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**AABS
ACCREDITATION
2022**

NWU
BUSINESS SCHOOL

Shaping Executive Minds in Africa

**NWU BUSINESS
SCHOOL**

“Shaping Executive Minds in Africa”



TABLE OF CONTENT

INTRODUCTION	1
STANDARD 1: RELEVANCE TO THE AFRICAN CONTEXT	5
1.1 National and broader African operating environment	5
1.2 Target market and assurance of relevance	7
1.3 National, regional, and international positioning	8
1.4 Formal links with different stakeholders	11
1.5 Specialisation of portfolio	12
1.6 National regulatory framework	13
1.7 Long-term sustainability	16
STANDARD 2: MISSION, VISION AND STRATEGY	24
2.1 Clarity and coherence of the mission statement	25
2.3 Core values	30
2.4 Vision	33
2.5 Viability of the strategic plan	33
2.6 Strategic objectives, success indicators and impact	38
STANDARD 3: GOVERNANCE	46
3.1 Leadership structure	46
3.2 Autonomy	50
3.3 Stakeholders' representation	51
3.4 Ethical and responsible conduct	53

STANDARD 4: RESOURCES	58
4.1 Financial sustainability	58
4.2 Financial management and control	68
4.3 Staff sufficiency	71
4.4 Administrative services	73
4.5 Technical support	79
4.6 Marketing and communications	80
4.7 Physical facilities	83
4.8 Ethical and responsible conduct	85
4.9 Risk assessment and risk management	88
 STAKEHOLDERS	 90
 STANDARD 5: STUDENTS	 91
5.1 Selection and admission	91
5.2 Learning goals achievement	97
5.3 Quality of graduating students	105
5.4 Career Support	111
5.5 Ethical and responsible conduct	112
 STANDARD 6: FACULTY	 115
6.1 Faculty composition	116
6.2 Faculty proficiency	117
6.3 Faculty management	121
6.4 Faculty development	126
6.5 Ethical and responsible conduct	128
6.6 Impact of faculty	129

STANDARD 7: EXTERNAL RELATIONS	131
7.1 Alumni	132
7.2 Diversification of the school community	136
7.3 Diversification of programmes	143
7.4 Diversification of research	145
7.5 Relevance and impact of the linkages	150
7.6 Relevance of links with educational institutions	153
7.7 Mentoring	155
7.8 Sustainability of external relations	157
 THE PORTFOLIO	 158
 STANDARD 8: PROGRAMS	 159
8.1 Programme portfolio	160
8.2 Programme design and content	164
8.3 Quality assurance	167
8.4 Learning and assessment	173
8.5 Sustainability of programmes	190
 STANDARD 9: RESEARCH	 192
9.1 Positioning within the school	193
9.2 Research output	198
9.3 Research impact	199
 STANDARD 10: IMPACT ON AFRICA	 206
10.1 Students	207
10.2 Management education	209

10.3	Business community	213
10.4	Governments	218
10.5	Society	219
STANDARD 11: SUSTAINABILITY		226
11.1	The Institution	226
11.2	The Stakeholders	232
11.3	The Portfolio	232

LIST OF TABLES

Table 1.1	Programme Portfolio	13
Table 1.2	Comparison of European and SA qualification frameworks	14
Table 1.3	Key events and milestones	16
Table 2.1	Timeline of the evolvement of the BS vision and mission	27
Table 2.2	Link between NWU and BS mission, vision, and values	28
Table 2.4	SWOT analysis	35
Table 3.1	The Advisory Board members	48
Table 3.2	Community services	56
Table 4.1	BUDGET for Formal programmes 2022	65
Table 4.2	Budget for strategic funds	67
Table 4.3	Summary of School's projections	67
Table 4.4	EXCO committee	69
Table 4.5	PGDM student numbers	70
Table 4.6	MBA student numbers	70
Table 4.7	PhD and Executive education	71
Table 5.1	Admission requirements for some Executive Education programmes	93
Table 5.3	MBA Intake for the previous three years	95
Table 5.4	PGDM intake for the previous three years	95
Table 5.5	Executive Education previous two years	95
Table 5.6	Success rates for MBA	107
Table 5.7	Success rates of PGDM (5HA-D01)	108
Table 5.8	Example of a module and how it matches with the programme goals, objectives, outcomes and assessment	109
Table 6.1	Total faculty numbers of the BS	116
Table 6.2	Number of faculty currently teaching on MBA and PGDM (2021)	117
Table 6.3	Number of faculty currently teaching on MBA and PGDM (2021)	117
Table 6.4	PGDM academic qualifications	118
Table 6.6	Personal Development Plan	125

Table 6.7	Examples of faculty innovation and development in teaching	127
Table 6.8	Popular press and media coverage report: Jan.–Dec. 2020	129
Table 7.1	Cohort diversity regarding ethnic classifications (all campuses)	136
Table 7.2	Breakdown of the students' nationality	138
Table 7.3	Research outputs	146
Table 7.4	Research with an Africa context	147
Table 7.5	Links with universities in Africa	148
Table 7.6	List of PhD students from Africa	149
Table 7.7	Professors of Practice	153
Table 7.8	Links with universities on national level	154
Table 7.11	Links with universities in Africa	156
Table 8.1	Programme portfolio	160
Table 8.2	List of Executive Education Programmes	160
Table 8.3	Process & Timelines for Comprehensive Programme Review	167
Table 8.4	Design of the MBA curriculum	169
Table 8.5	PGDM curriculum	170
Table 8.6	NWU Business school-lecturer evaluations first semester-2020	172
Table 8.7	Module descriptors addressing responsible management and sustainability	179
Table 8.8	MBA Intake for the previous three years	191
Table 8.9	PGDM intake for the previous three years	191
Table 9.1	Research challenges	195
Table 9.2	Research outputs	199
Table 9.3	List of research addressing challenges and societal problems in Africa	200
Table 9.4	Research for business communities	201
Table 9.5	Research output in the local context	203
Table 9.6	Popular press and media coverage report: Jan.–Dec. 2020	204
Table 10.1	Links with universities in Africa	210
Table 10.3	Links with executive education partners	214
Table 10.4	Training partners	215
Table 10.5	Sample list of main employers and sponsors	217

Table 10.6	Outreach to local government	218
Table 10.7	African Bon-Bon's	219
Photo 10.1	Celebrating Africa Month	221
Table 10.8	Examples of Think Tanks	222

LIST OF FIGURES

Figure 3.1	The new NWU BS governance structure	47
Figure 3.2	The NWU BS governance structure in detail	50
Figure 5.1	Gender diversity and nationality in the MBA programme	96
Figure 5.2	Cohort diversity regarding ethnic classifications (all campuses)	97
Figure 7.1	Graduway 4-in-1 virtual community portal	133
Figure 7.2	Ethnic diversity Potchefstroom Campus	137
Figure 7.3	Executive Education footprint in Africa	145
Figure 8.1	Curriculum design	165

LIST OF PHOTOS

Photo 4.1	Invitation to students to partake in wellbeing consultation	75
Photo 4.2	Initiative African Footprint	81
Photo 7.1	Alumni Get-Together invitation	132
Photo 7.2	Virtual Fair	136
Photo 7.3	Virtual images of Project Management presentations in Nigeria	139
Photo 7.4	Example of student work in Project Management in Nigeria	140
Photo 7.5	Virtual image of Project Management in Kenya	144
Photo 10.2	Think Tank Advertisement	224



INTRODUCTION

The purpose of this document is to present the standards by which the Association of African Business Schools (AABS) accreditation will be awarded to schools. There are 11 AABS accreditation standards set out in this document. Each standard begins with a statement of what the AABS standard is, followed by an introduction setting out the objectives and philosophy behind the standard. For each area to be assessed, there are more detailed evaluation criteria, asking schools to describe situations, demonstrate evidence, provide summaries and so on. Some evaluation criteria are further expatiated by a series of questions to aid the development of the report.

AABS Accreditation has been designed as an African accreditation system, to recognise schools offering excellent programmes that are particularly responsive to the needs of their societies. These schools must also demonstrate their relevance and significance by showing the impact they make on their immediate and larger environments. Through the accreditation system, the AABS mission ‘to enable all business schools in Africa to contribute towards inclusive economic and social development in the continent by promoting excellence and responsibility in business and management education’ will be seen to penetrate and spread across the continent. Thus, Relevance to the African Context and Impact on Africa are two principles of AABS accreditation. The third is Sustainability.

Sustainability here refers to the evidence that the school has the means to maintain its operations in the

long run. This implies owning and controlling resources in a responsible way. The school is expected to demonstrate sound ethical practices and be seen as a role model for higher education institutions. Thus, AABS accredited schools will be recognisable by being sustainable, and having relevant practices that ultimately make an impact on Africa's development.

The first standard, Relevance to the African Context, allows the school to describe its operating environment, which establishes the framework for the school's governance system, activities, and portfolio, which are developed in response to this setting. Next to the concluding standards on Impact on Africa and Sustainability, this is the most important chapter in the self-review report. Throughout the report, evidence of the school's relevance would also be demonstrated in how the school's mission, vision and strategy are articulated and implemented as evident by its resources and quality of staff.

Relevance to the African Context should also be evident from the recruitment of students and development of faculty. Furthermore, AABS encourages collaborations among schools and with the business sector. Whether collaboration is through advisory, mentoring, joint programmes or student exchanges, it is expected that schools explain the strategic importance when preparing the standard on External Relations while maintaining a close relationship with their alumni network.

The next three standards on Mission, Vision and Strategy; Governance; and Resources, evaluate the quality of the institution in greater detail. AABS looks for evidence that the school has a mission that is understood and supported by its stakeholders, that there is a clear sense of direction of where it is headed and how it plans to get there.

The following standards on Students; Faculty; and External Relations focus on the quality of the school's stakeholders. AABS is interested in seeing how the school elects the required specification of stakeholders to implement its plans. This will be demonstrated through the student admission process, as well as selection of faculty, and external links. The school would also show how it develops competencies in students according to its mission. Furthermore, it should show how it manages the relationships with its various stakeholders to ensure that its plans can be sustained.

The two standards on Programmes and Research are viewed together as the school's portfolio. It is through these chapters that the school demonstrates the quality of what it has to offer to the academic and business communities. Like other standards, the school is expected to demonstrate that its programmes are developed, and its research conducted in response to the environment it serves.

Schools are encouraged to view the accreditation exercise as a critical self-review and reflection of their purpose and usefulness to their African communities. Through the standard Impact on Africa, schools should begin with how each school describes its context and demonstrated its relevance, the school would have shown how it successfully puts together effective structures, systems, people, processes and initiatives to achieve the impact it wants to make on Africa. This standard allows the school to summarise all of the evidence and highlight the important contribution it is making to Africa's development. It is the ultimate proof of quality for the business school operating in Africa.

The last standard on Sustainability forms the conclusion of the self-review report. Through this standard, the school would provide the evidence of its sustainability to carry on its overall achievements through the foundation of its institution, through the relationship of its stakeholders, and through its portfolio

offerings, as demonstrated throughout the report.

