business Advisory Bureau.
- Staffing at present:
 - Permanent Faculty : 14 (MBA = 14)
 - Part Time Faculty : 12 (MBA = 3)
 - Visiting Faculty : 25 (last 3 years)
 - Support Staff : 8
 - Small Business Consultants : 2
 - International Moderators : 3
 - Management Structure
- The school was the main organiser of a conference for international business schools in Zambia, three weeks prior to this evaluation.
- All lecturers in the school are involved in the MBA programme: some through lecturing and some through research.
- It was indicated that 95% of the staff members are involved in some form of management either at the Potchefstroom Business School or elsewhere.
- The Faculty intends to apply for British international accreditation for the MBA programme. (AMBA happens to be an organisation started in the UK, but that is now an international organisation).
- Due to historical developments the MBA on the Potchefstroom Campus differs from that of the Mafikeng Campus, even though the outcomes are possibly the same.
- Two MBA programmes have been accredited for the NWU: one on the Potchefstroom Campus and one on the Mafikeng Campus. It appears as if the Mafikeng Campus focuses more on the public sector, whereas the focus on the Potchefstroom Campus focuses more on the private sector. This has been the case since the two business schools were started, although neither focus is exclusive. There is a lack of staff on the Mafikeng Campus and a dean was only appointed earlier in 2010. The dean has requested time to appoint a director before meeting with the Potchefstroom Campus. Towards the end of 2010, the new director will be appointed and then the business schools of the two campuses will meet again.

The following report was completed by the panel during the site visit on Tuesday 2 November 2010, based on the available documentation, interviews and AMBA requirements:

1. THE INSTITUTION

1.1 The Potchefstroom Business School (PBS) has:

- i) *An appropriate and regularly updated mission statement.*
- ii) *A coherent and realistic strategy.*
- iii) *A policy ensuring comprehensive governance and continuous improvement.*
There is participation by members of the corporate community in the formulation of the above aspects.
- iv) *Secured financial viability and assured continuity.*

- v) A separate identity and an appropriate degree of autonomy from the wider University.
 - vi) An autonomous strategy-supportive organisation structure for the management of its activities.
 - vii) A clearly defined target population inclusive of regular access to employer opinion.
 - viii) A clear policy with regard to its relations with the business and managerial world.
 - ix) A well-developed customer orientation and established relationships with corporate clients.
- 1.2 The PBS has responded successfully to the recommendations resulting from its own internal and national audit processes.
- 1.3 There are clearly defined task descriptions with unambiguous responsibilities relating to academic leadership and administrative program support.
- 1.4 The PBS can demonstrate that it has an administrative support structure appropriate to the size of the MBA provision structure.
- 1.5 The level of infrastructure and resourcing is appropriate and accessible for postgraduate students.
- 1.6 There is a well established and active MBA alumni association.

C		MMS		NI		DNC	
Commendation		Meets minimum standards		Needs Improvement	X	Does not Comply	

Based on the available documentation and the interviews, the panel noted the following:

General observations:

- Although classes are offered at the Vaal Triangle Campus as well, this MBA is primarily a programme of the Potchefstroom Campus.
- The PBS views itself as a general business school. There are areas of focus, but the primary aim of this school is to provide a general MBA.
- The PBS is fully accredited by die HEQC after the national review.
- The panel asked how the vision of the school was reflected in practice, and it was indicated that practical, company-specific problems are addressed. Study schools also focus on skills, while practical problems are researched in the dissertations. Up to now, case studies designed and established by Harvard was used, but as of 2011, company-specific case studies will be used.
- It was mentioned that students come from quite far to study at this school and it appears as if the contexts of this MBA as well as the practical applications performed in this programme appeal to students. Students also indicated that the price structure is competitive and the programme offers good value for money. Afrikaans classes and the option of Saturday classes are further contributing factors.
- The decrease in numbers was explained by the fact that the selection process was revised in order to achieve a sustainable throughput. There was an increase in applicants, but the focus in the school is now on quality. A deliberate decision was taken in this regard (see section 3).
- The discontinuing of the telematic platform (2005) led to a decrease in numbers as well (see section 3).
- The introduction of the Postgraduate Diploma in Management also brought more balance.
- The current student numbers are sustainable with the present staff.
- It was pointed out that the MBA is part of the Business School and the school has introduced other measures that provide sources of revenue.
- A substantial amount of money is derived from the third income stream, and this has increased over the past few years.
- A substantial reserve is available that can contribute towards a new building. These reserves are protected from cross-subsidy of other faculties. As part of the NWU policy and its financial model, these reserves remain within the school.
- The interviewees were asked how a change of management would affect the programme. The response indicated that over the past five years there were three different deans, two different vice-rectors and two different campus rectors, and none of them questioned the value of the MBA or the financial model. It was explained that the process is not linked to a person, but to financial policy, as approved by the NWU Council and the above-mentioned model.
- The panel indicated that there are two models for an MBA programme: the one is attached to a school and faculty, and the stands on its own. In answer to a question why the first model was adopted in this case, the dean responded that she was not sure why this model was initially chosen, but that it was inherited and falls within the NWU's management model.
- It was further explained that this model makes sense at this stage, but as the PBS move up to the next tier, full autonomy may be considered at some stage.

- It was indicated that, as the school is applying for international accreditation and as it is one of the top five in the country, the school will need its own building and resources and this may also have an impact on its relationship with the faculty.
- A complete separation from the faculty is not foreseen, but a larger degree of autonomy and freedom is envisaged.
- It was pointed out that the school at this stage has autonomy with regard to programmes, quotations, etc. within the guidelines of the faculty and ICAS (Institutional Committee for Academic Standards).
- All new courses are to go through the ICAS process and existing courses are allowed to deviate less than 50%. The school expresses appreciation for this process, as it ensures quality.
- All short courses offered by the PBS also have to go through a process of quality assurance.
- All schools in the faculty meet every second or third week to discuss strategic matters and budgeting. Decisions on these matters are taken jointly.
- The school has an annual road show and open days and often visits companies.
- Once a year alumni are invited to provide feedback on the programme.
- The process of consultation with industry in general is informal rather than formal.
- Consultation with business and industry with regard to input into and review of the programme is also informal rather than formal.
- Staff members may perform outside work for up to eight hours a week, as long as there is no conflict of interest. It was indicated that leave policy in this regard is quite generous and contact with industry and the community is encouraged.
- For official consultations, projects may be registered, university time may be used and additional remuneration can be generated.
- The school is aware that it has a disadvantage, compared to business schools that are situated in the metropolitan areas of the country.
- In answer to a question on the apparent lack of leadership in the programme content, it was indicated that there is no dedicated course on leadership, but that leadership is a part of every component of each module in the programme and that all aspects of leadership are dealt with. Leadership also accounts for 60%-80% of the strategic projects done by students (see section 5).
- It was indicated that administrative support for the programme is adequate.
- With regard to infrastructure it was indicated that the school has the option of using the current existing building or get outside funding for its own building. It transpired that the issue of a building for the school has been on the table for about ten years and offers were made and then withdrawn again. The director indicated that they have offered funds to contribute towards a new building, but they still need a firm commitment.
- The dean indicated that a new building is to be erected soon primarily for the use of the School of Accounting. The PBS intends to use some of these facilities.
- According to the director, communication has been sent out in respect of an advisory board, but no feedback was received.

Concerns:

- The MBA programmes of both campuses bear the same name and both the Potchefstroom and Mafikeng Campuses will award the same certificate for the MBA: therefore AMBA will require the same programme.
- The role of and liaison with business and industry are not clear in the documentation.
- The lack of a clear plan in respect of facilities, strategies and a financial plan is a concern. Leadership, structures and mandates need to be clarified.
- The programme seems to be lacking in innovation.

Deficiencies:

- The AMBA accreditation process will probe issues like equal accessibility, staff capacity and equal resources on all three campuses (If an application is submitted as one university offering one MBA programme²). There is no documentation on these aspects.

Recommendations:

² AMBA would probably accredit one programme offered at three sites of delivery.

- 1.1 Alignment of the MBA programmes on the Potchefstroom and Mafikeng Campuses will be critical in view of an AMBA accreditation. This issue should be addressed before the AMBA application is submitted. The PQM is to be consulted as it indicates the offering of one MBA, although on different sites of delivery. (Part of this consultative process should be to establish clarity on the focus of the different programmes as it seems as if the one focuses more on business-related issues and the other more on public service leadership. The Institutional ADS unit, among others, has to be consulted to assist in this regard.
- 1.2 It is recommended that consultation with business and industry is conducted in a more formalised manner.
- 1.3 It is recommended that an advisory board is established in order to formalise all consultation processes with alumni, business and industry. This advisory board should be linked to the Alumni Association, but should be more representative and also include non-alumni members as industry representation. It is furthermore recommended that such an advisory board be established within a year.
- 1.4 The panel recommends formal consultation with industry in curriculum revision.
- 1.5 The time allocation for staff members (in PBS) to engage in consulting must be documented.
- 1.6 The issue of equal accessibility, staff capacity and equal resources on all three campuses should be addressed and documented (only if an application is to be submitted as one university offering one MBA programme).
- 1.7 Clear institutional guidance and leadership are needed in order to address the concerns related to facilities. This is necessary because a reserve is available and the PBS has indicated its willingness to partially contribute some of their current reserves to ensure a proper building. The director may possibly find additional funding in this regard: this opportunity should not be let lost. Faculty management should support and encourage continuous contact in the business and management world.
- 1.8 In view of the possible application for international accreditation, the leadership component of this MBA programme should be made much more visible and explicit (see section 5).
The panel recommends that a clear mandate and directive be given to the PBS director to provide strategic leadership and develop the school in line with the PBS strategy. It makes sense that the school is part of the Faculty of Business Science and Economics at present, while it is a relatively small school. As the school grows and becomes increasingly sustainable financially, it will make sense to create greater autonomy. This route needs to be considered carefully and strategically. Meanwhile, clarity should be obtained on where the leadership resides in the school and who provides the drive and direction for the development of the school.

Commendation:

The school is commended on its clear vision and the collaborative sharing of this vision by all staff members as well as students and alumni.

2. FACULTY

- 2.1 *100 % of the teaching staff has a relevant postgraduate degree and 53% of the teaching staff holds a doctorate.*
- 2.2 ***The faculty can demonstrate:***
 - i) *Awareness of ongoing debates at the forefront of knowledge in their own management fields.*
 - ii) *That their subject interrelates with other MBA subjects.*
 - iii) *An up-to-date understanding of business practice gained through managerial experience, consultancy projects or involvement in executive education.*
- 2.3 *The outputs of the faculty research efforts are of an acceptable quality level.*
- 2.4 *It is obvious that the outputs of research and consultancy projects are incorporated into the relevant MBA modules.*
- 2.5 *The PBS has a comprehensive faculty development policy.*
- 2.6 *The teaching faculty is of sufficient size to provide quality teaching and research supervision services to the number of MBA students allowed onto the program.*
 - i) *There is a critical mass of full time core faculty members.*
 - ii) *Innovative approaches to delivery and learning are employed*
 - iii) *A sufficient number of high quality, part-time faculty as well as faculty from other parts of the University are employed and integrated into the total teaching and learning environment of the PBS.*

C		MMS		NI		DNC	
Commendation		Meets minimum standards	X	Needs Improvement		Does not Comply	

Based on the available documentation and the interviews, the panel noted the following:

General observations:

- It was established that there are 17 staff members involved in the MBA programme: 14 fulltime staff (ten with doctorates and four with postgraduate degrees) and 3 part-time staff members (one with a doctorate and two with postgraduate qualifications).
- In the beginning of each year staff members and management negotiate individual performance agreements. At the end of the year those agreements are used as the basis for performance appraisals. The agreements tie in with the staff development programme of the school director, as well as with the Faculty Plan.
- The university has a clear mission regarding a balance between research and teaching. Despite this balance, the research should be innovative and applicable.
- All research in the PBS is conducted within the 5-tier model of the NWU.
- A new research coordinator was recently appointed and is working hard to achieve publication of articles in accredited journals. It is, however, a cumbersome process and research is being increased exponentially.
- Staff members who lack research experience, often find it easier to start with conference papers. There is also funding available for this and these conferences are peer reviewed as well. The delivery of conference papers is seen as part of the process of moving towards increased research.
- It was indicated that it is not always easy to find a balance between research and staying in touch with business and industry, but the task agreements of staff members allocate a certain percentage of time to be spent on the practical cases.
- The faculty encourages consultations and projects and staff members can communicate their needs in this regard to the faculty.
- It is important to the school that staff should not only be academics, but able to relate to practical aspects as well. Feedback is also regularly obtained from students as to how practical the classes are.
- The general guideline as to division of workload is 40% teaching, 40% research and 20% implementation of expertise.
- Faculty staff members did very well over the past four years in respect of research, but the PBS is somewhat behind other schools due to restructuring and attempts to get dissertations up to publishable standards. It was indicated that the telematic offering, with its 900 students, made it difficult to engage with research. However, a conscious decision has now been made to do research and to publish. This is supported by the faculty management.
- It was also indicated that there is a process of trying to establish a new accredited journal, as there are so few available.
- There are also suggestions that the Potchefstroom Business School should publish in more popular journals, even though there is no subsidy attached to such publications.
- Research clusters have been formed in the faculty and the PBS staff members form part of these clusters.
- The research component is regarded as the competitive edge of this programme.
- The school is moving towards problem-oriented research, where different disciplines are working together on a specific research problem.
- It was remarked that the NWU is very supportive of research innovation.
- The teaching of Research Methodology at all year levels started in 2010 and will conclude in the third year with an integrated approach.
- The aim is that a person with an MBA from this institution should have good research skills. The idea is to provide students with general research tools to be applied in almost any context.
- Students should be equipped to obtain solid, mostly quantitative evidence to a problem instead of acting on instinct and guesswork.
- As far as possible, students are divided for research according to the expertise of staff members in the research clusters. The aim is to achieve more focussed research.
- It was indicated that about 6 out of 10 students generate their own research topics from within their own

business or industry, while about 4 out of 10 students get topics from faculty. This number is sometimes even less, as some employers dictate the research topics.