Finally, it is worth mentioning that the AABS accreditation exercise focuses not only on the results, but also on the processes and systems in place to achieve those quality improvements. AABS recognises the diversity of the operating contexts and programme offerings of African business schools and provides these guidelines as a common quality assurance framework for business and management education in Africa. Evaluations should, however, be based on the quality and relevance of schools' input to the learning process, and the impact of the scholarly outcomes in the schools' contexts, rather than rigid interpretations of the quality standards. The spirit and intent of the AABS accreditation is to enhance quality through constructive gap closure, and continuous improvement of management education in Africa. Therefore, schools are encouraged to include in the report, measures they are taking to close any identified gaps in meeting a standard, and in continuous improvement.

INTRODUCTION

The North-West University (NWU) was established on 1 January 2004 through the merger of two universities with very different histories and cultures: the Potchefstroom University for Christian Higher Education (PU for CHE) and the University of Bophuthatswana. The merger retained the campuses it inherited in Potchefstroom, the Vaal Triangle and Mafikeng, and continues to emphasise the link between the three.

In 2018 the NWU was the second largest university in South Africa, behind only the multi-campus University of South Africa (UNISA). The NWU has 68 000 students of whom two-thirds are women and two-thirds black. The University has eight faculties: Economics and Management Sciences, Education, Engineering, Law, Health Sciences, Theology, Humanities, and Natural and Agricultural Sciences. The NWU Business School was part of the Faculty of Economic and Management Sciences (F-EMS) before it obtained operational autonomy equivalent to that of a faculty in 2020, while academic quality is still vested in the F-EMS.

Today, the NWU (our parent institution) is recognised as one of the best-managed and most innovative universities in South Africa. We continue to celebrate and encourage multiculturalism, multilingualism, and multinationalism. The NWU aspires to be 'an internationally recognised university in Africa, distinguished for engaged scholarship, social responsiveness and an ethic of care'. Multilingualism in English, Afrikaans and Setswana is enshrined as university practice, enabled where necessary by classroom interpreters.

The NWU aspires to be 'an internationally recognised university in Africa, distinguished for engaged scholarship, social responsiveness and an ethic of care'



STANDARD 1: RELEVANCE TO THE AFRICAN CONTEXT

The school demonstrates awareness and understanding of its local, regional, and global operating environment. Its vision, mission, strategy, partnerships, and portfolio of programmes and research are developed in response to the needs, challenges, and opportunities of this environment within Africa.

1.1 National and broader African operating environment

Describe the business environment where the school operates with a comprehensive analysis of the national and broader African operating environment. This should include:

- A summary of the economic, social and political environment of the country.

South Africa is the second largest economy in Africa after Nigeria, though the South African infrastructure is probably the best on the continent. South Africa is globally regarded as a 'middle income' economy. South Africa generates about 75% of the GDP in Southern Africa and seeks to maintain cooperative economic and political relationships with both neighbouring and more distant African countries.

- A brief of the distinct features of the local business environment.

South Africa has a 'mixed' economy with both strong market features and active government intervention. Business accounts for about 80% of GDP and total employment in the country. In recent years business in South Africa has played a varied role in an economy in which the major challenges are unemployment, poverty, and inequality.

- **A summary of the country's economic, educational, and developmental priorities and challenges.**

At this moment South Africa is a country with numerous challenges. These challenges relate to the poor economic growth in the country, and widespread corruption, which has led to the degradation of infra structure as well as the lack of ethical leadership. Considering the lack of economic growth and the need for development in the country, it is not in doubt that business education is a key constituency in the political economy of South Africa and its constructive participation can deliver important gains to the economy. Business is an agent of change. The key opportunities facing the business sector are therefore to enlarge its sphere of influence, adopt a strategic focus, invest in building capacity, and exercise leadership in a changing socioeconomic environment.

- **A summary of opportunities available to the school, as well as constraints imposed on the school by the operating environment.**

Opportunities for the Business School is to equip business leaders with additional skills needed to develop a cross-cutting but realistic agenda to address the socioeconomic challenges of the country and the continent. The BS has identified the mining, agricultural and in some instances the government sector as target markets. In these sectors, socioeconomic developments are addressed through education in the small and medium business sector and by emphasising ethical leadership to address corruption.

Constraints that the BS experienced are also related to the poor socioeconomic condition of the country and the continent in which the major challenges are unemployment, poverty, and inequality.

Much of the real energy of Africa, as South Africa's experience has also confirmed, is the creative potential of its people with their diversity of culture, experience, and tradition. Although governments can facilitate progress, only people can make things happen - people with entrepreneurial talents, skills, and access to appropriate resources. The Business School helps to unlock this potential.

The Business School, as part of the F-EMS of NWU, has degree-awarding powers. Competition is strong among all South African business schools; therefore, holding quality labels and accreditation by national and/or international bodies is an assurance of prestige and academic rigour.

The School is acknowledged by various governing bodies, industry organisations, ranking agencies and relevant educational associations:

National recognition

- The CHE: NWU BS is fully accredited as a higher education institution by the CHE. The CHE is an independent statutory body functioning as the Quality Council for higher education in South Africa.

Rankings

- PMR.Africa rankings: PMR.Africa is an independent survey conducted among employers of MBA graduates in South Africa. The NWU BS has received several awards and rankings over the past years
- Financial Mail rankings.

Memberships

- AABS
- The NWU BS is part of the South Africa Business Schools' Association (SABSA).
- The NWU BS is a member of the African Institute Supply Chain Research Group (AISCR).

International recognition

The NWU BS has AMBA accreditation for its MBA, the first time when we have applied was in 2013, when a 3-year accreditation was granted and with the second visit in 2016, a 5-year accreditation period was given. The School was re-evaluated for its MBA programme in 2021 and has simultaneously applied for BGA accreditation for the PGDM programme. The school has received a 5 year accreditation for its MBA from AMBA and a 2 year from the BGA.

1.2 Target market and assurance of relevance

Describe the school's process for gathering information on the needs of the market that it strives to provide management education for. An awareness of the needs of the target market and assurance of its relevance should be present.

- **This should contain information on its analysis of the market, identification of market needs and the school's chosen target market.**

As the NWU BS is an integral part of our parent institution, the North-West University, the Business Schools' target market is almost the same as those of the parent institution. Although we are more in the part time market, we also attract students from other provinces, such as Gauteng and the Free State.

Our parent institution, The NWU is a well-established university, the second largest in South Africa. The latest rankings of world universities by Times Higher Education (THE), places the university among the top six (6) universities in South Africa. As in 2021, the NWU achieved its top position in citations in 2021.

Target population and student demographics

As far as the MBA and the PGDM programmes are concerned, both the private and public sectors are targeted. The MBA is delivered at three sites, i.e., Potchefstroom, Vanderbijlpark and Mafikeng. Due to COVID-19, online classes, discussions, break-away sessions, and other virtual activities are being employed. The typical target markets of the three SODs are:



This site traditionally served a niche market where Afrikaans was the medium of tuition. However, starting in 2020 and based on changing demographics and student request, tuition changed to English, and the Afrikaans tuition was phased out. This market has been providing a stable flow of a relatively fixed number of students annually. Typical target markets are local and regional businesses in the mining, industrial and agriculture sectors. Also, entrepreneurs and professionals in Potchefstroom and surrounding towns join this SOD. There is also a regular student cohort consisting of lecturers, managers and other staff realising from the University itself.



The site is in the centre of a once vibrant industrial and business environment. This diverse market was strongly oriented towards manufacturing and chemical processing. However, the vibrancy waned after the large steel factory and the fuel chemical industry had come under pressure. At present, the region is under severe economic constraints and limited students are recruited from this once lucrative target market. However, the 2022 marketing thrust has identified new potential markets in the Southern and Eastern regions of Johannesburg. These markets are relatively close to Vanderbijlpark with easy access routes. Also, the highly industrialised region of Eastern Johannesburg is currently not serviced by any business school.



This site is home to the niche market of the provincial government with the North West provincial seat and local council. A second important drive is the international Botswana market. The capital, Gaborone, is approximately 100 km away and Botswana students have easy access to the Mafikeng SOD. This site heavily depends on government bursary schemes and state-funded education. Sadly, the local provincial market has largely collapsed in 2020/21 because of severe expenditure cuts on education and training at governmental level. This SOD is presently under pressure to identify and target new markets to replace students from these public institutions.

The PGDM is delivered on the three sites, but also via the distance mode of delivery. The Executive Education courses are delivered on demand at the time and the place as demanded by the customers.

1.3 National, regional, and international positioning

Provide a brief analysis of the national demand/ market for management education, including a commentary on local, regional, and international competition with high emphasis on the positioning of the institution among management education providers.

A new report by the Department of Higher Education and Training of South Africa has revealed that only 6% of the South African population have university degrees. The Higher Education sector in South Africa comprised 26 universities and 131 private higher education institutions (PHEIs). The total number of student enrolments in public and private Higher Education Institutions in 2019 was 1 283 890, reflecting an increase of 424 when compared with 2018 (1 283 466). Two million or 49% of the graduates earn bachelor's degrees, which is an indication of the potential market that business schools have to contest for.

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49%

*In South
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Education*

21

In South Africa, 21 Business Schools are accredited by the Council for Higher Education and are part of the South African Business Schools Association (SABSA). The schools are spread geographically throughout South Africa, and many have satellite offices in major centres. The NWU Business School is the only one with its head office in the North West Province. The fact that the school's location is in a semi-rural area is seen by many role-players to be a disadvantage but from the school's perspective this can be turned into an advantage. It is close enough to Gauteng and the Vaal Triangle to lure students and the rural atmosphere can be very stimulating for learning.

Except for the formal programs, the NWU Business School also accommodates a variety of executive education programs. In this way, the business school strives to create strategic thought leaders for tomorrow by equipping individuals and organizations with a dynamic integrative learning experience.

Competitors

The Business School operates in a highly competitive market. The structure of weekend and evening classes is convenient and affords many students the opportunity to study part-time towards an executive MBA. The block release model for the Mafikeng SOD also benefits students who are in full-time employ. The Vanderbijlpark Campus is in direct competition with business schools in the Gauteng area. Milpark Business School is the main competitor in that area. Other competitors are:

- University of the Witwatersrand Business School.
- University of Stellenbosch Business School.
- Gordon Institute of Business.

- Numerous private business schools.

Comment on *the share of the target market* commanded by the school, and its distinctive positioning in the target market.

As mentioned in the previous section (1.3) about two million students graduate per annum in South Africa. Unfortunately, no statistics are available about the percentage that would enrol for post graduate studies and the amount of those who would possibly seek a post qualification in management education.