- Panel members from other disciplines are involved in evaluating students' research proposals.
- Students start with their research in their third year and are allowed an extra year. The completion rate is high. This year, 54 out of 71 students will submit their dissertations.
- When students do not complete their studies in time, the examination committee investigates the merits of each case. Extra time may be allowed, but this happens very rarely.
- It is possible for a student to fail a dissertation. If there is a large discrepancy between the marks of the two examiners, a third examiner is appointed.
- Staff members have regular staff meetings on how to integrate the various modules.
- Staff members used to have one day consultation leave per week, but that has been replaced with one day research leave. However, staff members are still involved in consultation.

Concerns:

- The documentation reflecting the staff profile needs to be reviewed. Based on the files made available to the panel, it appears as if one senior professor last published in 2001, while another staff member's *Curriculum Vitae* was only last updated in 2006.
- There is a concern that one or two staff members are very active in research and carry the PBS in this regard, while other staff members remain totally inactive in terms of research.
- The student body is quite diverse and not a homogenous group, whereas the staff compilation does not reflect any diversity in terms of language, gender and race.
- The PBS should guard against appointing staff from among its students and should also recruit staff members who obtained their qualifications at institutions other than the NWU Potchefstroom Campus.

Recommendations:

- 2.1 Ensure consistency in all reporting (e.g. on staffing, among others) as lack of clarity or insufficient data might lead to further questioning by the AMBA Panel.
- 2.2 Update all records with the view on application for international accreditation.
- 2.3 Make a clear distinction between fulltime MBA staff and staff that are contracted on a part-time basis. This should also be clearly indicated in the booklets.
- 2.4 Investigate the possibility to allow staff members to actively participate in company boards and committees in business and industry.
- 2.5 International staff, research and visiting staff and all interaction with international colleagues need to be well documented. These collaborations are not sufficiently reflected in the documentation that was made available to the panel.
- 2.6 It is recommended that consultation conducted by academics in the PBS is to be combined with research.
- 2.7 Align the outcomes of high-level consultations with business and industry involvement with that of the research that is conducted by academics. The research drive is part of moving the school to the next level, and this drive should therefore be encouraged.
- 2.8 A substantial part of the PhDs that are delivered should actively contribute to increasing the PBS research outputs.
- 2.9 Corporate business people do not always read academic journals, but they may be reached by publishing research results in a format that corporate organisations will use. Investigate the latter. However, it must be kept in mind that only accredited journals are considered for academic and subsidy purposes. Not all local journals comply with the criteria either.
- 2.10 In view of international accreditation, publications in accredited journals are essential and this needs to be improved drastically.
- 2.11 It is recommended that there should be set targets for each staff member to have one published article per cycle. The terms of this cycle should be negotiated with staff members and can be built into their task and performance agreements.
- 2.12 Faculty members who are not research active need to be encouraged and assisted to do research.

Commendations:

- Staff members were very positive, consistent and credible in their response. Their honest and open discussion did not conflict with any information provided by the faculty management. Their approach is very much in line with and supportive of the vision and the mission of the school.
- There is commendable interaction with the university-wide research office, which has an interesting model for interdisciplinary and applied research. The aim of the school to increase publications, the research clusters, and the cross-discipline research are to be commended.
- The school is furthermore commended on the exciting new school model where research is a competitive edge in the MBA.
- The support received from the institutional research unit is commendable.

3. RECRUITMENT AND SELECTION OF STUDENTS

3.1 *The PBS employs rigorous and effective admission standards and procedures.*

3.2 *The minimum number of years of appropriate work/managerial experience required from MBA applicants is three years.*

3.3 *The average work experience of the entire MBA student body averages at least 5 years.*

3.4 *There are appropriate tests to ensure language proficiency.*

3.5 *There is an explicit policy dealing with admission with credit for prior learning and admission with advanced standing and exemptions from normal admission requirements.*

3.6 *The Business School's admission policy provides for the richest learning experience within both the student cohort as well as the study groups by ensuring that:*

- i) *The prior performance of applicants is considered.*
- ii) *Applicants demonstrate sufficient and appropriate work/ managerial experience.*
- iii) *Wide representation in terms of diversity is achieved.*

C		MMS		NI		DNC	
Commendation		Meets minimum standards	X	Needs Improvement		Does not Comply	

Based on the available documentation and the interviews, the panel noted the following:

General observations:

- It was indicated that admission to the programme is dependent on a comprehensive panel process.
- Admission tests are written by all applicants. If there is any uncertainty, students are invited for an additional interview.
- Applicants who are not successful are advised to opt for another developmental route, which may include certificate courses in Business Administration, among others. During 2009, stricter admission criteria were introduced for the programme. Between 200 and 280 students applied, but only between 100 and 110 were eventually admitted into the programme.
- About 55% of the students attend classes at the Vaal Triangle Campus and 45% at the Potchefstroom Campus.
- The admission requirement of 5 years' work experience is apparently not applied consistently.
- A process is in place for the consideration of recognition of prior learning (RPL).

Concern:

- The admission of students into the programme with limited or no work experience is cause for concern. The purpose of the MBA is not to train potential managers.

Recommendations:

- 3.1 No documented evidence of the admission test or the panel process for admission into the programme was made available to the panel. The panel noted with appreciation the availability of a person who could elaborate on these issues, but the admission policy and procedures need to be clearly documented.
- 3.2 Marketing documentation have to be updated to clearly state the rules that are applied for students who do not have 5 years of applicable work experience. This rule must then be applied consistently. It should, however, be kept in mind that the AMBA requirement is a minimum of 3 years of work experience.

Commendation:

As in the case of the staff members, the students who were interviewed also consistently reflected gratitude towards the programme.

4. PURPOSE AND OUTCOMES

4.1 The MBA program demonstrates a significant emphasis on leadership development by means of an emphasis on strategic management based on significant practical and professional applications.

4.2 This program:

- i) Adds value to the student's previous experience in business and management.
- ii) Adequately prepares students for leadership and transformational roles in business.
- iii) Develops strategic thinking, innovation and entrepreneurial skills.
- iv) Develops an understanding and provides experience of global business issues.
- v) Develops the ability to apply previous and newly acquired knowledge and experience to complex business issues in a range of contexts.
- vi) Develops knowledge, at an advanced level, of organisations, their management and the environment in which they operate.
- vii) Develops interpersonal and group-working skills.
- viii) Encourages lifelong learning and personal development.

4.3 The MBA program has clear aims, objectives and learning outcomes.

4.4 A successful MBA graduate of the PBS exhibits the following attributes:

- i) Understands the concept of leadership through strategic management.
- ii) Integrates new knowledge with previous learning and experiences.
- iii) Knows and understands organisations, the external context in which they operate and how they are managed.
- iv) Integrates his/her learning from a range of subject areas to understand and address complex situations holistically.
- v) Is able to analyse, synthesise and solve complex unstructured business problems.

4.5 Employers are able to witness the following desirable behaviours of newly qualified MBA graduates.

- i) Apply consistently in-depth knowledge and understanding, based on previous work experience and advanced study, to complex business situations.
- ii) Apply strategic management skills at a senior level in changing business environments.
- iii) Transform organisations through strategic leadership and intellectual rigour.
- iv) Understand and have experience of global issues.
- v) Have well-developed interpersonal skills including the ability to communicate effectively and to interact with groups and individuals at all levels.
- vi) Make sound judgements with incomplete data and communicate conclusions clearly to a range of audiences.
- vii) Be self-directed and able to act autonomously in planning and implementing projects.
- viii) Take responsibility for continuing to develop their knowledge and skills.

C		MMS		NI		DNC	
Commendation		Meets minimum standards		Needs Improvement	X	Does not Comply	

Based on the available documentation and the interviews, the panel noted the following:

General observations:

- Students requested the inclusion of some electives into the programme, as they do not find the fixed programme very customer friendly.
- The diversity of the student body is apparent.
- International collaboration needs to be formalised.
- There is a clear consensus on the general purpose of the PBS, but the critical cross-field outcomes are not specified nor optimised in the programme.

Concerns:

- There appears to be a lack of formalised processes and structures to support closer collaboration between staff members; likewise, collaboration with business and industry happens in an ad hoc manner. A formalised collaboration would be beneficial to the PBS, the students and the NWU.
- Communication with business and industry seems to be insufficient, and it would appear that the PBS regards communication with students and alumni as communication with industry. These are two distinctly different groups that require different approaches. There is concern about the lack of engagement with colleagues from other disciplines in other schools at the NWU. This lack of engagement might in the long run affect the thoroughness of the subjects lectured in the programme (see section 1).
- Study groups (syndicate groups) do not always reflect the diversity of the student body.
- The concern was raised that subject and programme outcomes may not always be sufficiently measured or assessed.
- No reference is made in documentation to the critical cross-field outcomes, but it was argued that these are included even though they are not evident.
- The lack of a module on leadership remains a concern, even in light of the explanation that leadership is embedded in all the modules. The panel could not find evidence of the latter in the documentation that was made available to them either.

Recommendations:

- 4.1 Formalised processes and structures must be in place for collaboration with industry (see section 1).
- 4.2 It may be useful to rethink how the outcomes of the programme are assessed, for example against a list of desired behaviours, etc.
- 4.3 It is recommended that the programme outcomes as well as cross-field outcomes are specified.
- 4.4 It is furthermore recommended that outcomes intended by the MBA, in addition to increased strategic thinking, be specified. The AMBA outcomes, among others, may be used to stimulate thinking on this issue. The explicit inclusion of the topic of leadership should be considered seriously.
- 4.5 There needs to be a shift from textbook-based assignments to company-based assignments. Students will also benefit from this arrangement because they are not enrolled on a fulltime basis.
- 4.6 Reconsider the methodology in order to ensure that graduates have the required insight, depth of understanding and skills. This could partially be determined by means of applicable research which includes employers and alumni, among others.
- 4.7 The PBS tends to regard their students as a sample of the business world. It is recommended that communication with the world of business be moved up one level (see recommendation 1.3).
- 4.8 When planning the proposed Advisory Board, the PBS should avoid including only alumni in the board. Graduates from other institutions should be included as well.
- 4.9 Consider the development and offering of electives in the programme. Even though it implies more work and expenses, the majority of other MBA programmes offer electives.
- 4.10 Build in measures to ensure more diverse study groups, as this will equip students to develop interpersonal diversity and interpersonal skills that are of the utmost importance in the world of work today.

5. CURRICULUM

5.1 Nature and Design

- 5.1.1 *The curriculum of the MBA program of the PBS makes a significant contribution to the student's ability to manage at a strategic level within his/her organisation.*
- 5.1.2 *The program prepares students adequately for strategic leadership and transformational roles.*
- 5.1.3 *The program offers a rigorous as well as intellectually demanding program of study that will lead to personal development.*
- 5.1.4 *The program links relevant theory to the practical world of business and management.*

5.2 Knowledge, Understanding and Skills

- 5.2.1 *The MBA program ensures that successful students acquire a firm understanding of the following:*
 - i) *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.*
 - ii) *The concepts and applications of accounting, of quantitative methods, and management information systems including IT applications.*
 - iii) *Organisation theory, behaviour, HRM issues and interpersonal communications.*
 - iv) *The processes and problems of general management at the operational and strategic level.*

- v) *Business research methods and consultancy skills.*
 - vi) *The impact of environmental forces on organisations, including: legal systems; ethical, social, economic, and technological change issues.*
 - vii) *The ability to respond to and manage change is covered explicitly.*
 - viii) *Business policy and strategy.*
 - ix) *Leadership and entrepreneurship.*
 - x) *Contemporary and pervasive issues, such as creativity, enterprise, innovation, e-commerce, knowledge management, globalisation and sustainability.*
 - xi) *The international dimension to the above, including political risk and contemporary processes of regionalisation, emerging markets, global governance and globalisation.*
- 5.2.2 *The MBA program allows for significant individual work leading to the ability to integrate the individual core subjects.*
- 5.2.3 **The structure of individual assignments as well as the dissertation, make provision for:**
- *An understanding of theory and its practical application.*
 - *Effective literature reviews.*
 - *An ability to perform practical empirical research.*
 - *Deriving logical conclusions and the formulation of practical recommendations to solve the practical business issues formulated in the proposal.*
 - *The involvement of a representative from the student's employer in the study leadership of the dissertation where appropriate.*
- 5.2.4 *The assessment of students' performance during the program allow for the evaluation of managerial skills and competence development.*
- 5.2.5 *The program provides for the development of cognitive, critical, intellectual and relevant personal and interpersonal skills at leadership level.*
- *There is an appropriate balance between the hard and soft skills of the program.*
- 5.3 **Delivery and Assessment**
- 5.3.1 *A range of relevant and modern teaching and learning methods is employed during the MBA program.*
- 5.3.2 *Opportunities for collaborative learning within the diversified learning group are optimised.*
- 5.3.3 *Several opportunities for group-based learning are provided.*
- 5.3.4 *There is a comprehensive assessment scheme for the program and it allows for consistency across the various subject areas.*
- 5.3.5 *The assessment scheme for each module of the program reflects the particular outcomes of the module.*
- 5.3.6 *The assessment allows for timely and relevant feedback to students.*

C		MMS		NI		DNC	
Commendation		Meets minimum standards		Needs Improvement	X	Does not Comply	

Based on the available documentation and the interviews, the panel noted the following:

General observations:

- Students indicated that they are satisfied with the exams.
- It was indicated that colleagues from other disciplines are involved in the quality assurance and assessment of dissertations.
- Although meetings with colleagues from other faculties and disciplines take place, these meetings are informal. There is no formal process in place to critically compare best practices.
- Quality assurance for modules is done within existing clusters. Colleagues convene to consider the logical relation between modules. Course work is reviewed on an ongoing basis. Once again, this is done informally and there is no formal process in place.
- Colloquia are used to compare the situation at other business schools.

Concerns:

- Faculty members possibly focus too much on the inside instead of the outside of the Business School. Staff members were clearly ignorant of international aspects and the relation with the South African context.
- There are glaring language errors in some examination papers and other documentation.
- Assignments appear to be too much textbook-based and not contextualised in terms of business and industry (see recommendation 4.5).
- In some papers evidence was found of content-only questions. The depth of cognition is therefore not explored or developed.
- Not all memorandums were provided for the panel.

- Although it was indicated that a system of moderation is in place, some moderators' reports were not included in the evidence documentation.
- There is concern that the PBS does not always adhere to NWU policy, for instance the policy on moderation.
- The course outline for the first and second year seems to be very basic and it appears as if the textbooks are being taught. It is only in the third year that the course goes beyond the textbook.

Recommendations:

- 5.1 All the quality control systems, such as external moderators' reports, memorandums, etc., need to be critically reviewed. These are critical administrative issues and the school needs to ensure that its documentation is in line with all policies.
- 5.2 All exam papers should be submitted for language editing.
- 5.3 All reports and other documentation should be submitted for language editing.
- 5.4 All memorandum reports must be kept and filed. If the setting of a memorandum or framework appears to be problematic, staff members must receive the appropriate training in this regard.
- 5.5 The PBS must adhere to the policy of the NWU on assessment and moderation.
- 5.6 It is recommended that application be introduced earlier in the programme, and not only in the third year. This should be reflected in the outcomes as well as in the assessment plan/criteria.
- 5.7 The curriculum should be kept local and relevant, while international standards are at the same time adhered to. It is recommended that international aspects be added to the regional focus.
- 5.8 Ensure that leadership is sufficiently embedded in the programme.
- 5.9 Consider whether enough attention is paid to people management.
- 5.10 Attention to international business could be increased.

Commendation:

- Staff members are very positive and very consistent and the panel found their responses credible. Their honest and open discussion did not conflict with any responses provided by management. Their approach is very much in line with and supportive of the vision and the mission of the PBS.

6. MODE AND DURATION

- 6.1 *This program is presented on a part-time basis.*
- 6.2 *This mode of tuition was chosen because several studies have shown that the part-time option is regarded by MBA graduates as the most value-adding approach.*
- 6.3 *The duration of the MBA program is three years.*
- 6.4 *At least a total of 1800 learning hours are contained within your MBA program.*
- 6.5 *At least 500 direct contact hours are contained within the MBA program.*

C		MMS		NI		DNC	
Commendation		Meets minimum standards	X	Needs Improvement		Does not Comply	

Based on the available documentation and the interviews, the panel noted the following:

General observations:

- Students have eight contact sessions during the year, as well as two study weeks during which all lecturers are involved.
- The panel commented that the ratio of independent learning versus contact time is not typical for a business school. Independent learning seems to be overemphasised, compared to tuition time and other time spent with academics/lecturers.
- It was explained that if the study schools are taken into consideration, the contact hours are almost twice as much as those of the Monday or Saturday classes only.
- What is done in the study schools complement what is done during the other contact sessions.
- The first study school has been placed early in the year for practical reasons and to act as an introduction to the programme. Students then also get to know each other at an early stage and they get exposed to speakers from business and industry. Students are also provided the opportunity to formally meet their lecturers.

- Students appear to be satisfied with the mode of delivery and the duration of the programme.
- The syndicate groups appear to work well in most cases. However, at least one group only met once and students were expected to liaise telephonically and by e-mail.
- Some students indicated that they would like the syndicate groups to be more racially diverse..

Concerns:

- The 500 hours of direct contact time seems to be an inflated number, as the contact hours and study school hours do not add up to 500 hours. The invitation of guest speakers and time spent on research guidance should not be brought into the calculation of the number of contact hours. It is a concern that the actual contact time does not meet the AMBA standards.
- The panel also questions the time that is indicated to be spent on research supervision.

Recommendations:

- 6.1 The learning outcomes linked to the different study schools are not clearly indicated in any documentation. The kind and type of contact hours must be stated explicitly. This can be done in the respective modules and clearly stated in a study letter that accompanies the study guides.
- 6.2 The structuring of students' research time must be stated clearly.
- 6.3 There is possibly too much learning content in the beginning of the year and this need to be reconsidered. An introductory session could possibly be presented before the first study school.

7. Panel decision and recommendation:

1	2	3	4*	5*	6
NI	MMS	MMS	NI	NI	MMS

* Indicates the section that carries the most weight in deciding the final analysis and grading allocated to the programme.

The MBA offered by the Potchefstroom Business School (PBS) on the Potchefstroom Campus needs improvement.

Improvement is especially necessary in light of their intention to apply for AMBA accreditation in the United Kingdom.

Many recommendations were made in this report, but the following should be regarded as priorities and should be adhered to within one year of the signing of this report:

- 7.1 Well-planned and sufficiently documented contact with business and industry is paramount.
- 7.2 The panel advises the NWU to align the apparent two MBA programmes on the Potchefstroom and Mafikeng Campuses. The possibility exists that the focus on the Mafikeng Campus is on *public* administration and not *business* administration. If this is indeed the case, the two campuses cannot award the same degree, as the programme on the Mafikeng Campus should lead to a master's degree in Public Administration (MPA) and not in Business Administration (MBA).
- 7.3 Increase the research output in accredited journals and ensure a sustainable research output.
- 7.4 Establish a representative and functional advisory board with a clear mandate.
- 7.5 Address structural issues and autonomy of management of the PBS.
- 7.6 Study and implement the policies regulating the teaching-learning environment of the NWU, for example memorandums and moderators' reports.
- 7.7 Review the curriculum according to the comments made in this report.
- 7.8 Documentation (CVs, etc.) that are made available in support of the claims in the self-evaluation report should be checked for correctness and timeous updating. .
- 7.9 Adhere to the NWU teaching-and-learning policy in all respects.

It is strongly recommended that the above-mentioned aspects be acted on before a submission is made for AMBA accreditation.

The PBS is commended on:

- The positive attitudes of both staff and students.

- The consistency in communicating what the Potchefstroom MBA stands for. This was evident from faculty management to school management, to lecturers and to students.
- The clear focus on where the school wants to position itself.
- The conscious effort to increase research.

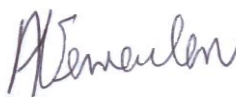
General comments:

- (a) A comprehensive and updated improvement plan should be compiled to reflect actions (based on the EPE recommendations), the person responsible, action steps required, date of completion, the person who monitors progress and progress report dates. The Vice-rector: Academic of the Potchefstroom Campus regularly monitors the progress with improvement plans (see Guides for Internal and External Programme Evaluation). The campus quality office is requested to ensure that this step is communicated clearly to all schools.
- (b) The panel records its sincere thanks to **Prof Willem Gevers** (External Evaluator: University of Stellenbosch Business School), **Mr Frik Vermaak** (External Evaluator, Industry: Evolution Consulting Group & Alumni), **Dr Melanie Louw** (External Evaluator Industry: Amalgamated Breweries Industry & Alumni) and **Mr Jonathan Cook** (External Evaluator: Gordon Institute for Business) for their valuable and honest input into the evaluation process.

The PBS and the panel expressed their gratitude to the Institutional Quality Office for a committed and thorough process of quality promotion, support and monitoring.



Dr JM Jacobsz
Institutional Director: Quality



Mrs A Vermeulen
Quality Manager:
Academic Programmes

Signed on Tuesday 1 February 2011

Interview with lecturers (14 lecturers attended the session)

Verbatim quotes:

On how staff was engaged in designing the new curriculum:

- A project team was formed and after a benchmark process the team reported back.
- An internet research was done and results were reported back to the whole Business School. Then the results were presented to alumni and present students. Feedback from all these groups were obtained by the project team and the curriculum came from that.
- Alumni [were] identified and consulted personally. Not all alumni were involved, but a sample was chosen of alumni that were in business.
- Feedback was also obtained from other MBA-programmes.

On how leadership is integrated into the design of the programme:

- It permeates all levels, but maybe it is best formulated in the third year.
- If, for instance, Operation Management is done, it is indicated how that is linked to leadership.

On why students choose the Potchefstroom Business School:

- It seems as if students come here for practical reasons ... to apply the theory in practice.
- There is a definite niche on the Potchefstroom Campus for Afrikaans students.
- Some Afrikaans students from the Vaal Triangle will travel to attend the Afrikaans classes in Potchefstroom. In the same way some English students from Potchefstroom will attend classes at the Vaal Triangle Campus in English.
- It seems as if language pulls stronger than geographics.
- Students have indicated that this school provides value for money and good service ... individual service.
- There are strong efforts to serve our clients well.

On balancing research, teaching and consulting:

- We try to stick to the 40:40:20 guidelines.
- There are some trade-offs. When I was more involved in research, my consultancy declined.

On how many hours are spent on teaching:

- 32 per year are basically spent teaching in front of a class. The study schools would be another 32 hours.
- It depends on the module you present.
- Not all the courses have all the modules.
- I would say roughly about 70 hours – excluding executive teaching.

On how academics manage their workload:

- There are lots of checks and balances built into the system.
- We also have the postgraduates ...
- ... And management responsibilities.
- If I cannot do my research and take it to class, I would not be able to do other research. I have to integrate the two.

On methodology applied in each subject:

- It depends on a particular subject.
- I have to talk to other people, because I have to build on what they do.
- Every year I look at what they (colleagues) do, so that I know where to add on to.
- My subject changes every 18 months. I will transfer what is happening to my students and also pass it on to my colleagues.
- Integrated assessment comes together nicely in the company project.
- All subjects will be addressed – especially in the last stage.
- About a third of my classes are lectures because the classes are so diverse in terms of background knowledge. Then it is followed by discussions and then applications.
- I use a wide variety of teaching methods.
- I make use of self-assessments so that the students get a better knowledge of themselves.
- If I can break down my classes, I would say ... in a two hour contact session ... a short tests, then I would explain, then give them an exercise to do in class while I am there.
- I will have a theoretical discussion at the beginning, then analyse and discuss.

On how this Business Administration programme is kept up to date:

- We have ties in business and industry and with other schools at other institutions.

- It permeates all levels, but maybe it is best formulated in the third year.
- If, for instance, Operation Management is done, it is indicated how that is linked to leadership.

On research:

- Research is driven within the clusters.
- What I did was to focus and use students to get data and discussed it in class. The focus is applied in class.
- We work within a focus area, but definitely use the results in class.
- What is valuable in class is feedback from previous classes.
- In my subject we have a lot of ancient tools that are still being used and I don't know if they are still valid.
- I have also started with a research focus. I usually get students to work together. That increases the sample sizes.
- During feedback sessions I try to get everybody in the same room so that they can learn from one another.
- I am a new lecturer. From next year onward I will try to align my research with the focus area.
- I am busy with two PhDs.

On the sharing model within the university:

- If you do private work 30% goes to the kitty, 10% to Faculty and 60% to staff.
- The economy has changed us all into researchers at the moment.
- My research is wallet-driven!
- A good deal of research money comes back to staff.
- It takes a long time for research to pay off.
- You don't publish for money. You publish for personal development.

On student research:

- Our MBA students do dissertations. Many of them have never done something like that before. That's a challenge.
- The statistical support is okay, but maybe we need more – especially at this time of the year.
- More administrative support is needed.
- We try to distribute the students equally among the research clusters.
- There is a maximum amount of students allocated to you.
- In terms of supervision, I have had maximum 14 dissertations per year. The minimum is one or two.
- To some extent the workload is also related to the job market.
- *Question: What do you do if there are too many students for supervision?* Response: We factor some resources in from the school if necessary.
- We don't have a problem with allocation of students.
- *Question: Do you have an opportunity to communicate with the director on your workload?* Response: Yes.
- Being overloaded is a good thing in as sense. I can choose the best ones.