The NWU Business School prefers to position itself in the market as a school that equips individuals and organisations with a dynamic integrative learning experience, competitively priced as well as a school that is sensitive to the socioeconomic needs of the country. To summarise and to link our unique selling points to our vision and mission, we can settle that:

The NWU BS recognises the socio-economic degradation in our country as a major concern, and therefore prefers to address aspects that can add to socio-economic improvements. The following critical issues have been identified:

- Corruption as a major contributor to poor socio-economic conditions of our country and the continent, needs to be addressed.
- The BS embraces the needs of the small business sector through an entrepreneurial focus in a developing country context.
- To support socio-economic development, the BS has assisted more than 250 community engagement projects with sustainable management skills over the last seven years through its service-learning initiatives.
- Through all programmes we have a strong focus on the integration of learning contents into a single cross functional application project.

With these four distinctive elements in place, we can attract students from both urban and rural areas to our three sites of delivery, namely:

- The head office situated in the scenic academic city of Potchefstroom;
- On the banks of the Vaal River, the Vanderbijlpark campus and;
- In the capital city of the North West Province, close to Botswana, our Mafikeng campus.
- Our three sites and different modes of delivery provide students with a menu of choice, where students can easily switch between campuses.



Unique selling points

Our main distinctive elements and USPs are:

- With our new logo of the African footprint, we strive to become more relevant for Africa and its unique challenges. In this regard, issues of economic development and corruption are pertinent. The African Bon-Bon's is one initiative aimed at addressing these issues.
- We embrace the needs of the small business sector through an entrepreneurial focus in a developing country context.
- We have a strong emphasis on community engagement with numerous projects delivered over the past years.
- With our emphasis on strategic and critical thinking, our students are exposed to personal coaching, leadership programmes and Think Tanks.

1.4 Formal links with different stakeholders

Provide evidence of the school's relationship with the business and employment market which facilitates on-going awareness of their needs and activities for the benefit of students. Elaborate on the benefits within the African context.

The NWU BS is totally committed to increase meaningful engagements between the BS and industry as this complements the increased rate of students attending the School. A fruitful relationship between business education and industry is of high importance to the BS and the economy.

There are a variety of possible interactions between the business school and the managerial world or industry and must be dealt with per individual case. To formalise these kinds of collaborations, Service Level Agreements are negotiated between the different parties. Another way in which the BS connects with industry is to do research, to import industry experts to give lectures or to negotiate other ways of collaboration by signing a Memorandum of Agreement (MOU).

The BS has a policy and Terms of Reference (TOR) to describe and to formalise our links with industry. This relationship with industry (the organisational and managerial world) is also articulated in our strategic goal 5.

Our collaboration with local government and the province to stimulate the much-needed economic growth in South Africa is an illustration of our interaction and engagement with stakeholders. A second way of engagement and contribution to economic growth is through our community projects. Other ways of collaboration manifest in training through our executive education section, lifelong learning, consultancy projects and the Small Business Advisory Bureau (SBAB).

The School also connects with the managerial world through our Advisory Board (AB). Since its establishment several years ago, the **Advisory Board** has provided valuable strategic advice to the BS regarding its academic and research activities, its ongoing engagement with industry, its responsiveness to market developments, and its overall financial performance.

1.5 Specialisation of portfolio

Provide a summary of the school's areas of specialisation, in terms of programme offerings and research expertise, and how these are relevant for the target market.

The BS strives to fulfil its public intellectual role, by transforming managers into strategic thought leaders, addressing the challenges of South Africa and Africa. The MBA curriculum has prioritized modules in Ethics and Corporate Governance as well as Strategic leadership which are meant to respond to the school's vision, mission, and values. We do not have specific areas or modules as specialization areas, but our focus is to provide students with an integrative learning experience on all our programmes and this can be illustrated by the final MBA year where the students are doing the **company project**. In the PGDM, a research project is part of this initiative.

The BS regards research as an essential activity of the School and believes that we have responsibilities in this area towards our various stakeholders. For students, the research conducted by faculty members feeds back into curriculum enhancement. For companies and industry, research results contribute to problem solving and improving their economic and social effectiveness.

Academic research and publications which are relevant and innovative remain two of the key factors that drive the research strategy of the BS. The Business School's stated research strategy is to provide relevant and innovative business research solutions based on sound ethics which impacts management- and leadership challenges in our community, country, and the African continent.

Research focus areas

The research for the students is organised into four broadly defined research clusters, namely Human Resource Management, Financial Management, General Management and Entrepreneurship, each with its own focus areas to complement the mission and strategic goals.

- Human Resource Management
- Financial Management
- General Management
- Entrepreneurship

Human Resource Management that focuses on:

Diversity management, workplace bullying, conflict handling, leadership and emotional intelligence.

General Management covering:

Strategic management, marketing management, labour relations, economics, and the management of information technology in organisations.

Financial Management focusing on:

Wealth creation, value-based management, integrated reporting, environmental management accounting, the balanced scorecard and activity-based costing.

Entrepreneurship focusing on:

Family businesses, corporate entrepreneurship, Women entrepreneurship, and entrepreneurship networks.

The cluster leaders, together with the Programme manager: Research, are responsible for the effective management and quality of research output of the School.

1.6 National regulatory framework

Describe the higher education system under which the school operates with details of the expectations placed on schools, as well as the apparent opportunities and challenges for business schools.

The North West University is overall rated as a four star out of a possible 5 star (QS) ranking system which ranked universities worldwide. For teaching, facilities, and innovation it received a 5-star rating. The NWU BS is fully accredited as a higher education institution by the Council on Higher Education (CHE). The CHE is an independent statutory body functioning as the Quality Council for Higher Education in South Africa.

Internationally the NWU Business School programmes are accredited by the Association of MBA's (AMBA). The school admits and addresses the management education interests (MBA) for cohorts that mainly emerge from the public sector (Mafikeng campus) and from the corporate sector (Vanderbijlpark and Potchefstroom). The school also provides a Post Graduate diploma in Management (PGDM) on a full time, block release and distance mode of delivery. We also deliver a PhD in Business Administration.

In 2013 the HEQSF (Higher Education Qualifications Framework) in South Africa did a complete review of the MBA qualification. It was decided to change the National Qualification Framework (NQF) level of the MBA from level 8 to level 9 and it was repositioned as a Professional Masters programme. The PGDM is on a NQF level 8 and each of the different Executive Education programmes, has its own outcomes on a specified level. In Table 1.1 is an illustration of the School's programme portfolio.

Table 1.1 Programme Portfolio

Programme	Year of creation	Duration	Recognition & Accreditation
Master's in Business Administration (MBA)	1965	24 months	Department of Higher Education in South Africa. AMBA
Post Graduate Diploma in Management (PGDM)	2013	12 months	Department of Higher Education in South Africa
Post Graduate Diploma in Management (PGDM) Distance	2018	12 months	Department of Higher Education in South Africa
Executive Education	Varies	Varies	The NWU's ICAS
PhD	1970	2-4 years	Department of Higher Education in South Africa

Describe the national regulatory framework and details of the aspects of the school that are predetermined by this framework. This should include details of quality standards set by the regulators.

The NQF is a framework that sets the boundaries, principles, and guidelines for constructing a qualifications system. All education and training in South Africa fit within this framework. The NQF commends the level of a specific programme with its level descriptors.

The South African NQF levels could be compared with the European Higher Education Area Framework for Qualifications. In the European framework, qualifications are defined according to levels of complexity and difficulty. The framework contains generic descriptors, named the Dublin Descriptors, of the requisite learning outcomes at each level. They are broadly applicable in all national contexts and pertain to the following:

- Knowledge and understanding
- Applying knowledge and understanding
- Making judgements
- Communication skills
- Learning skills

In Table 1.2 below, is a comparison between the different frameworks. It shows that, in South Africa, we have a layer between the bachelor's degree and the master's degree (***the light grey shaded part***) where an Honours degree or a postgraduate diploma fits in.

Table 1.2 Comparison of European and SA qualification frameworks

European Framework			Level	South African NQF		Level
Cycle 1	Bachelor's	6	Bachelor's			7
			Bachelor honours degree/ Postgraduate diploma / four-year bachelor's degree			8
Cycle 2	Master's	7	Master's degree			9
Cycle 3	Doctoral	8	Doctoral degree			10

In the South African NQF, we rely on Bloom's taxonomy to assist in the level description, namely:

Remember, Understand, Apply, Analyse, Evaluate and Create.

The level descriptors incorporate ten competencies on each level. The MBA is according to the NQF, a level 9 and the PGDM is, a level 8 qualification. The learning objectives and outcome of the programmes need to be in line with the higher-level descriptors, such as to apply, analyse and evaluate. The PGDM thus supplies students with a generic management qualification that

could access the MBA programme on NQF level 9.

According to the HEQSF the primary purpose of a Professional Master's degree is to educate and train graduates who can contribute to the development of knowledge such that they are prepared for advanced and specialised professional employment, with the capacity for critically aware and innovative leadership in a particular field (Higher Education Qualifications Sub-Framework, CHE, 2013, p. 34).

1.7 Long-term sustainability

Provide a summary of the school's history and background, beginning with when it was established. Mention milestones such as when key activities or programmes were launched, as well as marked changes in student enrolment numbers, alumni numbers, administrative and faculty staff numbers and other key resources.

A brief history of the North West University and the Business School is provided in Table 1.3 below.

Table 1.3 Key events and milestones

1869



Founding of the Potchefstroom University for Christian Higher Education (PU for CHE)

1965



Management training at postgraduate level in Potchefstroom started as part of the F-EMS.

1979



The Postgraduate School of Management (PSM) was established in the former University of North West in Mafikeng as a department of the F-EMS. In 1995, the name was changed to the Graduate School of Management (GSM)

1998



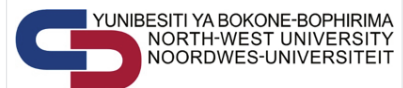
Distance learning delivery platforms were developed in Potchefstroom to enhance the accessibility of programmes. The name of the School in Potchefstroom was the Potchefstroom Business School (PBS) with a focus on practical business solutions.

2002



The name of the GSM was changed to the Graduate School of Business and Government Leadership (GSBGL). The GSBGL in Mafikeng was established to deliver the PhD, MBA, and Postgraduate Diploma in Management (PDGM), and short learning programmes in business and management.

2004



This identity represents the coming together or joining of two entities. This is clearly represented by the links of a chain. The links are left open to show an unlocked way of thinking for the road ahead. The colours are currently in keeping with those of the two former universities: blue for the former University of North-West and red for the former Potchefstroom University for Christian Higher Education. - NWU's interim branding identity, 2004.

The merger of the PU for CHE and the University of North West in Mafikeng. The Sebokeng Campus of Vista University was also incorporated in the merger.

2004



The Higher Education Quality Committee recommended that the PBS no longer deliver distance learning. Thus, since 2004, the MBA has been offered on a part-time contact basis at two campuses: Potchefstroom and Vanderbijlpark.

2013



The PBS received its first AMBA accreditation.

After the PBS AMBA accreditation, the GSGBL indicated interest to apply for AMBA accreditation.