On the Faculty (Staff) Development Plan:

- I have to start with my PhD next year and get more involved in the administrative process.
- I will focus on networking and getting registered with professional bodies.
- I have selected for myself quite a renowned international moderator and I have co-publish with him. I learnt a lot in the process. I want to argue with the reviewers and he thanks them!

On the programme outcomes of the MBA:

- We hope that we are producing strategic thinkers that can be change agents in their workplace.
- It's a complete team effort.

On curriculum design:

- There is usually not enough time to fit everything into the timetable.
- *Question: What's missing in you curriculum?* Response: Entrepreneurial skills ... There is not enough opportunity to creativity ...
- I would have said Ethics, but now that has been addresses.
- My focus is on the soft issues ... the people issues ... We could perhaps do more on the human side. If we can prepare students for that, we will be doing a very good job.
- I personally try to address those shortcomings in my subject.
- To me, you have already highlighted what I have noted ... There is a lack in respect of leadership, managing people, international management ... (*Here a panel member pointed out that AMBA will look at that.*)

- The issue of cultural differences ... I try to provide them with as much as possible in my subject.
- Our hard subjects are a bit difficult. We do use an international book, but we do need a South African colour.

On how they know they are achieving the aims of their MBA:

- The employers are very satisfied.
- We measure our success in terms of the successes of our graduates.
- Our alumni perform incredibly well after doing our MBA and we take some of the credit!
- *Question: How do you measure this? Are they actually thinking more strategically?* Response: We look at how a student has grown two or three years after the MBA.

On the timing of the study schools and whether they would like to move it:

- From my point of view I wouldn't do it (move it). It gives me time to start them right ... point them in the right direction.
- Perhaps in some modules ... Financial Management ... If you could have four or five contact sessions and then really get stuck in it ...
- It doesn't really matter to me. It works well at this stage. It gives them a good head start.
- The study school is a good place to get everybody on par and refresh them. The study school at that time of the year, for me, is priceless.
- Many of the assignments are group work. If they get to know each other in the beginning of the year it works better.

Interviews with students (Seven students attended the interview. All were male.)

Verbatim quotes:

- I come from a company where we speak SENWES-English! (*A student requesting to answer the questions in Afrikaans.*)

On why they opted to enrol with the Potchefstroom Business school:

- I enrolled for an MBA to get myself into a managerial mindset. It is important for me not be labelled as a scientist.
- The reason why I wanted to do an MBA is to give myself a wider and more holistic exposure to managerial skills.
- I wanted to come here because my family couldn't study at this institution.
- I want to empower myself to put myself in a better position.
- I like the philosophy of practical solutions. It fits in with my own philosophy.
- I studied at Wits and decided to come to my home town university.
- In 1999 I did the Gibbs programme. I decided Potchefstroom is close enough for me to drive. My kids studied here as well and many of my friends too.
- I decided to do my MBA here and, needless to say, I was not disappointed.
- I watched a colleague who studied here and I saw how he grew and developed. It made me very excited and I decided that I want to be a part of that too.
- I applied for the MBA here because I was asked by my manager to look into that. I stay in Potchefstroom.
- I did my degree and my postgraduate degree here and that's why I decided to do my MBA here too.

On whether the criteria of minimum work experience (before a prospective student can enrol) should be adhered to:

- Yes. Current students are coming in much younger because they do not adhere to the minimum work experience and they are less experienced. This has an influence on our class discussions and the ideas they bring to class.
- I agree. Many of them will complete the course only to realise with a shock that it is not going to do for them what they wanted it to.
- I disagree. When I did my MBA the youngest student was 34 years old. We were all mature.
- My experience was different. I think it's a sign of the times.
- We saw fresh thoughts from the younger students. He stepped out of the programme more mature.
- In our group there are two ladies fresh out of varsity. I was able to gain a lot of creative energy from them. There was a lot of cross-stimulation of ideas.
- I think it's good to have a look at the individual. I was a chemical engineer, but I didn't have any managerial experience.

On what they would change in the school if they were given the opportunity to reorganise or make some changes to Business School:

- One of the challenges in South Africa is Corporate Management. That was corrected. This year there is a lot of that in the first year.
- We have zero Risk Management in the programme.
- What I feel should be included in the curriculum is Leadership. That's very important to me. You need that background, because you will get in a position where you will have to take decisions.
- The programme is very set. We don't really have options. I would put in electives.
- What I would have had is for students to get a choice between four or five subjects.
- I had a pure BSc. For me this is setting the platform. I wouldn't want to remove anything from the programme and to add to it would be tough.
- When I was doing my first year I didn't think it was adding value.
- Some people were not really good at their subjects.
- I expected them to tackle South African issues, but we didn't debate local South African issues that much.
- I would have liked assignments to be much more company directed and driven. Even if it meant diverting students fresh from varsity. Our assignments are very much set according to what's in the book, so our employers don't really get value from us doing the MBA.
- In some areas the assignments are very text book driven.
- It's a matter of subjects. To me Operation Management was a disappointment.
- The management of the school contacted me and asked me if an assignment could be done on my workplace and they did it. We must also open up our doors to Business Management.
- I enjoyed doing additional work and applications.

On the research (dissertations) reports:

- For me, I had sufficient time with my supervisor. Any time I needed to make an appointment, he was available.
- My study leader is very difficult to get hold of (now). I was able to see him quite often during the first semester.
- The issue of time spent with your supervisor is a two-way thing. You need to make time to see him and do your homework.
- My study leader is always available when I want to make an appointment.
- Although we are managers in our work, when we are in the MBA we are students! We can't expect the supervisors to manage our studies for us.
- One supervisor had 14 students and the way he managed it was excellent. He always gave powerful advice and guidance.
- One must actually start preparing in the last six months of one's second year.
- There is a large gap between handing in the research proposal and handing in Chapter 2.
- Maybe the deadline for the proposal should be a bit earlier.

On whether they would prefer the study schools to be a bit later in the year:

- I like it where it is. It's a bit of a boot to the back.
- Maybe if they could move Financial Management and Statistics to the first semester it would be better, because the second semester seems to be shorter – so that would allow more time. Also, by the second semester we are tired.

On whether there is enough contact time:

- I think that depends on the individual. I can't complain.
- We have sufficient time with them (the lecturers) and we could make appointments any time to come and see them.

On feedback on assignments:

- The feedback is very good and comprehensive.
- They sometimes catch us out and they can see who worked together.
- They really go through it thoroughly. The feedback is very thorough and detailed.
- Feedback really is very detailed – sometimes up to four pages.

On study groups (syndicates):

- The study groups help a lot. Our study group is very diverse and we have different strengths and weaknesses. We work out a lot of things in the study group so we don't have too much left to ask the lecturers.
- With the group assignments the young students can learn from the experiences of those who already have experience in the workplace.
- Once you are in a group, you stick to that group.
- We enjoy the groups very much. The diversity of the groups adds great value.

- We choose the groups ourselves and they are usually chosen geographically.
- I think you derive maximum benefits if the group is diverse. Sometime people with similar backgrounds tend to stick together.
- The personal interaction within the groups is very, very important. You need to be able to meet face to face. You are able to carry each other through difficult times and at different times different team members stand up to act a leader.
- To me, I wanted to engage with people from other groups. If people are not in your group, you do not really get to know them.
- A lot depends on the study leader. We were seven people in our group and we have remained close. We are still seeing each other.
- In our group we telephone, Skype and e-mail. We are eight people and we have only met once.

On the involvement of the private sector in the course outline and lecturers' ability to relate to practice:

- The lecturers are very good.
- We often give the class from the experiences of our companies.

On exams:

- The exams are four hours and all of them are open book exams, but you have to apply and develop strategies to suit your own company.
- Most questions require you to use bits from all the chapters.
- You have got to apply and although the exams are open book exams, they are actually very tough.
- Where you get distinctions is where you really applied your knowledge to the workplace. If you Xerox, you will fail.

-End of Report-



External Evaluators Acceptance Template

EPE: MBA

I (Full Name & Title)..Professor Willem Rudolf Gevers.

as (Academical status) Professor

at (Institution/ Company) University of Stellenbosch Business School

hereby accept the external programme evaluation report of : MBA,

as a true and correct reflection of the information that was presented on **2 November 2010** at the **Potchefstroom campus** of the North-west university.

Contact details of external reviewer:

E mail: wim.gevers@usb.ac.za

Cell: 083 6291758

Signature:

(Signed and faxed or electronic signature)

Please send the above information back to dr Jannie Jacobsz as soon as possible.

E mail: Jannie.Jacobsz@nwu.ac.za

E-Fax no: (018) 293 5334



NORTH-WEST UNIVERSITY
YUNIBESITHI YA BOKONE-BOPHIRIMA
NOORDWES-UNIVERSITEIT
INSTITUTIONAL OFFICE

External Evaluators Acceptance Template

EPE: MBA

I (Full Name & Title) Mr. Frederick Vermaak

as (Academical status) External Evaluator, Industry & Alumni

at (Institution/ Company) Evolution Consulting Group

hereby accept the external programme evaluation report of : MBA,

as a true and correct reflection of the information that was presented on **2 November 2010** at the **Potchefstroom campus** of the North-west university.

Contact details of external reviewer:

E mail: frik@v7group.co.za

Cell: 082 901 2222

Signature:

(Signed and faxed or electronic signature)

Please send the above information back to dr Jannie Jacobsz as soon as possible.

E mail: Jannie.Jacobsz@nwu.ac.za

E-Fax no: (018) 293 5334



NORTH-WEST UNIVERSITY
YUNIBESITHI YA BOKONE-BOPHIRIMA
NOORDWES-UNIVERSITEIT
INSTITUTIONAL OFFICE

External Evaluators Acceptance Template

EPE: MBA

I (Full Name & Title) Dr Melanie Louw
as (Academical status) Alumni
at (Institution/ Company) North West University
hereby accept the external programme evaluation report of : MBA,
as a true and correct reflection of the information that was presented on **2 November 2010** at the **Potchefstroom campus** of the North-west university.

Contact details of external reviewer:
E mail: melanielouw@rocketmail.com
Cell: 071-852-2074

Signature:
(Signed and faxed or electronic signature)

Please send the above information back to dr Jannie Jacobsz as soon as possible.

E mail: Jannie.Jacobsz@nwu.ac.za
E-Fax no: (018) 293 5334

IMPROVEMENT PLAN

IMPROVEMENT PLANS

1. THE INSTITUTION				
Deficiencies: The AMBA accreditation process will probe issues like equal accessibility, staff capacity and equal resources on all three campuses (If an application is submitted as one university offering one MBA programme¹). There is no documentation on these aspects.				
Concerns: - The MBA programmes of both campuses bear the same name and both the Potchefstroom and Mafikeng Campuses will award the same certificate for the MBA: therefore AMBA will require the same programme. - The role of and liaison with business and industry are not clear in the documentation. - The lack of a clear plan in respect of facilities, strategies and a financial plan is a concern. Leadership, structures and mandates need to be clarified. - The programme seems to be lacking in innovation.				
Recommendations	Action Plan	Time	Status	Responsible person
1.1 Alignment of the MBA programmes on the Potchefstroom and Mafikeng Campuses will be critical in view of an AMBA accreditation. This issue should be addressed before the AMBA application is submitted. The PQM is to be consulted as it indicates the offering of one MBA, although on different sites of delivery. (Part of this consultative process should be to establish clarity on the focus of the different programmes as it seems as if the one focuses more on business-related issues and the other more on public service leadership. The Institutional ADS unit, among others, has to be consulted to assist in this regard.	- Discussion between staff from both campuses on common grounds on program alignment and eventual acquisition of AMBA accreditation. - Confirm PQM status at both campuses. - After consultation between the external consultant and Mafikeng Campus it has been decided that Mafikeng Campus does not want to be part of AMBA accreditation initial application. This will not exclude them for future applications	Before 2013 Meeting was on 16 & 17 May 2011 Continuous discussion between the two schools	Completed	Directors and MBA staff of both Campuses Evidence 1 Report of Prof Eon Smit

¹ AMBA would probably accredit one programme offered at three sites of delivery.