2013



The Council of Higher Education (CHE) changed the National Qualification Framework (NQF) level of the MBA from level 8 to level 9. The MBA programme needed to be revisited and accordingly with a new curriculum.

2015



Prof. Dan Kgwadi, NWU vice-chancellor, requested the directors of the PBS and the GSBGL to unify the two schools.

2016



The PBS and the GSBGL saw this as an opportunity to align both the PGDM and the MBA programmes. The CHE accepted submissions for both programmes as proposed by the Institutional Committee for Academic Standards (ICAS) of the NWU as one MBA offering at different sites and modes of delivery as of 1 January 2016.

2016



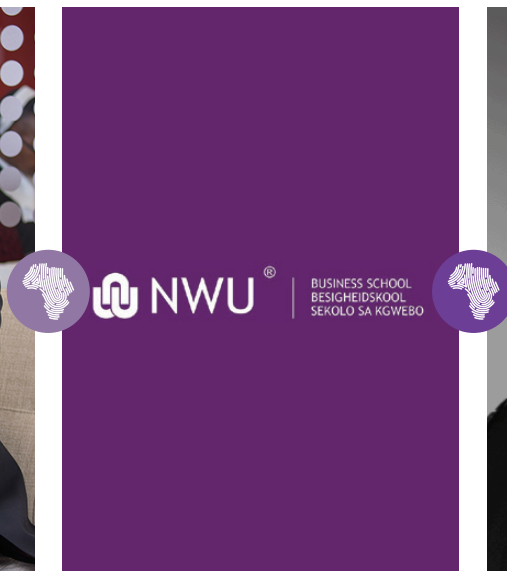
The MBA curriculum was redesigned to suit both schools. It was decided that this unified entity should be reflective of both previous market niches. The new name, approved by faculty boards and senates, was the **NWU School of Business and Governance**. This name was changed at a later stage.

2016



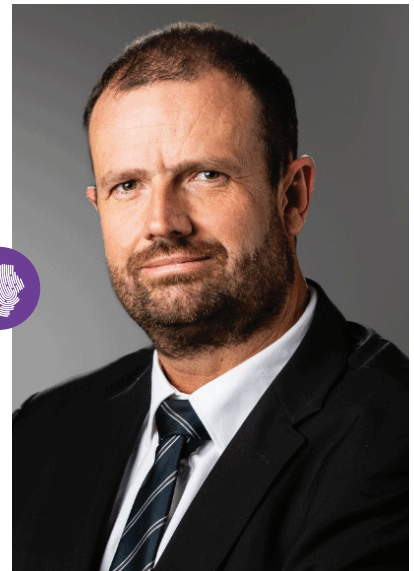
NWU School of Business and Governance was re-accredited by AMBA for five years. Prof. Tommy du Plessis retired, and a new director, Prof. Fulu Netswera, was appointed.

2018



The unified school's name was changed to the **NWU Business School**. Prof. Fulu Netswera resigned at the end of 2019.

2019



Prof. Jan van Romburgh was appointed as acting director from November 2019.

2020



In March 2020, the Business School received operational independence from the NWU, with a new approved governance structure.

2021



Prof. Jan van Romburgh was appointed as chief director from January 2021.

Today



As a leading Business School in South Africa, the NWU Business School is part of the NWU and, albeit operationally independent, and resides under the F-EMS for academic quality control.

Describe its legal status (whether it is a private or public institution, and its affiliation, if any, to a larger institution).

The North West University is a public institution and it is overall rated as a four star out of a possible 5 star (QS) ranking system which ranked universities worldwide. For teaching, facilities and innovation it received a 5-star rating. The NWU BS is fully accredited as a higher education institution by the Council on Higher Education (CHE). The CHE is an independent statutory body functioning as the Quality Council for Higher Education in South Africa.

For the purpose of academic governance, all South African public business schools fall under the auspices of an academic faculty and are bound by the academic rules and regulations of the institution.

Describe the status of the School within the larger university, autonomy and/or dependence on a faculty that affects decision making and resourcing.

Previously, the NWU BS was a separate academic department within the Faculty of Economic and Management Sciences (F-EMS). Since March 2020 the management and leadership structure of the School has changed. The School has received more autonomy and the level of the director has been changed to chief director with an amplified level of authority. This change has brought the chief director on the same level as those of a faculty dean. The chief director reports directly to the NWU Vice-Chancellor: Teaching and Learning.

The School's operational autonomy has been maximised, with the following results:

- The School is now on the same level as other faculties in the University.
- The School's chief director has the same level of authority as that of a dean.
- The School is responsible for formulating its own strategy.
- In its strategy the School can identify its own targets and accompanying budgets.
- The School has the autonomy to select staff and students.
- The School has the freedom to determine curriculum content and degree standards.
- The School has the liberty to allocate funds (within the available budget) across different categories of expenditures.
- The School has created new positions for internationalisation, accreditation and alumni.
- The remuneration of academics teaching at the School has been adjusted.
- The School has created its own corporate identity.



The last point, namely the creation of our own corporate identity, was a huge accomplishment. One of the benefits of having our own corporate identity is that it provides us a sense of the culture and personality. A consistent identity ensures that we are recognised and remembered. With regular usage it becomes instantly recognisable among our target audience.

Another benefit of a distinct corporate identity is that it helps to differentiate our School from the competition and appropriately position our brand. Based on these benefits the School believes that we will establish customer loyalty and trust in our brand.

Summarise the evidence that the school's relevance can be sustained (for at least the previous three years from the self-review report submission date).

The sustainability of the BS is evident through our good financial performance as well as the increase in student enrolment numbers.

Supporting Documents

To be included in the self-review report as appendices:

Additional information which provides helpful insights into the issues addressed above may be attached as an appendix to the self-review report or presented to the AABS Accreditation Team's workstation if they exceed four pages in total.

To be presented at the workstation:

Documents with more details on the operating context, including records of the higher education act and regulatory framework with key circulars and licenses.

Documents showing more detailed accounts of the school's history and establishment.



The Institution

The standards in this section assist AABS to evaluate the quality and sustainability of the schools' overall operation with the current governance system under which the mission, strategy and governance of the institution lie is of utmost importance. A clear mission, with expected outcomes and supporting strategies, as well as effective governance, form an important base for achieving operational excellence.

It also shows how schools create value for its customers. In this section, AABS will also be able to evaluate the capacity and quality of facilities available, resource allocation and management, support services and personnel management, and the internal quality assurance systems employed to facilitate delivery of high-quality business and management education.

STANDARD 2: MISSION, VISION AND STRATEGY

Mission: The school has a clear mission with specific core values and expected strategic outcomes that are relevant to the operating environment. This mission is communicated and understood throughout the school and by all stakeholders

Vision: The school has a vision that is a compelling and realistic statement of its aspirations, and it is clearly communicated and understood throughout the school and by all stakeholders

Strategy: The school has a clearly articulated strategy translating the mission into objectives and key performance indicators that are mindful of the opportunities and constraints in its operating environment

The purpose of this standard is to assess how the school's mission statement articulates its purpose, priorities, and distinctive characteristics. It also evaluates how the mission articulates the schools' expected outcomes, which are high-level goals that give a general description of what the school aims to achieve through all its activities. Thus, the school should be able to map out all its activities and show how each of them link to the mission.

The mission statement may be a single sentence or series of sentences, but it should be distinguishable from other schools' mission statements. The mission and expected outcomes should state the key stakeholders to whom the school is responsible, and the anticipated impact on the stakeholders.

The vision statement is a short declaration of where the school intends to be in future. It describes its major long-term objectives, where it wants to develop itself and what sort of impact it strives to make on its stakeholders.

The strategy is the course of action taken to achieve the stated outcomes. A school's strategy will articulate how it intends to achieve its mission and deliver its value proposition. It should elaborate in clear and specific terms the school's objectives, initiatives, and targets. The mission would guide decision making in the development of these activities.

The strategy should take into account the school's aspirations as embodied in its vision, and therefore

outline the target positioning and plans for future development. AABS would look for evidence that the strategy is practical, and that it demonstrates how the school intends to remain sustainable. The school should take into account the opportunities and constraints presented by the operating environment, as well as its own resources. It is through strategy that a school can align market needs with core school activities and so attain operational excellence and make meaningful impact.

AABS would also look for evidence that the school's mission, vision, and strategy also take into account the context in which the school operates.

The mission and vision statements would normally include an articulation of the institution's core values. The following are key areas to be assessed.

2.1 Clarity and coherence of the mission statement

Describe the mission statement and show how it relates to the context in which the school operates.

As the NWU BS is an integral part of our parent institution, the North-West University, the Business Schools' mission and vision aligns and supports those of our mother institution and its strategic framework.

MISSION

Mission of the NWU Business School

The NWU Business School is committed and aligned with its parent institution on the three basic levels of involvement, namely *high-quality education, supported by research and the commercialisation of expertise, consistent with international standards and best practices.*

We will accomplish our mission by:

- Equipping individuals and organisations with a dynamic integrative learning experience.
- Providing relevant solutions that impact management and leadership challenges in our community, country, and continent, through ethical and innovative business research.
- Collaborating with stakeholders in addressing socio-economic development challenges.
- Applying critical thinking in developing competitive leaders for the future.

Demonstrate that the mission clearly articulates to all stakeholders what the school is about.

- **Do faculty and staff have a common understanding of the purpose of the school?**

The vision and mission of the BS have been regularly reviewed. In this process of frequently reviewing and updating, the BS ensures that we have transparency and cooperation of all stakeholders. Refer to table 2.1, below, for an illustration of how our vision and mission have evolved since 2016, describing the involvement of the different stakeholders.

The school has a variety of ways to communicate its mission. Our newly designed logo, the “African footprint” is an illustration of where we would prefer to make a difference. All communication with students, attempt to emphasise our mission. The school tries to highlight our vision and mission with our Webinars, with our African Bon Bon’s as well as with other media and social media exposures. As described in Table 2.1, how the vision and mission have evolved since 2016, the formulation and articulation is a process that has received a lot of attention from a variety of stakeholders.

Are the school’s key operations clear from the mission?

When evaluating the school’s key operations namely, Teaching and learning, research and community engagement, it is evident that those elements are addressed in how the school accomplished its mission. The mission is accomplished by:

- Equipping individuals and organisations with a dynamic integrative learning experience. (The focus on integration in the company project as module in the MBA).
- Providing relevant solutions that impact management and leadership challenges in our community, country, and continent, through ethical and innovative business research. (Under the research principle various research initiatives with its specific focus areas are mentioned).
- Collaborating with stakeholders in addressing socio-economic development challenges. (The BS address corruption with webinars on the issue, with its focus on executive education in corruption, its focus on entrepreneurship, small business, mining and agriculture).
- Applying critical thinking in developing competitive leaders for the future. (Critical thinking is embedded in all modules, in skills training during study schools).

Describe the process of which the mission was formulated including stakeholders involved and timeline.

In the table on the next page is an illustration of how our vision and mission has evolved since 2016.