Recommendations	Action Plan	Time	Status	Responsible person
1.2 It is recommended that consultation with business and industry is conducted in a more formalised manner.	- Develop list of business contacts from last three years (2008-2010). - All future consultations to be documented.	Monthly report to director	Process constantly updated	Director Ms M Minne Ms W Pretorius Mr M v/d Bergh Evidence 2 List of Business Contacts / Consultations
1.3 It is recommended that an advisory board is established in order to formalise all consultation processes with alumni, business and industry. This advisory board should be linked to the Alumni Association, but should be more representative and also include non-alumni members as industry representation. It is furthermore recommend that such an advisory board be established within a year.	Advisory Board already established. Board Members: Dean of the Faculty Mr Abri Tsatetsi (DG in Premiers Office) Mr Christo Botes (Business Partners) Dr John Purchase (Agricultural Sector) Mr Christo van der Rheede (AHI) Mr Len Hansen (Astral)	30 April 2012 with monthly feedback to PBS Daily Management	First meeting in November 2012 Director has personally contact each of them and awaiting strategic plan to enlarge the group	Director Prof Stephan van der Merwe Prof Ines Nel
1.4 The panel recommends formal consultation with industry in curriculum revision.	- Refer to 1.3 Advisory Board. - Involve human resource practitioners/ - Appointment of Prof Raymond Parsons (contact with Industry)	Twice annually	Completed	All applicable Evidence 20 Appointment Prof Parsons

Recommendations	Action Plan	Time	Status	Responsible person
1.5 The time allocation for staff members (in PBS) to engage in consulting must be documented.	Provision for staff to devote 20% (1 day per week) of time (with special arrangements) for consulting.	Already implemented	Completed	Director Evidence 3 Pink Leave forms for Consultations
1.6 The issue of equal accessibility, staff capacity and equal resources on all three campuses should be addressed and documented (only if an application is to be submitted as one university offering one MBA programme).	- Discussed during meeting on 16 and 17 May 2011. - Application for AMBA will only be in respect of PBS - As far as Vaal Triangle Campus is concerned equal accessibility, staff capacity and equal resources is in place.	Quarterly followed up	Action completed	Director and MBA Program manager Evidence 1 Prof Eon Smit's Report
1.7 Clear institutional guidance and leadership are needed in order to address the concerns related to facilities. This is necessary because a reserve is available and the PBS has indicated its willingness to partially contribute some of their current reserves to ensure a proper building. The director may possibly find additional funding in this regard: this opportunity should not be let lost. Faculty management should support and encourage continuous contact in the business and management world.	- Need for these facilities will urgently be communicated to Campus and Institutional management. This matter was raised with Dean on 16 May and will be followed up on 20 June 2011 with Campus Rector and Campus Management. - The Potch Campus Infrastructure and Planning Committee has already acknowledged the importance of an own building. - Investigation process with benchmark study has been completed and report submitted to Senior Management.	asap	Awaiting formal approval of building	Director Dean Rector Evidence 5 Benchmark exercise

Recommendations	Action Plan	Time	Status	Responsible person
1.8 In view of the possible application for international accreditation, the leadership component of this MBA programme should be made much more visible and explicit (see section 5). The panel recommends that a clear mandate and directive be given to the PBS director to provide strategic leadership and develop the school in line with the PBS strategy. It makes sense that the school is part of the Faculty of Business Science and Economics at present, while it is a relatively small school. As the school grows and becomes increasingly sustainable financially, it will make sense to create greater autonomy. This route needs to be considered carefully and strategically. Meanwhile, clarity should be obtained on where the leadership resides in the school and who provides the drive and direction for the development of the school.	Action plan is a preliminary meeting with the dean and there after a meeting with campus management and if necessary with institutional management. • Development of strategy to achieve financial viability and optimum level of autonomy for the PBS in line with top business schools in SA. • Development of a strategy to communicate to university top management the uniqueness of the PBS within a business school industry. A business school cannot be treated and evaluated like a normal university school or department. • Ascertaining from university top management when their expectation of financial sustainability will be achieved. (What is the financial target in terms of financial reserves?)	4 May 2011 the starting point and is completed	Completed	PBS Daily Management

2. FACULTY				
Deficiencies:				
CONCERNS - The documentation reflecting the staff profile needs to be reviewed. Based on the files made available to the panel, it appears as if one senior professor last published in 2001, while another staff member's <i>Curriculum Vitae</i> was only last updated in 2006. - There is a concern that one or two staff members are very active in research and carry the PBS in this regard, while other staff members remain totally inactive in terms of research. - The student body is quite diverse and not a homogenous group, whereas the staff compilation does not reflect any diversity in terms of language, gender and race. - The PBS should guard against appointing staff from among its students and should also recruit staff members who obtained their qualifications at institutions other than the NWU Potchefstroom Campus.				
Recommendations	Action Plan	Time	Status	Responsible person
2.1 Ensure consistency in all reporting (e.g. on staffing, among others) as lack of clarity or insufficient data might lead to further questioning by the AMBA Panel.	Align and update according to set templates and requirements.	18 April 2011 Completed	Will be discussed in depth during all future MBA staff meetings	Ms M Boneschans Prof A Smit Prof L Jackson
2.2 Update all records with the view on application for international accreditation.	Every lecturer will review and update the applicable records.	Continuous process per semester	Will be discussed in depth during all future MBA staff meetings	Applicable MBA Lectures Evidence 6 CV's of Personnel

Recommendations	Action Plan	Time	Status	Responsible person
2.3 Make a clear distinction between fulltime MBA staff and staff that are contracted on a part-time basis. This should also be clearly indicated in the booklets.	- See (2.1) - Faculty Booklet to be incorporated on Web.	30 June 2011 Completed	Updated annually during June	Ms J Erasmus Mrs M Minne Prof R Lotriet Evidence 7 Faculty Booklet
2.4 Investigate the possibility to allow staff members to actively participate in company boards and committees in business and industry.	- This is by invitation only. - PBS will encourage such involvement via its Advisory Council.	Status reviewed quarterly	Continuous	Advisory Board

Recommendations	Action Plan	Time	Status	Responsible person
2.5 International staff, research and visiting staff and all interaction with international colleagues need to be well documented. These collaborations are not sufficiently reflected in the documentation that was made available to the panel.	- The following lists to be compiled: Visiting faculty Part-time faculty Research partners External national and international moderators - All such contacts and interactions will be identified and documented. - The following national and international candidates have been appointed as extraordinary professors: - Prof Gideon Maas - Prof Sam Fullerton - Prof Steve Booysen - Prof Eon Smit - Prof Theuns Eloff - The following candidate has been appointed as an extraordinary senior lecturer: - Mr Pieter Geldenhuys - Prof Raymond Parsons appointed (Contact with industry)	Completed	Appointed on 30/01/2012 for the period: 01/01/2012 – 31/12/2014	Director Dr C Botha Prof C Bisschoff SP v/d Merwe CA Bisschoff TE du Plessis TE du Plessis TE du Plessis Evidence 8 Appointment Extraordinary professors

Recommendations	Action Plan	Time	Status	Responsible person
2.6 It is recommended that consultation conducted by academics in the PBS is to be combined with research.	- Annual report of research outputs to be compiled and include all consultation research reports. - As far as permission is granted by the consulting client such research outputs to be published - Mini dissertations - Company Report	annually annually	Continuous	Dr C Botha Ms W Pretorius Study Leaders / Promoters Manager Research Evidence 9 Publication Report Company Report Dissertation
2.7 Align the outcomes of high-level consultations with business and industry involvement with that of the research that is conducted by academics. The research drive is part of moving the school to the next level, and this drive should therefore be encouraged.	- See 2.6: - In accordance with PBS philosophy of practical business solutions an annual research/consulting document will be published.	Annually in June To be published in June 2012	Completed Updated regularly	Dr C Botha Prof R Lotriet Ms W Pretorius
2.8 A substantial part of the PhDs that are delivered should actively contribute to increasing the PBS research outputs.	- Accordingly to policy every PhD will be utilised for article purposes. - The executive PhD programme, that was introduced during 2010, will contribute to the realisation of this recommendation.	Reviewed annually	Continuous Already increased research output	Dr C Botha Evidence 10 Research out of PhD's

Recommendations	Action Plan	Time	Status	Responsible person
2.9 Corporate business people do not always read academic journals, but they may be reached by publishing research results in a format that corporate organisations will use. Investigate the latter. However, it must be kept in mind that only accredited journals are considered for academic and subsidy purposes. Not all local journals comply with the criteria either.	• Involvement of staff in popular publications will be recognised (as in 2.7) • As a business school we will endeavour a balance between popular articles and accredited journals. • The focus of the PBS PhD's is of sufficiently practical nature to allow for the expectation of some popular articles. • Some popular articles are also extracted from the mini-dissertations of the MBA students. • Even though the value of this action for business school is acknowledged, no formal recognition is given by faculty or university.	Was implemented as from June 2011 and will be reviewed annually	Research output has already been increased	Dr C Botha Evidence 11 List of popular publications

Recommendations	Action Plan	Time	Status	Responsible person
2.10 In view of international accreditation, publications in accredited journals are essential and this needs to be improved drastically.	The PBS has succeeded in establishing a research culture through the following actions: • Via our conferences we are en route to submit publications. • The research manager manages the process through a matrix. • The task agreement of each academic staff member encourages one article per cycle. • Attendance of advanced Research development programs.	Report annually: Task agreement Intermediate overview of progress Performance evaluation	Articles: 2009 6 2010 4 2011 10 Conferences: National 2009 4 2010 4 2011 5 International 2009 19 2010 23 2011 24	Director Dr C Botha Evidence 21 List of articles and Conferences

Recommendations	Action Plan	Time	Status	Responsible person																
2.11 It is recommended that there should be set targets for each staff member to have one published article per cycle. The terms of this cycle should be negotiated with staff members and can be built into their task and performance agreements.	Annual task agreement process caters for: 1 published article per academic is unrealistic for the PBS due to the intensity and wide diversity of responsibilities as well as the present target for the Economic and Management Sciences Faculty, 0.3, placed on each academic staff member. - The PBS will attempt to achieve a target of 0.5 published articles per academic. Results up to end 2011: <table><tr><td>Articles</td><td>2009</td><td>2010</td><td>2011</td></tr><tr><td></td><td>6</td><td>4</td><td>12</td></tr></table> (2011 - all articles: 1 article in accredited e-book and 1 article in Journal not yet accredited.) <table><tr><td>Conferences</td><td>2009</td><td>2010</td><td>2011</td></tr><tr><td></td><td>23</td><td>27</td><td>29</td></tr></table>	Articles	2009	2010	2011		6	4	12	Conferences	2009	2010	2011		23	27	29	Annually per task agreement meeting	Continuous	All applicable Evidence 21 List of articles and Conferences
Articles	2009	2010	2011																	
	6	4	12																	
Conferences	2009	2010	2011																	
	23	27	29																	
2.12 Faculty members who are not research active need to be encouraged and assisted to do research.	Refer (2.10)		Continuous																	

3. RECRUITMENT AND SELECTION OF STUDENTS				
Deficiencies:				
CONCERN The admission of students into the programme with limited or no work experience is cause for concern. The purpose of the MBA is not to train potential managers.				
Recommendations	Action Plan	Time	Status	Responsible person
3.1 No documented evidence of the admission test or the panel process for admission into the programme was made available to the panel. The panel noted with appreciation the availability of a person who could elaborate on these issues, but the admission policy and procedures need to be clearly documented.	Documentary evidence is available and was submitted. There appears to be misunderstanding in this regard.	N/A	Completed	Accreditation Committee: Prof T du Plessis Prof R Lotriet Prof Anet Smit Prof Stephan van der Merwe Evidence 12 SHL Tests Information for past 2 years
3.2 Marketing documentation have to be updated to clearly state the rules that are applied for students who do not have 5 years of applicable work experience. This rule must then be applied consistently. It should, however, be kept in mind that the AMBA requirement is a minimum of 3 years of work experience.	- We adhere to the AMBA requirements of 3 years practical experience required. - Documents are updated regularly.	N/A	Aligned bi-annually	Prof C Bisschoff Prof T du Plessis Me M Minne Me J Erasmus Prof R Lotriet Evidence 4 Brochure Evidence 13 refer to web

4. PURPOSE AND OUTCOMES

Deficiencies:

CONCERNS

- There appears to be a lack of formalised processes and structures to support closer collaboration between staff members; likewise, collaboration with business and industry happens in an ad hoc manner. A formalised collaboration would be beneficial to the PBS, the students and the NWU.
- Communication with business and industry seems to be insufficient, and it would appear that the PBS regards communication with students and alumni as communication with industry. These are two distinctly different groups that require different approaches. There is concern about the lack of engagement with colleagues from other disciplines in other schools at the NWU. This lack of engagement might in the long run affect the thoroughness of the subjects lectured in the programme (see section 1).
- Study groups (syndicate groups) do not always reflect the diversity of the student body.
- The concern was raised that subject and programme outcomes may not always be sufficiently measured or assessed.
- No reference is made in documentation to the critical cross-field outcomes, but it was argued that these are included even though they are not evident.
- The lack of a module on leadership remains a concern, even in light of the explanation that leadership is embedded in all the modules. The panel could not find evidence of the latter in the documentation that was made available to them either.

Recommendations	Action Plan	Time	Status	Responsible person
4.1 Formalised processes and structures must be in place for collaboration with industry (see section 1).	- See action plan (1.3) plus the new initiative to appoint extraordinary professors from industry as well as other initiatives to formalise interactions with the business world as well as government institutions. Formal collaboration with: - Organised businesses i.e. AHI and Chamber of Business - Government - Setas - Large businesses (Astral, Transnet and various Agri businesses) - Efforts to market the school's professional development programmes are done via road shows and marketing / communication workshops with potential clients in industry and government. - A formal Executive Education office and Small Business Advisory Bureau are utilised for these purposes as well as the presentation of prestige days. A company project forms part of the final year of the MBA typically 10 companies / organisations are involved every year. Refer to annexure B	Quarterly review	Extraordinary professors have been appointed (5) Continuous Marketing on continuous basis Own budget for marketing on 1st and 3rd money streams	Director and Extended Management team: Prof C Bisschoff Prof R Lotriet Prof A Smit Prof L Jackson Prof S v/d Merwe Dr C Botha Mr M v/d Bergh Evidence 14 Involvement of Prof Tommy du Plessis with AHI and Chamber of Business Evidence 15 Proof of Collaboration Evidence 22 Marketing and Community Service

Recommendations	Action Plan	Time	Status	Responsible person
4.2 It may be useful to rethink how the outcomes of the programme are assessed, for example against a list of desired behaviours, etc.	- The documentation was revisited and will be updated on a continuous basis before the module is presented. - Every module lecturer will test its outcomes by academic support services.	April and October annually	Continuous	Programme Manager and all academics
4.3 It is recommended that the programme outcomes as well as cross-field outcomes are specified.	- The programme documents that set the outcome of the MBA is used as driving force for all individual modules to ensure cross-field outcomes. - The company project provides the opportunity for the culmination of all cross-field outcomes.	April and October annually	Annually reviewed Cross field outcomes had been addressed	Programme Manager and all academics Evidence 19 Cross-field outcomes
4.4 It is furthermore recommended that outcomes intended by the MBA, in addition to increased strategic thinking, be specified. The AMBA outcomes, among others, may be used to stimulate thinking on this issue. The explicit inclusion of the topic of leadership should be considered seriously.	- The issue will be researched and the curriculum revisited. The following modules are envisaged: - Organisational Behaviour (old name) New name: Organisational Behaviour and Leadership - Change Management (old name) New name: Not yet assigned - Emphasis on leadership as well as international business. Will form part of the discussions with Mafikeng Campus. - Initial discussions completed on 16 May and this will be continued in August 2011.	Sept 2011 and April 2012	Completed More emphasis is placed on leadership content in modules	Prof R Lotriet Prof S van der Merwe Applicable Lecturers Evidence 16 IKAS document and Study Guide

Recommendations	Action Plan	Time	Status	Responsible person
4.5 There needs to be a shift from textbook-based assignments to company-based assignments. Students will also benefit from this arrangement because they are not enrolled on a fulltime basis.	- Our approach is to progress to the requirement as formulated by EPE panel. - From experience and benchmarking and considering our target market we will continue to use the blended approach that commence more on a textbook based and culminates into a generalist company based approach.	13 June 2011 Reviewed annually	Ongoing	All academics
4.6 Reconsider the methodology in order to ensure that graduates have the required insight, depth of understanding and skills. This could partially be determined by means of applicable research which includes employers and alumni, among others.	- The Financial Mail survey indicates we are one of the top Business School in terms of skills development. - The outcomes of this course are in line with the NQF descriptive in consultation with ASS.	Annually reviewed	Outcomes of the course will be revised to fit in with the level 9 descriptives once new MBA has been accepted by Government	Prof C Bisschoff
4.7 The PBS tends to regard their students as a sample of the business world. It is recommended that communication with the world of business be moved up one level (see recommendation 1.3).	- See (1.3) - Duly noted, but communication with the world of business includes popular articles, press releases, the web, social media (Facebook), TV, radio, etc.	October 2011	Continuous	Prof T du Plessis Prof R Lotriet Prof A Smit Evidence 17 Evidence of communication with popular media

Recommendations	Action Plan	Time	Status	Responsible person
4.8 When planning the proposed Advisory Board, the PBS should avoid including only alumni in the board. Graduates from other institutions should be included as well.	Duly noted.	June 2012	In process	Prof T du Plessis Prof R Lotriet Prof Anet Smit
4.9 Consider the development and offering of electives in the programme. Even though it implies more work and expenses, the majority of other MBA programmes offer electives.	It is in process and will come to fruition with the establishment of the new MBA.	January 2013	In process	All applicable
4.10 Build in measures to ensure more diverse study groups, as this will equip students to develop interpersonal diversity and interpersonal skills that are of the utmost importance in the world of work today.	Diversity is applied in its broadest context.	February and July annually	Done for 2012	MBA programme Manager

5. CURRICULUM

Deficiencies:

CONCERNS

- Faculty members possibly focus too much on the inside instead of the outside of the Business School. Staff members were clearly ignorant of international aspects and the relation with the South African context.
- There are glaring language errors in some examination papers and other documentation.
- Assignments appear to be too much textbook-based and not contextualised in terms of business and industry (see recommendation 4.5).
- In some papers evidence was found of content-only questions. The depth of cognition is therefore not explored or developed.
- Not all memorandums were provided for the panel.
- Although it was indicated that a system of moderation is in place, some moderators' reports were not included in the evidence documentation.
- There is concern that the PBS does not always adhere to NWU policy, for instance the policy on moderation.
- The course outline for the first and second year seems to be very basic and it appears as if the textbooks are being taught. It is only in the third year that the course goes beyond the textbook.

Recommendations	Action Plan	Time	Status	Responsible person
5.1 All the quality control systems, such as external moderators' reports, memorandums, etc., need to be critically reviewed. These are critical administrative issues and the school needs to ensure that its documentation is in line with all policies.	• To be done every 6 months. • Lecturers will report to program manager in the beginning of the year for the previous year. • Each lecturer and MBA desk will ensure that moderators report and memorandums are formalised in accordance to NWU policy before the 2nd exam committee meeting. • To enhance the quality process in this regard a moderators fee will be made available for international moderators. • Quality control systems based on three tiers: - 1st – peer review as well as internal programme participant evaluation - 2nd – moderation on national level (including Financial Mail and other national evaluation processes) - 3rd – international	Annually per module	2012 Review in March annually	Prof R Lotriet Each lecturer Ms W Pretorius

Recommendations	Action Plan	Time	Status	Responsible person
5.2 All exam papers should be submitted for language editing.	• Receives continuous attention. • Designated language editor for faculty is appointed. • The guideline in this regard is the module file.	According to schedule	Ongoing	All academics Programme manager
5.3 All reports and other documentation should be submitted for language editing.	• Receives continuous attention. • See 5.2.	According to schedule	Ongoing	All academics Programme manager
5.4 All memorandum reports must be kept and filed. If the setting of a memorandum or framework appears to be problematic, staff members must receive the appropriate training in this regard.	• Adherence to internal policy is ensured every six months.	April and September annually	NWU's archive policy implemented	All academics Programme manager Ms Wilma Pretorius

Recommendations	Action Plan	Time	Status	Responsible person
5.5 The PBS must adhere to the policy of the NWU on assessment and moderation.	- The PBS will adhere to the internal evaluation report on the different modules (NWU Assessment and Moderation Policy) - All assignments will be revised	Annually per module	Part of checklist to be followed up annually Evidence of Moderators' reports in Module files	Programme Manager and all academics
5.6 It is recommended that application be introduced earlier in the programme, and not only in the third year. This should be reflected in the outcomes as well as in the assessment plan/criteria.	- Refer (4.6). - Applied Business Solutions are stressed throughout the MBA Programme.	Twice yearly for every module	Done	Programme Manager and all academics

Recommendations	Action Plan	Time	Status	Responsible person
5.7 The curriculum should be kept local and relevant, while international standards are at the same time adhered to. It is recommended that international aspects be added to the regional focus.	We will adhere to these recommendations: - The recommendations of the PBS Advisory Board - The continuous use of International moderators - The entire AMBA process is focused on adhering to International standards - Local relevance is achieved by means of assessments - Best practices benchmarking - Balance between local and international aspects is reflected in our module study guides.	Twice yearly AMBA 2012	Will be reviewed annually by Advisory Board 4 International moderators already appointed AMBA Application in process Done Continuous Continuous	Accreditation Committee: Prof T du Plessis Prof A Smit Prof L Lotriet Prof S van der Merwe Evidence 23 International Moderators' Reports

Recommendations	Action Plan	Time	Status	Responsible person
5.8 Ensure that leadership is sufficiently embedded in the programme.	- Refer (1.1 & 4.9) - Documentation in process for submission on next Senate Meeting on 29 September.	Completed	Completed	Prof R Lotriet Ms M Heyns Prof L Jackson
5.9 Consider whether enough attention is paid to people management.	IR is already incorporated but not part of the official structure.	Completed	Already incorporated in MBA program structure	Prof R Lotriet Ms M Heyns Dr CJ Botha Evidence 24 Study Guide Booklet
5.10 Attention to international business could be increased.	- The matter currently receives attention. - Refer to 4.4. - Relations have been established with - Beijing Foreign Studies University Business School, Beijing, China - University Institute of Lisbon, Portugal ISCTE Business School, St Paulo	Completed	Continuous There was already a study tour to Beijing in July 2012	Prof R Lotriet Ms M Heyns Prof L Jackson Evidence 18 Relations with Foreign Universities: Lisbon St Paulo Beijing

6. MODE AND DURATION				
Deficiencies:				
CONCERNS - The 500 hours of direct contact time seems to be an inflated number, as the contact hours and study school hours do not add up to 500 hours. The invitation of guest speakers and time spent on research guidance should not be brought into the calculation of the number of contact hours. It is a concern that the actual contact time does not meet the AMBA standards. - The panel also questions the time that is indicated to be spent on research supervision.				
Recommendations	Action Plan	Time	Status	Responsible person
6.1 The learning outcomes linked to the different study schools are not clearly indicated in any documentation. The kind and type of contact hours must be stated explicitly. This can be done in the respective modules and clearly stated in a study letter that accompanies the study guides.	- It will be revisited. Calculation of direct contact hours: 13 Modules x 16 hours = 208 h - Study Schools = 6 x 5 x 8 = 240 h - The MBA III company project Student contact hours with internal PBS academic mentor as well as with chosen company/organisation representative = 28 h - The script (mini-dissertation) Student contact hours with study leader = 30 h Total direct contact hours = 506 h	Completed	Ongoing and will be revisited with new MBA curriculum	Program Manager and all applicable personnel Prof C Bisschoff

Recommendations	Action Plan	Time	Status	Responsible person
6.2 The structuring of students' research time must be stated clearly.		Completed	Await final CHE decisions and guidelines - continuous	Accreditation panel: Prof T du Plessis Prof R Lotriet Prof A Smit Prof S v/d Merwe and also Dr C Botha
6.3 There is possibly too much learning content in the beginning of the year and this need to be reconsidered. An introductory session could possibly be presented before the first study school.	Will be investigated.	Ongoing	Await final CHE decisions and guidelines - continuous	Accreditation panel: Prof T du Plessis Prof R Lotriet Prof A Smit Prof S v/d Merwe and also Dr C Botha

FINAL POST-EPE REPORT



POST-EXTERNAL PROGRAMME EVALUATION
MBA
Potchefstroom Business School
(EVALUATION BASED ON AMBA REQUIREMENTS¹)
Faculty of Economics and Management Science
9 October 2012

Background

The decision of the External Programme Evaluation Panel on **2 November 2010** was that the MBA programme offered on the Potchefstroom Campus be awarded a **Needs Improvement (NI)**. The evaluation took into account a self-evaluation prepared by the programme management team, a range of documentary evidence and the information obtained in interviews. Based on that evaluation, observations and recommendations were made.

This report is a follow-up to determine whether the deficiencies and gaps pointed out by the evaluation of 2 November 2010 have been rectified or closed sufficiently.

Participants

Panel members from the Institutional Quality Office:

Ms A Vermeulen (Chair, Quality advisor: Academic Programmes), Dr JM Jacobsz (Director: Quality).

Staff members from the Potchefstroom Campus: Prof T du Plessis (Director PBS), Prof R Lotriet (Programme Manager), Prof Anet Smit (Quality Coordinator PBS), Ms M Boneschans (Administrative Assistant), Mr P Volschenk (Director: Academic Support Services), Prof F van der Merwe (on behalf of the Acting Dean), Mr S Frederick (Advisor: Academic Support Services).

Report writer: Dr EAS de Waal

Executive summary

Criterion	Panel decision 2 November 2010	Panel decision 9 October 2012
1. Institution	<i>Needs Improvement</i>	<i>Meets Minimum Standards (Provisional)</i>
2. Faculty	<i>Meets Minimum Standards</i>	<i>Meets Minimum Standards</i>
3. Recruitment and Selection of	<i>Meets Minimum Standards</i>	<i>Meets Minimum Standards</i>
4. Students		
5. Purpose and Outcomes	<i>Needs Improvement</i>	<i>Meets Minimum Standards</i>
6. Curriculum	<i>Needs Improvement</i>	<i>Meets Minimum Standards</i>
7. Mode and Duration	<i>Meets Minimum Standards</i>	<i>Meets Minimum Standards</i>

A brief overview was provided by the Director: PBS. It was pointed out that the *Financial Mail* recently reported that the MBA on the Potchefstroom Campus of the NWU provides the best value for money.

¹ The Association of MBAs (AMBA) is an international, impartial authority on postgraduate business education. AMBA accreditation is the global standard for all MBA, DBA and MBM programmes. AMBA currently accredits MBA programmes at 168 schools in nearly 70 countries.

1. Institution

- 1.1 Alignment of the MBA programmes on the Potchefstroom and Mafikeng Campuses will be critical in view of an AMBA accreditation. This issue should be addressed before the AMBA application is submitted (PQM) (Recommendation made on 2 November 2010).**

Findings on 9 October 2012

- Alignment with the Mafikeng Campus has been in process for the past 9 years. The Mafikeng Campus indicated that they are not interested in international accreditation at this stage. Furthermore, AMBA accreditation requires a minimum of 12 academic staff members. At present there are only four academic staff members on the Mafikeng Campus. Thus, after consultation with the Mafikeng Campus, it was decided that the Mafikeng Campus will not be part of the initial application for AMBA accreditation. (Evidence 1: Report of Prof Eon Smit).
- Discussions about alignment will take place with regard to the new MBA on both campuses.