Table 2.1 Timeline of the evolvement of the BS vision and mission

Date	Description	Stakeholders
2016	With the merger of the PBS and the Graduate School of Business and Governance at the Mafikeng Campus our mission stayed the same. With AMBA's last visit in 2016 it was again emphasised by AMBA that our mission still needs some distinctiveness.	AMBA Staff of the BS
2018 February	A strategic session was held on 24–25 February 2018 to redesign the vision and mission. Feedback was provided to AMBA regarding the previous recommendations, as referred to in feedback 1. - The new vision: To be an internationally recognised business school in Africa. - The new mission: The NWU BS is committed to develop ethical and strategic thought leaders through: • Teaching and learning that fosters the integration of contemporary problems in a societal context. • Delivering relevant research that focuses on Sub-Saharan organisations. • Commercialisation of expertise with fundamental contribution to socio-economic transformation. • The above is underpinned by our commitment to community engagement scholarship. This was the first transmission towards the concept of <i>strategic thought leadership</i> and towards emphasising the concept of <i>integration</i>.	External person to facilitate strategic sessions. All faculty of the BS.
2020 January	At the beginning of 2020, after the appointment of the new chief director of the NWU BS, the entire faculty was involved in a strategic session to formulate our new vision and mission.	External facilitators. All staff members. Part time and extraordinary staff.
2020 (several more interventions)	The School started a current situational analysis, identifying strengths and weaknesses, and articulated the new vision, mission and values. The vision was inspired and aligned with the mission. The new vision, mission, and values (see below) were deliberated on multiple occasions with a variety of role-players until the final version was accepted.	External facilitators. All staff members. Part time and extraordinary staff.
2020 July	A new corporate identity was established for the BS, with a new logo confirming its footprint as an African business school. In this regard, we strive not only to establish and strengthen our African partnerships and networks through collaboration, but also to become accredited with the Association of African Business Schools (AABS).	External facilitators. All staff members. Part time and extraordinary staff. Alumni. Advisory Board.
Today	After the AMBA and the BGA accreditation visit at the end of 2020, and based on the recommendations received, the BS is in the process of revisiting our mission to make it more distinctive	A small panel group was established to investigate alternatives.

Provide a description of the school's mission in relation to that of the larger institution to which it is affiliated, if applicable, to show consistency.

In the table below is a comparison between the NWU and the BS's vision, mission, and values. Although some of the terminology might differ, the aim is to illustrate the consistency between the two, as indicated in the third column of table 2.2.

Table 2.2 Link between NWU and BS mission, vision, and values

SHOW the LINKS	The NWU (University)	Dream of the NWU To be an internationally recognised university in Africa, distinguished for engaged scholarship, social responsiveness and an ethic of care. Our Purpose To excel in innovative learning and teaching and cutting-edge research, thereby benefitting society through knowledge. Our Brand Promise Dynamic. Values-driven. Excellence.	Values NWU will foster engaged and caring staff and students and embed the following foundational values, based on the constitutional values of human dignity, equality and freedom: • Ethics in all endeavours • Academic integrity • Academic freedom and freedom of scientific research • Responsibility, accountability, fairness, and transparency • Embracing diversity.
	The NWU BS	Vision Transforming managers into strategic thought leaders for tomorrow. MISSION We will accomplish our mission by: Equipping individuals and organisations with a <i>dynamic integrative learning experience</i>. Providing relevant solutions that impact management and leadership challenges in our community, country, and continent, <i>through ethical and innovative business research</i>. Collaborating with stakeholders in addressing <i>socio-economic development challenges</i>. Applying critical thinking in developing competitive leaders for the future.	Values The NWU Business School is committed to: Excellence in our core business <i>Ethical behaviour and good governance</i> <i>Academic integrity</i> The <i>notion of social justice</i> Botho / Ubuntu –<i>building communities</i>
		BS more focussed, but the emphasis on quality The NWU Business School is committed and aligned with its parent institution on the three basic levels of involvement, namely <i>high-quality education, supported by research and the commercialisation of expertise, as measured against international standards</i>. The consistency is found in the links towards teaching and learning, research and the outreach to the society and the community.	Found the links in terms of: Quality driven Ethical behaviour Good governance Academic integrity Social justice Diversity

2.2 Relevance and strategic fit to the context

Describe how the school's mission responds to the country's national development strategy (if available), and how it responds to societal needs, both in its immediate environment and in Africa.

The National Development Plan (NDP) of South Africa offers a long-term perspective of the development plans of the country. The NDP main aims are to eliminate poverty and reduce inequality by 2030. There are 5 pillars or strategic development areas contained within the plan, including:

- Economic diversification & job creation.
- Poverty & vulnerability reduction.
- Reducing developmental inequalities.
- Enhancing human development.
- Creating a conducive governance environment for a diversified economy.

Within this context of the NDP, the NWU Business School focuses strongly on developing the local business and entrepreneurial community. Aspects that could be emphasised is our focus to address the challenges of Africa such as inequalities and corruption.

➤ **Comment on its appropriateness and expected contribution to stakeholders.**

Based on the vision of the BS: "Transforming managers into strategic thought leaders for tomorrow", we have embedded strategic thought leadership into the curriculum through **specific courses in the MBA and PGDM, in research, and through lifelong learning opportunities.**

Table 2.3 The mission's appropriateness for the stakeholders

STAKEHOLDERS	EXPECTED CONTRIBUTION
Students	Introduced coaching programmes for MBA 1 (LCQ) and MBA 2 (Emotional Intelligence) students as part of our service offering.
Provincial, Local and National Government	Outreach to the provincial and local public sector through involvement in the Chamber of Commerce and collaboration with the office of the North West premier. The School has signed a valuable MOU with the National African Federated Chamber of Commerce (NAFCOC) in the North West Province, to address challenges in the province.
Community	The Business School has expanded its emphasis on community engagement (CE) with numerous projects delivered over the past years. Involved with training in the commercial forensic industry to address corruption. New executive education courses have been developed for small businesses in the agriculture sector.
Industry	The Business School embraces the needs of the small business sector by doing research in the sector and engaging in the local community through consultations and training.
Alumni	The Business in Africa lecture and discussion forum was established where specific socio-economic challenges related to UN Agenda 2030 are addressed with internal and external stakeholders. Alumni also partake in various lifelong learning opportunities.
Advisory Board	Inputs from industry experts sitting on the board.

- **Is the mission realistic?**

The mission is realistic, as all the stakeholders can identify with it, it fits into our corporate identity and addresses the challenges of our country and the continent. Evidence that the mission is realistic can be found in Table 2.3 above, illustrating that every group of stakeholders have contributed to its development and formulation. In this instance all stakeholders can possibly identify or expect a contribution via the mission.

- **Is it relevant to the operating environment?**

It is relevant to the operating environment as we live in a country where leadership is needed. The executive education programmes equally respond to the imperatives of strategic thought leaders and the inclusive approach to socio economic issues. Our executive education programmes are as a result in demand by the various corporate and public sector organisations because they are responsive to the management and leadership imperatives that confronts these sectors. By focusing locally on our province, we deliver several in house programs to the agriculture sector. By concentrating on the agriculture sector, the BS aims to empower students to participate in actions to alleviate poverty and food scarcity.

Describe how the mission drives the school's strategy and activities.

At the stage when the latest vision, mission and values were formulated, the Business School's also revisited its strategic direction. Several strategic sessions and meetings took place, and some ideas were tested and discussed with students and the alumni for their contributions. At the same time a SWOT analysis was done.

Before final decisions were made, the Advisory Board was also involved to re look and provide their inputs. With a strong emphasis on how we are going to transform managers into strategic thought leaders, seven strategic goals were formulated. The strategic goals with its sub goals are provided below. The main strategic direction will always be grounded on ensuring academic excellence and quality of the MBA programme, as well as the implementation of a growth strategy in its executive education and research activities. All the strategic goals will be executed with our core values in consideration.

In our mission the following is mentioned: "Collaborating with stakeholders in addressing *socio-economic development challenges*". An illustration of this commitment is our strong focus on developing the local business and entrepreneurial community. Aspects that are emphasised is our attention to address the challenges of Africa such as inequalities and corruption.

Comment on the feasibility of the mission in relation to existing resources and any environmental constraints.

The BS regards its new vision, mission, and values as feasible, relevant, and well considered. It fits into the needs of the country and the continent, and the school does have the resources to work towards successful execution of its intents. Although, as mentioned in Table 2.1, after the end of 2021 and the accreditation feedback received from AMBA and BGA, the school is going to refine the mission again, to be more focussed and precise on what the school is going to deliberate on.

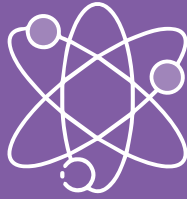
2.3 Core values

Describe the school's core values and comment on how they were determined.

Below is an illustration of the schools' values. It was developed at the same stage as the vision and the mission. The same processes were followed, with the different stakeholders been part of the process.

The NWU Business School is committed to:

**Excellence in
our core
business**



**Academic
integrity**



**Ethical
behaviour and
good
governance**



**Botho / Ubuntu
– building
communities**



**The notion of
social justice**



VALUES

Apart from the values of excellence, academic integrity, ethical behaviour, and social justice, we have adopted the UBUNTU/BOTHO philosophy, which is an African perspective that places emphasis on 'being self through others'. It is a form of humanism which can be expressed in the phrases 'I am because of who we all are' in Zulu language. The key distinctive qualities of this traditional philosophy are clearly spelt out as humaneness, gentleness, hospitality, and generosity. All these qualities are about caring for people and caring for the environment. Students come to us based on these values to equip them with an integrated learning experience.

Describe how they are communicated within the school.

- **Are they understood and adhered to by staff, faculty, students, and alumni?**

The values as mentioned above are core to the way the school operates. In all our encounters with students, faculty and any other stakeholder, these values are embedded in the way we operate. These values are understood and adhered to by staff, faculty, students, and alumni. As they are relatively new, more communication and additional deliberate action plans on how to embed them, could be performed.