- 1.2 It is recommended that consultation with business and industry is conducted in a more formalised manner. (Recommendation made on 2 November 2010).**

Findings on 9 October 2012

- Prof Raymond Parsons was appointed as professor to liaise with business and industry.
- A list of business contacts has been compiled and consultations are now documented (Evidence 2: List of Business Contacts and Consultations).
- Staff members are involved in consultations on an ongoing basis. The purpose of these consultations is to provide exposure and to increase visibility.
- Third year students are required to do a company project, in which they are involved with companies for a 6 month-period. As part of the project they must present a complete report to the executive management of the companies in question. The results were very positive and excellent interaction has been obtained. These students can be employed as guest lecturers at a later stage. Upon entering this project, students have the required prior knowledge and through the project they are empowered at a multi-disciplinary level.
- Business contacts have been extended and because a large percentage of students are from Gauteng, the effect of the programme is experienced far beyond the immediate environment of the University. However, there is also a conscious effort to plough back into the local community.

- 1.3 It is recommended that an advisory board (established within a year) is established to formalise all consultation processes with alumni, business and industry. (Recommendation made on 2 November 2010).**

Findings on 9 October 2012

- An advisory board is in the process of been established. The following individuals were approached:
 - The Dean of the Faculty
 - Mr Abbi Tsaletsi (DG in Premier's Office)
 - Mr Christo Botes (Business Partners)
 - Dr John Purchase (Agricultural Sector)
 - Mr Christo van der Rhee (AHI)
 - Mr Len Hansen (Astral)
- At this stage, the activities of the advisory board have been placed on hold. The rector has indicated that permission might be granted for an own building if a long-term vision can be provided by programme management. The initial strategy of the programme was not satisfactory and it needed to be redesigned, and programme management was advised to rethink its direction and to include other niche areas as well. Prof Eon Smit (University of Stellenbosch) was approached to guide programme management in this regard. The strategy plan has been packaged and must now be finalised with the assistance of Prof Smit. The first meeting in this regard was scheduled for 16 October 2012. The outcome of this process has direct implications for the advisory board. Should a decision be taken to include sectors such as agriculture, small business and mining, for example, representatives from these sectors will have to be included on the advisory board as well. Management therefore requests that they be allowed sufficient time to finalise the above discussions before concluding the advisory board. Depending on the outcome, the advisory board may have to be enlarged as well. The director has since personally contacted each of the above members.
- The advisory body will act in a consulting capacity only and will have no statutory powers.

1.4 Formal consultations with industry in curriculum revision are recommended. (Recommendation made on 2 November 2010).

Findings on 9 October 2012

- Formal consultation with industry in curriculum revision would be one of the major functions of the advisory board, as soon as the board has been finalised.
- Prof Parsons was appointed to improve contact with industry (also see 1.3). A process of interaction is already in place to obtain input from industry on their needs in this regard.

1.5 The time allocation for staff members (in PBS) to engage in consulting must be documented. (Recommendation made on 2 November 2010).

Findings on 9 October 2012

- Provision is made for staff to devote 20% (1 day per week) of their time (with special arrangements) for consulting. These arrangements are documented (Evidence 3: Leave forms for consultation).

1.6 The issue of equal access, staff capacity and equal resources on all three campuses should be addressed and documented (only if an application is to be submitted as one university offering one MBA programme). (Recommendation made on 2 November 2010).

Findings on 9 October 2012

- The application submitted to AMBA will only be in respect of PBS.
- Programme management could only report on the situation at the Potchefstroom Campus, as the Mafikeng Campus presents its own programme (Evidence 1: Prof Eon Smit's Report). The MBA programme is duplicated on Vaal Triangle Campus and the same PBS staff present it on both campuses. The programme is presented through the medium of Afrikaans on the Potchefstroom Campus but through the medium of English on the Vaal Triangle Campus.
- In terms of selection and admission, the PBS (Potchefstroom Campus) uses the SHL instrument (European design). The Mafikeng Campus, on the other hand, uses the G-Max, an American instrument. The differences in respect of admission requirements between Mafikeng and Potchefstroom will be addressed in the new MBA design.
- Staff capacity on the Potchefstroom Campus for the present MBA is satisfactory. When the new MBA is developed, and electives are introduced, this aspect will be revisited.
- RPL presents some problems. There is a need for an RPL office on campus to deal with all RPL applications.
- The investigation process regarding the benchmark study has been completed and the report was submitted to senior management.

1.7 Clear institutional guidance and leadership are needed in order to address the concerns related to facilities. This is necessary because a reserve is available and the PBS has indicated its willingness to contribute a part of its current reserves to provide an adequate building. The director may possibly also obtain additional funding to this end. This opportunity should be utilised. Faculty management should support and encourage continuous contact in the business and management world. (Recommendation made on 2 November 2010).

Findings on 9 October 2012

- The Potchefstroom Campus Infrastructure and Planning Committee has already acknowledged the importance of an own building for the programme, and land might be allocated opposite the entrance to the cricket stadium. This would be an ideal location for the programme, because it is very visible and has access to ample parking. Management would like to motivate that, for purposes of AMBA accreditation, an own building would be needed sooner. The matter has also been included in the institution's strategic planning for 2012. However, management is still awaiting formal approval for a building.
- Currently, the Potchefstroom Business School is the only business school in the country that does not have its own building. Internationally, it is standard practice for business schools to operate from within an own building. The Business School and its programmes cater for a very specific type of client and it requires a specific type of building. The existing facilities are insufficient for short management courses or study schools and there is also a need for an auditorium, where all students can be addressed. Existing parking facilities are insufficient and because facilities are shared with other programmes, students in the programme sometimes have to be redirected to other venues, for example when the venues are used for examination purposes. This is an inconvenience to the students in the programme, who often travel great distances to attend the programme. This practice impacts negatively on the process of image building.
- An own building may significantly increase third stream income in the school.

- Management needs a commitment by the institution. Without a letter of intention from the Institutional Management, with clear guidelines, the programme has no chance of AMBA accreditation.

1.8 In view of the possible application for international accreditation, the leadership PBS should be made much more visible and explicit. (Recommendation made on 2 November 2010).

Findings on 9 October 2012

- Meetings were held with the dean and campus management to develop a strategy to achieve financial viability and an optimum level of autonomy for the PBS in line with top business schools in SA. All business schools have been visited and it was confirmed that business schools cannot be treated and evaluated like a normal university school or department, and that autonomy lies in more financial responsibility. It was established that the business school has financial autonomy, but not academic autonomy. However, autonomy is also closely related to image. The benchmark exercise indicated that business schools have autonomy in respect of finances and buildings, but also that they receive a certain percentage of first stream funding.
- Management of the programme indicated that they would like to be ring-fenced. There are various models for such ring-fencing and they are prepared to transfer a percentage of their profit income to the institution. This would assist them in becoming more autonomous (as recommended by the EPE), but it would also assist with the AMBA accreditation process.
- A particular problem for the NWU is that negative events on the Mafikeng Campus also have a somewhat negative impact on the Potchefstroom Campus. Furthermore, the fact that the institution has two business schools causes confusion in the market. This may require urgent intervention by the Institutional Office.

Finding: 2 November 2010:

Needs Improvement

Finding: 9 October 2012:

Meets Minimum Standards (Provisional)

2 Faculty

2.1 Ensure consistency in all reporting (e.g. on staffing, among others) as lack of clarity or insufficient data might lead to further critique by the AMBA Panel. (Recommendation made on 2 November 2010).

Findings on 9 October 2012

- This issue has been addressed. All documents have been corrected. The school now has its own dedicated website in view of the AMBA accreditation. The website is used as a source document. Everything that is done must now be aligned with the website. The website is already active and functions separately from the NWU system. Staff CVs are available at www.pbs.nwu.ac.za (Evidence 6).

2.2 Update all records with a view to application for international accreditation. (Recommendation made on 2 November 2010).

Findings on 9 October 2012

- This issue has been addressed. All documents can now easily be updated annually. This has also improved continuity (Evidence 6).

2.3 There should be a clear distinction between fulltime MBA staff and staff who are contracted on a part-time basis, and the distinction should be clearly indicated in the booklets. (Recommendation made on 2 November 2010).

Findings on 9 October 2012

- The faculty booklet has been incorporated on the web and will be updated annually during June. This programme has a dedicated web-master.

2.4 Investigate the possibility of allowing staff members to be actively involved in company boards and committees in business and industry. (Recommendation made on 2 November 2010).

Findings on 9 October 2012

- PBS encourages such involvement. However, this has not yet materialised, as staff members have to be invited to participate. Management believes the advisory board will provide the necessary exposure to improve such participation.

2.5 International staff, research activities, visiting lecturers and all interaction with international colleagues are not sufficiently reflected in the documentation that was made available to the panel. (Recommendation made on 2 November 2010).

Findings on 9 October 2012

- A number of extraordinary professors have been appointed as a result of the EPE. Furthermore, a clear distinction is now being made between visiting faculty staff, part-time faculty staff, research partners, external national and international moderators and extraordinary professors. All these contacts were identified and all interaction with them is documented.
- Moderators work through modules and evaluate curricula, content, prescribed books and exam papers. International moderators are paid by the school, whereas national moderators are paid by the institution.
- Benchmarking indicated that the remuneration scales of national moderators are not on par with those of other institutions. This makes it hard to find suitable moderators.
- International moderators are invited as guest lecturers every third year.

2.6 Consultation conducted by academics in the PBS is to be combined with research. (Recommendation made on 2 November 2010).

Findings on 9 October 2012

- Management indicated that not much such research has been done, due to the nature of such consultations. Most consultations for individual companies are in the form of management reports and are highly confidential. It cannot be published, as it would then become accessible to competitors. This confidentiality should be respected. The new MBA may provide more opportunity for applied research that would be appropriate for publication (Evidence 9).

2.7 Align the outcomes of high-level consultations with business and industry involvement with the outcomes of the research that is conducted by academics. (Recommendation made on 2 November 2010).

Findings on 9 October 2012

- Management indicated that this is a given. The school has a philosophy of Practical Business Solutions and continuously strives to apply all research in consultations. In accordance with the PBS philosophy of practical business solutions, an annual research/consulting document is published.

2.8 A substantial part of the PhD theses that are delivered should actively contribute towards increasing the PBS research outputs. (Recommendation made on 2 November 2010).

Findings on 9 October 2012

- According to policy, every PhD study is utilised for article purposes (Evidence 10).

2.9 Corporate business people do not always read academic journals, but ways should be investigated to reach them through publishing research results in a format that is accessible to corporate organisations. (Recommendation made on 2 November 2010).

Findings on 9 October 2012

- The school has a good working relationship with *Management Today*. Representatives from *Management Today* attend the annual conference hosted by the PBS and the editor also attends and reports on papers delivered at the conference.
- The editor of the *Financial Mail* has extended an open invitation to the PBS to submit popular scientific articles.
- Involvement of staff in popular publications is recognised and the business school endeavours to maintain a balance between popular articles and accredited journals. Even though the value of popular articles for the business school is acknowledged, no formal recognition is given for it by the faculty or the university.
- Because the PhD studies in the PBS focus on practical issues, it is possible to report on the studies in popular articles as well.
- Some popular articles are also extracted from the mini-dissertations of MBA students.

2.10 Publications in accredited journals are essential and the publication rate needs to be improved drastically. (Recommendation made on 2 November 2010).

Findings on 9 October 2012

- The PBS has succeeded in establishing a research culture, as the following figures indicate (Evidence 21: List of articles and Conferences):

	Articles	National conferences	International conferences
2009	6	4	19
2010	4	4	23
2011	10	5	24
2012 (up to July)	19	8	22

- The annual PBS conference has proven to be very successful and has produced spin-offs such as various networks and an accredited conference bundle with its own ISBN number. Although fairly expensive venues are selected each year, the conferences delivered good returns on the investments.

2.11 Targets should be set for each staff member to publish one article per cycle. This requirement should be part of task and performance agreements. (Recommendation made on 2 November 2010).

Findings on 9 October 2012

- The school has set and achieved its own targets, which are beyond those of the NWU (Evidence 21).

2.12 Faculty members who are not actively involved in research need to be encouraged and assisted to do research. (Recommendation made on 2 November 2010).

Findings on 9 October 2012

- All staff members publish research and the task agreement of each academic staff member encourages one article per cycle.

Finding: 2 November 2010:	Meets Minimum Standards
Finding: 9 October 2012:	Meets Minimum Standards

3 Recruitment and Selection of Students

3.1 No documented evidence of the admission test or the panel process for admission into the programme was made available to the panel. (Recommendation made on 2 November 2010).

Findings on 9 October 2012

- Programme management indicated that documentary evidence is available and was submitted. There appears to have been a misunderstanding in this regard (Evidence 12: SHL Tests Information).
- Management indicated that the SHL test is mostly used by the smaller business schools. It is a fairly expensive test and students pay R500 per test, irrespective of their qualifications and experience. The programme also has development modules available. The correlation between the admission test and student throughput is satisfactory and there is more or less a 20% fall-out.
- Currently, RPL appears to be practiced in a rather discretionary manner and this creates uncertainty about the issue (also see 1.6).