- **Provide examples of how these values are embodied by the community.**

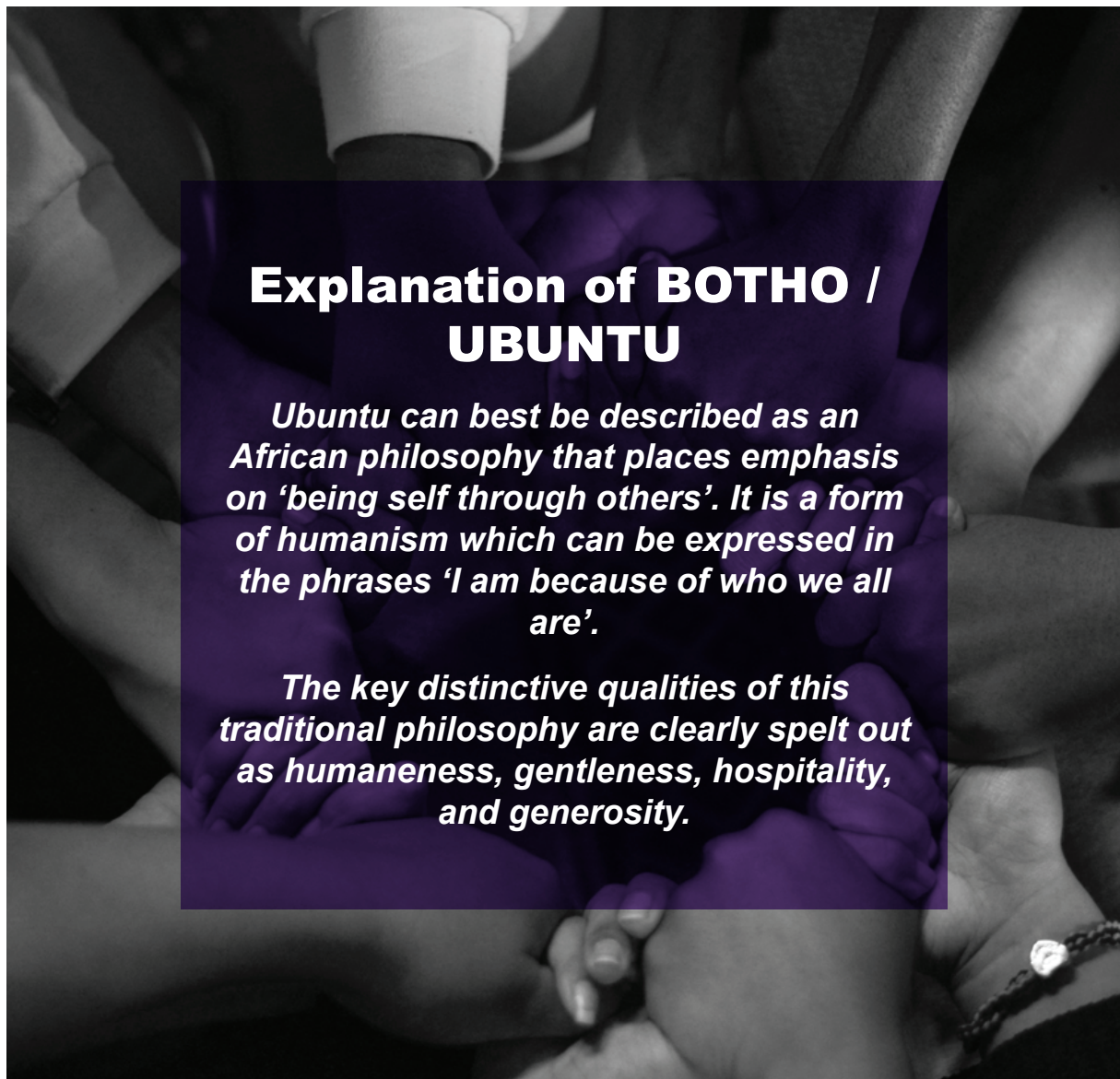
Excellence in our core business is achieved through good quality control processes. Academic integrity is a value that all staff members practised, and a variety of procedures and policies guided this value. The last three values, namely ethical behaviour and good governance, Ubuntu and the notion of social justice are relatively integrated within each other.

The BS believes in the five key principles of ethical behaviour, namely honesty, justice, respect, community awareness, and integrity. Most of these principles are embedded in the soft skills that are part of our programmes.

The NWU BS illustrates its commitment towards a sustainable society through involvement in local community organisations in service-learning initiatives, having assisted more than 250 organisations with sustainable management skills and systems over the last seven years. This shows our commitment and engagement with the community and the development of our local economy.

Show how the school's values uphold desirable qualities in the African context, such as respect, community, responsibility, and integrity.

The school has five values, which the fourth one, refers to the value of UBUNTU. Below is an explanation of the concept and how the BS attempts to achieve it.



As an example, to illustrate our commitment to BOTHO / UBUNTU principles, we provide students with individual sessions on how to cope emotionally during Covid 19, presented by a qualified clinical psychologist.

2.4 Vision

Describe the school's vision.

VISION

Transforming managers into strategic thought leaders for tomorrow.

Show how the school ensures that all stakeholders understand its aspirations.

When the school was in the process of formulating our new vision, mission and values, all stakeholders were involved. It was not performed in one or two days, it was a continuum of events, a variety of stakeholders were involved, until the final version was accepted. The process as described above, ensures that all stakeholders embrace the vision, mission, and values.

2.5 Viability of the strategic plan

Demonstrate that the school has a coherent plan of how it intends to achieve its mission and remain viable.

With the newly formulated vision, mission and values in mind, the Business School has reconsidered its strategic direction. Grounded in our first strategic goal of pursuing academic excellence guided by ethical considerations, the other strategic goals were formulated by considering the following:

- Providing programmes that develop strategic thought leaders by utilising innovative teaching and learning methods through a multimodal approach.
- Providing relevant and innovative business research solutions based on sound ethics which impacts management- and leadership challenges in our community, country, and



the African continent.

- Self-managed, financially viable business school with a strong client focus.
- Commercialising through industry engagement and fulfilling a public intellectual role.
- The proactive expansion of / and maintenance of international collaborative relationships.
- The engagement with stakeholders to add value to the Business School.
- **Is the plan shared and understood by key stakeholders?**

The strategic plan is shared and understood by all the key stakeholders because the process was performed over time and with the inputs and consultation with all stakeholders.

- **How is the plan revised?**

At the beginning of 2020, after the appointment of the new chief director of the NWU BS, the entire faculty was involved in a strategic session to formulate our new vision and mission. The School started a current situational analysis, and articulated the new vision, mission and values. The vision was inspired and aligned with the mission. The new vision, mission and values were deliberated on multiple occasions with a variety of role-players until the final version was accepted.

Several strategic sessions and meetings took place, and some ideas were tested and discussed with the students, staff and alumni for their contributions. At the same time a SWOT analysis was done.

A new corporate identity was established for the BS, with a new logo confirming its footprint as an African business school. In this regard, we strive not only to establish and strengthen our African partnerships and networks through collaboration, but also to become accredited with the Association of African Business Schools (AABS). Together with the new strategy of the business school, new structures of management and reporting were also revisited.

Describe how the strategic plan was formulated, highlighting any involvement of internal and external stakeholders.

Before final decisions were made, the Advisory Board was also involved to relook and provide their inputs. With a strong emphasis on how we are going to transform managers into strategic thought leaders, seven strategic goals were formulated. The strategic goals with its sub goals were then prepared. The main strategic direction will always be grounded on ensuring academic excellence and quality of all our programmes, as well as the implementation of a growth strategy in its executive education and research activities. All the strategic goals will be executed with our core values in consideration.

Refer to the SWOT analysis in table 2.4 below.

Table 2.4 SWOT analysis

S STRENGTHS • The NWU is an established university with a good and reputable image. • The NWU BS has a strong focus on strategic thought leadership and the Company Project. • The NWU BS has a well-established student market (MBA and third income stream). • The NWU BS is an important role-player in the North West Province. • The NWU BS has a strong emphasis on community engagement. • Most lecturers have PhDs and industry experience. • The NWU BS has a strong service orientation and a personal approach to students based on the principle of Botho/Ubuntu. • The NWU BS plays a leading role in the International Business Conference (IBC). • The NWU BS has seen excellent growth in research outputs. • The NWU BS has a well-established PhD programme with excellent outputs. • The NWU BS has a unique competency within the subject fields of entrepreneurship and small business development (with our Small Business Advisory Bureau [SBAB]).	W WEAKNESSES • The NWU BS lacks infrastructure pertaining to well-equipped buildings and lecture rooms on all campuses. • There is an imbalance between older and younger academic personnel. • The NWU BS has low visibility in Gauteng Province. • There is a lack of diversity pertaining to race, gender, and people with disabilities. • The NWU BS outreach to the alumni is insufficient.
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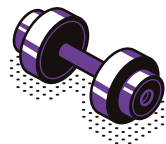
OPPORTUNITIES

- The utilisation of the latest developments in teaching technologies to exploit new markets.
- The focus on niche markets to become the supplier of choice of teaching within these markets (to expand our focus on small business, agriculture, good corporate governance, and corruption).
- The establishment of the NWU BS as an important role-player within the African context.
- The establishment of satellite offices in Gauteng (Vaal Triangle and Johannesburg).
- The strengthening of the NWU BS's service orientation, personal approach, and community outreach to achieve a competitive advantage.
- The utilisation of the rural and safe environment to attract students.

T

THREATS

- Increased stronger competition in the business school environment.
- The consequences of the economic downturn due to COVID-19.
- The quality of infrastructure, which is significantly weaker than that of our competitors and which influences external perceptions and student experience.



- **Show what actions the school took to identify the needs of the society in the local, regional, and wider African context while formulating its strategic plan.**

The National Development Plan (NDP) of South Africa as well as the United Nations Sustainable Development Goals (UN SDG) are considered when identifying the needs of society, locally, regionally and in the African context. The NDP aims to eliminate poverty and reduce inequality by 2030. There are 5 pillars or strategic development areas contained within the plan, including:

- Economic diversification & job creation.
- Poverty & vulnerability reduction.
- Reducing developmental inequalities.
- Enhancing human development.
- Creating a conducive governance environment for a diversified economy.

The UN has 17 SDG which could be broken down into six modular building-blocks, namely: (1) education, gender, and inequality; (2) health, well-being, and demography; (3) energy decarbonisation and sustainable industry; (4) sustainable food, land, water and oceans; (5) sustainable cities and communities; and (6) digital revolution for sustainable development.

Based on the above, the BS has identified those areas that we prefer to be involved in as:

- ***To reduce poverty, inequalities and to focus on sectors for job creation, such as mining and agriculture.***
- ***To focus on the fight against corruption and poor governance.***
- ***To promote awareness on sustainability of the environment, whether it's on sustainable food, water, biodiversity, or renewable energy.***

All the above needs to be addressed within the extension of our African footprint.

- **Describe the school's current position in relation to the plan.**

The schools' vision, mission, values, and corporate identity are relatively new. After the developing of those important pointers, the strategic plan was developed. The school considers itself as in the introductory phases of implementation, but that we have made a lot of progress in this new direction. We strive to apply critical thinking and reasoning in developing balanced leaders for the future, who can contribute to the needs of our country and Africa as a starting point. In this regard we strive to address the fundamental business challenges in our country and continent, for example, corruption and the development of the economy.

Summarise the evidence that the school's plan can be sustained.

The fourth strategic goal of the school focusses on its sustainability, namely, *Strategic goal 4: Operational autonomy and financial sustainability*. The goal of the school is to be a self-managed, financially viable business school with a strong client focus.

The NWU BS perceives itself as a business school committed to continuous improvement and sustainability. The contribution and involvement of AMBA in our previous two accreditation processes (the last one, where we received a five-year accreditation) have led to an ethos of sustainability and continuous improvement in our School.

The School's commitment to sustainability is visible in different approaches and perspectives. Sustainability is illustrated through how and what we teach academically, how we engage with society, and how we interact with the environment. The school does have enough competent faculty, student enrolments are adequate, and the finances of the school is well managed.

- **List any challenges or gaps and how these may be resolved.**

Challenges or gaps that the BS must pay attention to are identified as internationalisation and our contact with alumni. International collaboration which is an important issue for the school has already illustrated improvement in some areas such as international links, MOUs, and collaboration with international academics. Many of the lecturers collaborate on research outputs with international academics.

Even though the International Office of the North-West University assists the Business School with international study tours to countries such as China in 2012 Brazil in 2013, the national "Fees must Fall" decision by Government and Covid 19 have curtailed the further development of this initiative.

The core programmes of the BS are delivered part time and therefore it is difficult to attract international students and to promote exchange agreements for students.

Another challenge that the school experience, is the lack of proper facilities with the look and feel of a business school.

2.6 Strategic objectives, success indicators and impact

Demonstrate how the school's strategic objectives operationalise its mission.

By referring to the mission, it states that the NWU Business School is committed and aligned with its parent institution on the three basic levels of involvement, namely *high-quality education*, supported by *research* and the *commercialisation of expertise*, as measured against international standards.

The three components, namely Teaching and Learning, research and the commercialisation of expertise are accomplished in our mission by:

- Equipping individuals and organisations with a dynamic integrative learning experience. *(Refer to the teaching and learning component)*
- Providing relevant solutions that impact management and leadership challenges in our community, country, and continent, through ethical and innovative business research. *(Refer to the research component)*
- Collaborating with stakeholders in addressing socio-economic development challenges. *(Refer to the commercialisation of expertise component)*

- Applying critical thinking in developing competitive leaders for the future. *(Refer to the teaching and learning component and to our vision)*

The components as described above are part of **strategic goal 1**, and this will be operationalised by pursuing academic excellence guided by ethical considerations.

Strategic goal 2: Equipping individuals and organisations with a dynamic integrative learning experience, this is the operationalisation of the teaching and learning component.

Strategic goal 3: Solution driven research, this is the operationalisation of the research component.

Strategic goal 4: Operational autonomy and financial sustainability- in this strategic goal the school stated its strategic goal to be sustainable.

Strategic goal 5: Commercialisation of expertise and skills- this is the operationalisation commercialisation of expertise component.

Strategic goal 6: Internationalisation- This goal addresses our proactive expansion of the footprint of the Business School, internationally but with a specific reference to the Africa continent.

Strategic goal 7: Stakeholder engagement- This goal operationalise how the BS is going to develop a culture and system of life-long learning, expand the community outreach and to create value in our community.



Below, follows the Headline Strategic direction of the school.

NWU BUSINESS SCHOOL

STRATEGIC PLAN FOR THE PERIOD 2020-2025

Strategic goal 1: Strategic Goal 1: Pursuing academic excellence

Pursuing academic excellence guided by ethical considerations.

Excellence through innovative approaches in:

- 1.1 Teaching and learning
- 1.2 Research, and
- 1.3 Community engagement

Strategic goal 2: Equipping individuals and organisations with a dynamic integrative learning experience

Providing programmes that develop strategic thought leaders by utilising innovative teaching and learning methods through a multimodal approach.

- 2.1 Delivering a quality MBA programme and Post-graduate Diploma in Management (PGDM) that develop our graduates as strategic thought leaders who can serve the country, its people, and the African continent.
- 2.2 Continuous refining of quality assurance processes and mechanisms.
- 2.3 Utilising synchronous and a-synchronous teaching and learning activities to deliver our programmes at different sites of delivery while ensuring that all students have the same learning experience.
- 2.4 Empowering individuals with an integrated learning experience and a social responsiveness to take the lead as strategic thought leaders for pressing challenges.
- 2.5 Embracing the management of diversity.

Strategic goal 3: Solution driven research

Providing relevant and innovative business research solutions based on sound ethics which impacts management- and leadership challenges in our community, country, and the African continent.

- 3.1 Innovative and impact-driven business research built on ethical scholarly engagement.
- 3.2 Mobilise resources to enable a supportive research-enabled environment.
- 3.3 Create a research-oriented culture which enhances the research profile regarding total research outputs in accredited national- and international journals as well as in business related forums and media.
- 3.4 Develop research competence of academic staff and students to become thought leaders which addresses relevant management and -leadership challenges within our communities, country and the African continent.
- 3.5 Establish integrative business management and leadership research focus areas that are multi-disciplinary.
- 3.6 Establish collaborative international business research relationships through active partnerships.

Strategic goal 4: Operational autonomy and financial sustainability
Self-managed, financially viable business school with a strong client focus.

- 4.1 Effective and efficient management of the NWU Business School within the approved mandate of autonomy
- 4.2 Utilisation of available technology for administrative and management purposes.
- 4.3 Sound financial management and reporting.
- 4.4 Creating an environment conducive to the effective functioning of the Advisory Board.
- 4.5 Effective maintenance, development, and utilization of infrastructure.
- 4.6 Establish an inclusive and transparent internal governance model.

Strategic goal 5: Commercialisation of expertise and skills
Commercialising through industry engagement and fulfilling a public intellectual role.

- 5.1 The effective branding of NWU Business School's Executive Education.
- 5.2 Building capacity within the Executive Education environment.
- 5.3 Refining the quality assurance processes and mechanisms within the Business School.

5.4 Capitalising on symbiotic relationship with industry.

Strategic goal 6: Internationalisation

The proactive expansion of / and maintenance of international collaborative relationships.

- 6.1 The proactive expansion of the footprint of the Business School.
- 6.2 Create an empowered environment for the establishment, maintenance, and expansion of international business relationships.
- 6.3 The recruitment of quality international students and faculty.
- 6.4 Strategic alignment of core activities with the NWU strategy and relevant stakeholders.
- 6.5 Collaboration and liaison with identified international role-players.

Strategic goal 7: Stakeholder engagement

The engagement with stakeholders to add value to the Business School/

- 7.1 Continuous building of the NWU Business School's brand.
- 7.2 Promote an effective liaison program with Alumni and other stakeholders.
- 7.3 Developing a culture and system of life-long learning and continuous professional development.
- 7.4 Expand the community outreach and involvement of the Business School (faculty and students) to create value in our community.
- 7.5 Increased engagement with industry.

Are the objectives specific, measurable, and time-bound?

In the operational plan of the BS we planned in more detail by dividing the strategic goals into sub goals and then into objectives. Those objectives are measurable and do have a time frame and persons responsible to execute, attached to it.

Show that they are appropriate for the African context in which the school operates.

From the end of 2020, when our new strategic direction was finalised, the school has started with a variety of new initiatives to illustrate our commitment towards our new strategic goals. An additional aim was also to enhance our new corporate identity. These new initiatives such as the monthly Think Tanks, Business in Africa webinars, and African Bon-Bon's were developed

to stimulate critical thinking and reasoning, foster reflexivity, debate possible solutions to challenges and identify research areas pertaining to the AU Agenda 2063 and UN Agenda 2030 Sustainable Development Goals (SDG) in Africa.

To illustrate our commitment towards expanding in Africa and addressing its unique challenges, find some of the themes addressed in the African Bon-Bon's, below:

Table 2.5 African Bon-Bon's

TITLE	Responsible
The role of traditional leaders in our communities	Kgosi Mabe
Digital revolution in Africa	Dr Alistair Mokoena
From jobless to iconic self-initiated job creator – An informal African reality	Alexis Eluta Mbomba
Some of the skills issues of Africa	Prof. Frednard Gideon, University of Namibia: Pro-Vice-Chancellor
Changes and lurking opportunities in the female consumer market segment	Prof. Morné Roberts-Lombaard
A futuristic glance at business skills transfer and education in Africa	Prof. Ahmed Shaikh
Impact of COVID-19 on Kenya's economy	Dr Mary Mwanzia
How to improve public relations in Africa	Mr Sam Mashele
Combatting corruption in the Sub-Saharan region – Practical lessons learnt	Mr Nic Harris
Small scale farming and agricultural value chains: Lessons from Zimbabwe	Commissioner Ted Muzoroza
Water scarcity in Africa	Prof. Lobina Palamuleni
African sports development challenges for business executives	Prof. Jacques Faul

Show that the objectives realistically take into consideration the school's available resources.

Describe how the school evaluates the attainment of its objectives.

Every new initiative is discussed and need to be proposed. The school has established evaluation panels for each category. The panel evaluates all proposals for quality purposes and to ensure that the action performed is within the boundaries of our strategic directions. The proposal needs to be in a written format on a template and agreed upon before any action could be taken.

- **How does the school measure its success?**

At this point, although early stages, the school has a variety of ways to measure its success. The most obvious way to measure the success is to count outputs, followed by the number of new initiatives. At a later stage, the school assumes that success would reflect in better responses to surveys and more student enrolments.

- **Is there evident progress in the achievement of expected outcomes?**

The School can prove evidence of achievement as many new actions have been performed successfully. As part of the School's drive to fight corruption, we have been awarded a contract for the offering of preparatory short learning programmes in collaboration with the Programme in Forensic Accountancy at the NWU School of Accountancy. This action emphasises the strategic direction of the School, namely, to address corruption, by offering the following executive education courses:

- Commercial Forensic Accounting
- Commercial Forensic Information Technology
- Commercial Forensic Investigation
- Commercial Forensic Law
- Practice and Fraud Risk Management