3.2 Marketing documentation has to be updated to clearly state the rules that are applied for students who do not have 5 years of applicable work experience. (Recommendation made on 2 November 2010).

Findings on 9 October 2012

- The school adheres to the AMBA requirements of 3 years' practical experience. Documents are updated regularly, brochures are in place and all these documents are integrated with the PBS website.
- This is the only school on the campus to have its own marketing manager and budget. As far as marketing is concerned, the school functions as a business.
- Capacity within the school is good, but facilities are problematic. Executive education is a development of the MBA programme and provides a large source of income. Although the school is positioned well, its output is limited by the available facilities.

Finding: 2 November 2010:	Meets Minimum Standards
Finding: 9 October 2012:	Meets Minimum Standards

4 Purpose and Outcomes

4.1 Formalised processes and structures must be in place for collaboration with industry. *(Recommendation made on 2 November 2010).*

Findings on 9 October 2012

- Formalised collaboration is in place with organised businesses (e.g. AHI and Chamber of Business), Government, Setas and large businesses (Astral, Transnet and various agri- businesses) (Evidence 14: Involvement of Prof Tommy du Plessis with AHI and Chamber of Business; Evidence 15: Proof of Collaboration; and Evidence 22: Marketing and Community Service).
- Efforts to market the school's professional development programmes involve road shows and marketing/communication workshops with potential clients in industry and government.
- A formal Executive Education Office and Small Business Advisory Bureau are used for these purposes and to host prestige days. A company project forms part of the final year of the MBA. Typically, 10 companies or organisations are involved every year.

4.2 Rethink the manner in which the outcomes of the programme are assessed, for example assessment against a list of desired behaviours. *(Recommendation made on 2 November 2010).*

Findings on 9 October 2012

- Three workshops were held to revisit assessments. It was decided to re-introduce the company project. To eliminate problems that were experienced in the past, it was decided that all group members have to present parts of their project and that all group members must answer to questions. Syndicate leaders have to complete a cover page where all group members get to evaluate each other's contributions. Group cohesion is an important aspect, and groups that failed the company project had to redo it.
- Every module lecturer has to submit outcomes to Academic Support Services.
- Mr Volschenk recommended that Mr Dirk van den Berg at Academic Support Services be involved in this process.

4.3 Programme outcomes as well as cross-field outcomes should be specified. *(Recommendation made on 2 November 2010).*

Findings on 9 October 2012

- Each individual module has been revisited and links between all modules have been identified. The AMBA application also requires that all subjects must be listed and all linkages should be indicated.
- The programme documents that set out the outcomes of the MBA are used as a driving force for all individual modules to ensure cross-field outcomes.
- The company project provides an opportunity for the culmination of all cross-field outcomes.

4.4 The explicit inclusion of the topic of leadership should be considered seriously. *(Recommendation made on 2 November 2010).*

Findings on 9 October 2012

- More emphasis is placed on leadership content in modules; for example, the module name *Organisational Behaviour* has been changed to *Organisational Behaviour and Leadership* (Evidence 16: ICAS document and Study Guide). The current name *Change Management* will also be changed for the module in question, but a new name has not yet been assigned. The new MBA also has to be taken into account in this regard and *Leadership* may become an independent elective, for example.
- More emphasis will be placed on the leadership content that is embedded in modules in the new MBA.

4.5 There needs to be a shift from textbook-based assignments to company-based assignments. *(Recommendation made on 2 November 2010).*

Findings on 9 October 2012

- The school indicated that they are in favour of a blended approach that uses the textbook as a starting point and then progresses towards a generalist company-based approach. There has to be a knowledge base on which applications can be built. The company project ultimately integrates all modules – including theory and practice – in a sensible manner.

4.6 Reconsider the methodology in order to ensure that graduates have the required insight, depth of understanding and skills. (Recommendation made on 2 November 2010).

Findings on 9 October 2012

- The outcomes of this course are in line with the NQF descriptive, in consultation with ASS, and will be revised to fit in with the level 9 descriptors once the new MBA has been accepted by government.

4.7 Communication with the world of business is to be moved up one level. (Recommendation made on 2 November 2010).

Findings on 9 October 2012

- Programme management indicated that this comment is duly noted, but that communication with the world of business includes popular articles, press releases, the web, social media (Facebook), TV and radio. Attempts are made to penetrate the market through a variety of strategies that appear to be accurate. This aspect has developed and improved considerably since the EPE (Evidence 17: Evidence of communication with popular media).
- It has to be taken into account that this is a practice-based qualification. The *Financial Mail* considers this school to be strong in terms of skills development.

4.8 Avoid including only alumni on the advisory board. (Recommendation made on 2 November 2010).

Findings on 9 October 2012

- Addressed (refer to 1.3).
- Programme management indicated that the alumni chair has resigned.

4.9 Consider the development and offering of electives in the programme. (Recommendation made on 2 November 2010).

Findings on 9 October 2012

- This is in process and will be completed with the establishment of the new MBA.
- This issue will also be on the table in the discussion with Prof Smit. An elective on agriculture and mining might be considered, as well an elective on the public sector.

4.10 Build in measures to ensure more diverse study groups, as this will equip students to develop interpersonal diversity and interpersonal skills. (Recommendation made on 2 November 2010).

Findings on 9 October 2012

- Globally, MBA programmes attract more male than female students. Diversity is applied in the broadest sense in the school, including diversity in respect of language, gender, race and age. This cannot always be managed, however, as students apply and write the admission tests in September. Diversity criteria are not considered in this process.
- Lecturers attempt to incorporate diversity – including racial diversity – in syndicate groups. However, these attempts are restricted by geographical factors. Social platforms make interactions easier, but students are encouraged to meet face to face at least once a month.

Finding: 2 November 2010:

Needs Improvement

Finding: 9 October 2012:

Meets Minimum Standards

5 Curriculum

5.1 All the quality control systems, such as external moderators' reports, memorandums, etc., need to be critically reviewed. (Recommendation made on 2 November 2010).

Findings on 9 October 2012

- This issue has been addressed. Evaluations by students are done every six months (at the end of each semester) and experience has shown that students are very honest during these evaluations. Students do not get feedback on these evaluations, but lecturers do. Lecturers then have the opportunity to address weaknesses. In serious cases the director will have a discussion with lecturers and, if needed, lecturers will be referred for additional training. The school has developed its own evaluation questionnaire, based on the questionnaire of the NWU. ASS was not consulted in the development of the customised questionnaire.

It is strongly recommended that selective feedback be provided to students through class representatives.

- Each lecturer and MBA desk ensures that moderators' reports and memorandums are formalised in accordance with NWU policy before the 2nd exam committee meeting.
- To enhance the quality process in this regard, a moderator's fee is offered for international moderators.
- Quality control systems are based on three tiers:
 - 1st – peer review as well as internal programme participant evaluation
 - 2nd – moderation at national level (including *Financial Mail* and other national evaluation processes)
 - 3rd – international

5.2 All exam papers should be submitted for language editing. (Recommendation made on 2 November 2010).

Findings on 9 October 2012

- A designated language editor has been appointed for the faculty and all exam papers are now edited.

5.3 All reports and other documentation should be submitted for language editing. (Recommendation made on 2 November 2010).

Findings on 9 October 2012

- All documents are now edited by the faculty language editor (refer to 5.2).

5.4 All memorandum reports must be kept and filed. (Recommendation made on 2 November 2010).

Findings on 9 October 2012

- Adherence to internal policy is ensured every six months.

5.5 The PBS must adhere to the policy of the NWU on assessment and moderation. (Recommendation made on 2 November 2010).

Findings on 9 October 2012

- All modules are externally moderated (Evidence of Moderators' reports in Module Files).
- Dissertations are subjected to *Turn-it-in*.
- It is recommended that students are informed that reports are intended to teach them to integrate knowledge, instead of copying information when they do research.

5.6 It is recommended that application be introduced earlier in the programme, and not only in the third year. This should be reflected in the outcomes as well as in the assessment plan/criteria. (Recommendation made on 2 November 2010).

Findings on 9 October 2012

- All lecturers are aware of the importance of application and Applied Business Solutions are stressed throughout the MBA Programme. There are certain challenges in this regard, as students come from very different backgrounds and bring different dynamics and interactions to class.
- The theory involves foundational knowledge which students need before they can apply their knowledge in practice. Therefore students are required to prepare well for classes.
- All students must attend classes. No class exemption is granted on the basis of previous experience and qualifications. This practice ensures that students learn from one another and that more experienced students share their experience with younger students.
- Case studies are used throughout modules.
- All exams are open book exams, based on application.

5.7 The curriculum should be kept local and relevant, and international aspects should be added to the regional focus. (Recommendation made on 2 November 2010).

Findings on 9 October 2012

- The school follows the recommendations of the PBS Advisory Board, the continuous input by international moderators and the requirements for adhering to international standards. Local relevance is also achieved by means of assessments and best practices benchmarking. Balance between local and international aspects is reflected in module study guides.
- Local case studies are limited because many local case studies are classified as confidential material, as companies do not want to expose themselves.

5.8 Leadership and people management should be sufficiently embedded in the programme. (Recommendation made on 2 November 2010).

Findings on 9 October 2012

- Refer to 1.1 and 4.9.

5.9 Consider whether sufficient attention is paid to people management (as part of the curriculum). (Recommendation made on 2 November 2010).

Findings on 9 October 2012

- IR is already incorporated in the programme, but is not part of the official structure (Evidence 24: Study Guide Booklet).
- Although not part of the MBA, a separate additional certificate course can be followed by students. The new MBA may have an influence in this regard.
- Environmental Management is also an important aspect to consider. However, facilities are inadequate. The more electives there are, the greater the need for venues. There are not enough venues to accommodate the existing need.

5.10 Attention to international business could be increased. (Recommendation made on 2 November 2010).

Findings on 9 October 2012

- Relations have been established with the Beijing Foreign Studies University; the Business School, Beijing, China; the University Institute of Lisbon, Portugal; and the ISCTE Business School, St Paulo.
- A study tour to Beijing was arranged for students, during which students visited various companies and attended classes. Lecturers from Beijing also visited the PBS to present classes. A similar tour is planned for next year.
- All lecturers are required to indicate how they will address international practice in their modules.

Finding: 2 November 2010: (Needs Improvement) Finding: 9 October 2012: Meets Minimum Standards
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6 Mode and duration

6.1 The learning outcomes linked to the different study schools are not clearly indicated in any documentation. (Recommendation made on 2 November 2010).

Findings on 9 October 2012

- AMBA requires 500 direct contact hours. This requirement is challenging with regard to part-time students and the school is concerned that this criterion is not being met. Companies in South Africa cannot afford to give employees extended leave to attend the course. Direct contact hours were calculated in the following manner:

13 Modules x 16 hours	208 hours
Study Schools = 6 x 5 x 8	240 hours
The MBA III company project: Student contact hours with internal PBS academic mentor as well as with chosen company/organisation representative	28 hours
The script (mini-dissertation): Student contact hours with supervisor	30 hours
Total direct contact hours	506 hours

- Recommendations are made to determine AMBA's definition of contact time and then to investigate alternatives such as *Adobe-connect* or other *e-Learning* strategies.

6.2 It must be clearly stated how students' research time is structured. (Recommendation made on 2 November 2010).

Findings on 9 October 2012

- Programme management is awaiting final CHE decisions and guidelines in this regard, with a view to the new MBA. Prof Smit's recommendations will be taken into account in this regard.

6.3 Too much learning content is possibly presented at the beginning of the year and this division of content needs to be reconsidered. An introductory session could be presented before the first study school. (Recommendation made on 2 November 2010).

Findings on 9 October 2012

- Programme Management is awaiting final CHE decisions and guidelines in this regard, with a view to the new MBA. Prof Smit's recommendations will be taken into account in this regard as well.

Finding: 2 November 2010:

Meets Minimum Standards

Finding: 9 October 2012:

Meets Minimum Standards

7 General comments:

The two main concerns at this stage appear to be:

- an own building, and
- adhering to the AMBA requirements in terms of contact hours.

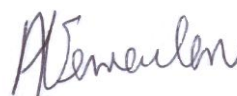
Furthermore, the issue of two separate business schools at the NWU remains a delicate matter that impacts on the core of a three-campus university.

8. Final Finding:

The MBA offered at the Potchefstroom Campus meets minimum standards.



Dr JM Jacobsz
Institutional Director: Quality



Mrs A Vermeulen
Quality Manager:
Academic Programmes

Signed on 3 Desember 2012

-End of Report-

Original details: Tommy pietersen(20392907) C:\Users\NWUUser\Documents\Quality Office\11. QUALITY OFFICE\Folder - Mrs A Vermeulen\Post EPE's\2012\Mid-cycle report 2.3.1.3.1.2 PC_MBA.docm
9 July 2012

File reference: 2.3.1.3.1.2/PC_MBA

Institutional Quality Office
North-West University
Private Bag X1290
Potchefstroom
2520

Tel: +27 18 299 4877

Fax: +27 18 293 5336

Email: Antoinette.Vermeulen@nwu.ac.za

www.nwu.ac.za