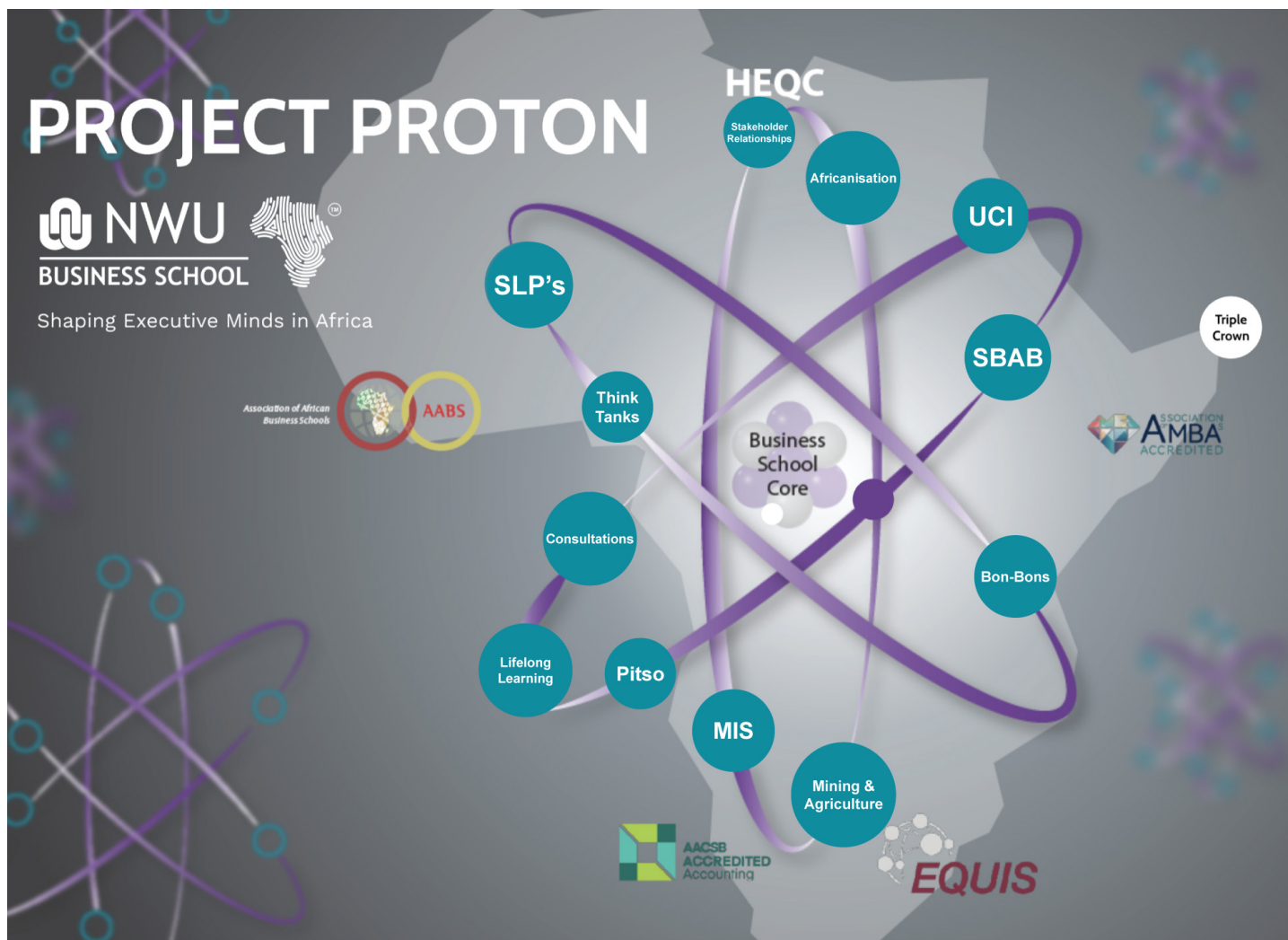
To address the strategic direction of corruption, several Think Tanks were hosted with themes such as:

- The political will to combat corruption
- The state of local government: Emergency interventions
- South Africa in the grip of corruption, fraud and corporate failures: The role of accountants and auditors
- The combatting of corruption in South Africa: The need for real transparency – Is lifestyle audits the answer?

Describe the feedback mechanisms the institution applies to evaluate the progress towards achieving its mission.

Feedback is received by ways of surveys send to students, employers, and alumni. Another way is by counting the participants attending the Pitso's, the webinars and by media coverage received.

To summarise our strategic direction for the next five years, the Business School has decided on **presenting our strategy on a one pager with the name PROJECT PROTON.**



Supporting Documents

To be included in the self-review report as appendices:

Appendix 2.1 The schools strategic plan

Appendix 2.2 Operational plan and KPI's

Appendix 2.3 Summary of achievements per the most recent strategic plan

Appendix 2.4 Documents that detail the records, policies and procedures in support of this standard, or provide helpful insight to the AABS Accreditation Team should be added as appendices or presented at the workstation if they exceed four pages in total.

To be presented at the workstation:

Documents that describe the school's strategic plan.

Documents that show how the strategic plan is monitored and revised.



STANDARD 3: GOVERNANCE

The school is effectively governed and has leadership and governing structures that demonstrate effective, responsible, and ethical management of its resources. The school is a role model for other institutions

This AABS accreditation standard requires that the school be founded on efficient and responsible governance structures with a strong ethical consciousness. Governance structures are indicative of the effectiveness of decision-making processes and accountability, which are important factors for operational excellence.

In addition to its internal leadership structures, the school's governance will also include external stakeholders who have some level of involvement within. Therefore, AABS will be looking for evidence that the school's internal management have sufficient autonomy to govern its programmes, manage resources and formulate strategies according to its mission. At the same time, there should be evidence that decision making is participatory, involving input from all key stakeholders.

AABS will also be looking for evidence that the school can act as a role model for higher education institutions in its country, in terms of its governance structures. The school should, therefore, demonstrate that it is effectively and efficiently managed through sound administration that ultimately ensures its sustainability. The following are key areas to be assessed.

3.1 Leadership structure

Outline the governance structure of the school. This should include the stakeholders in the school's ownership, relation to any parent body or institution and the governing board structures through which external control is exercised.

For the purpose of academic governance, all South African public business schools fall under the auspices of an academic faculty and are bound by the academic rules and regulations of the institution, although some schools are more autonomous than others. Being part of the

NWU means that the School's students gain the benefits and support of not only a business school, but also the greater university. The University recognises the importance of having a strong, flourishing business school, and that this symbiotic relationship is of mutual benefit.

The management and leadership structure of the School has been adjusted since March 2020 to a new format, specifically to address aspects which maximise the autonomy of the School, specifically operational autonomy. With this operational autonomy in mind, we need to highlight the importance of having some degree of cohesion between the Business School and the parent university. Therefore, the School would maintain its academic status quo as part of the F-EMS with respect to both formal academic and non-formal continuing education programmes for purposes of academic integrity and quality assurance.

The new governance structure of the NWU Business School as approved by the University in March 2020 is presented below:

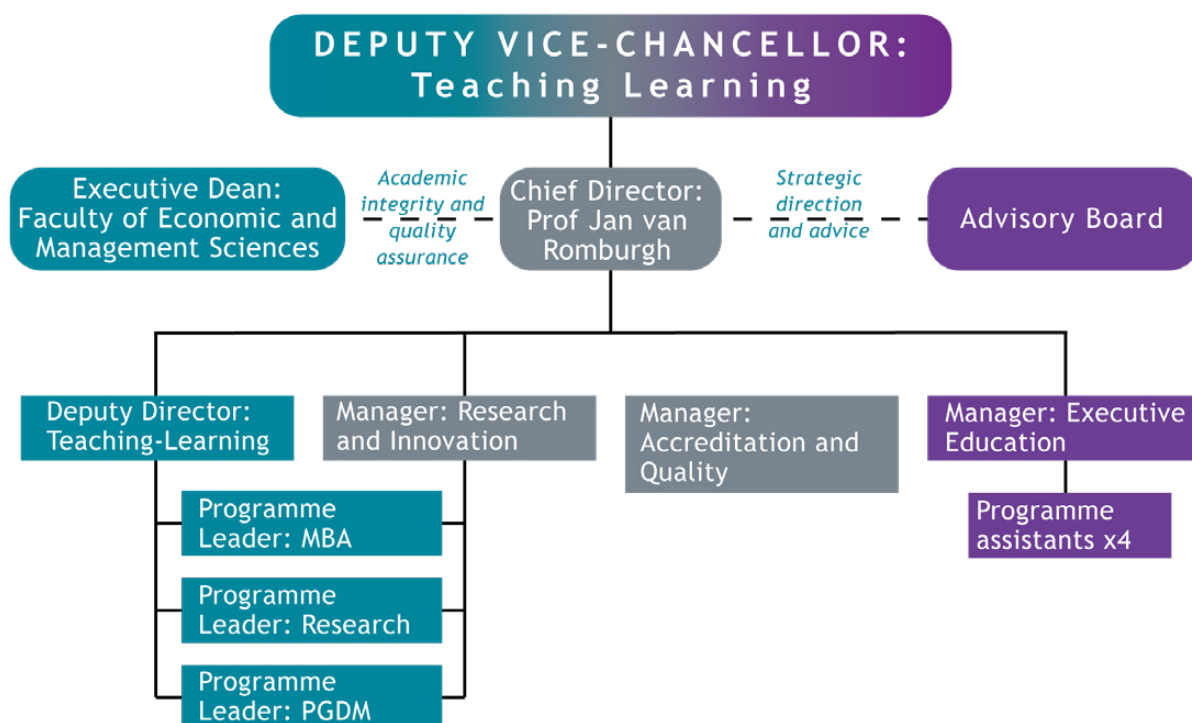


Figure 3.1 The new NWU BS governance structure

Who is the senior leadership of the school accountable to?

The BS has two reporting lines. In the first place the BS reports to the Deputy Vice-Chancellor, Teaching and Learning. In the second place the BS reports to the Dean of the Faculty of Economic and Management Sciences (F-EMS) for academic integrity and quality assurance. In connection with research-related matters the School adheres to the rules and regulations of the faculty, the faculty's Ethics Committee and the faculty's Research and Innovation Committee.

Describe how the Governing Board of the school is composed.

The first and critical connection of the BS with the managerial world is through our AB. Since its establishment several years ago, the **Advisory Board** has provided valuable strategic advice

to the BS regarding its academic and research activities, its ongoing engagement with industry, its responsiveness to market developments, and its overall financial performance.

The School's Advisory Board (AB) has been re-organised to increase its insight and participation in the school. The AB consists of members of the University Management Committee, F-EMS and the School, along with a predetermined number of nominated members active in the public and private sector.

A notable strength of the AB is that its members are drawn from both the University and the business sector, which helps to ensure that the School's programmes are of a high academic standard while remaining responsive to the needs of the market. In addition, several Board members have been in their positions since the Board was established, providing valuable continuity and institutional memory

The meetings of the AB are held at least two to four times a year (March, July, September, and November) at a suitable venue or via Zoom. Members are invited to serve for a period of two years but are eligible for re-appointment. The Board consists of external members, with the five extraordinary professors invited to attend if they wish. The Board also serves as a valuable connection with industry as members are representative of a variety of industries. Find the Board members in Table 3.1 below.

Table 3.1 The Advisory Board members

Prof. Raymond Parsons	Chairperson of the Board
Ms Charlotte Mokoena	Deputy Chair Executive Vice-President, Human Resources and Corporate Affairs, Sasol Limited
Prof. Jan van Romburgh	Chief Director: NWU Business School
Prof. Sonia Swanepoel	Executive Dean: F-EMS
Prof. Robert Balfour	NWU Deputy Vice-Chancellor: Teaching and Learning
Mr Len Hansen	Human Resources Consultant, Astral Operations Limited
Mr Mzolisi G Diliza	Executive Chairman, Strategic Partners Group (Pty) Ltd
Mr Christo Botes	Consultant, Business Partners
Mr Stavros Nicolaou	Senior Executive, Strategic Trade, Aspen Pharmacare
Mr Nico Vermeulen	Former Executive Director, NAMSA
Mr Dewald Olivier	Chairperson of NWU BS Alumni Association; Executive Officer, SA Feedlot Association
Mr Jeremy Sampson	Managing Director, Brand Finance Africa
Mr Kgosi Moshe Mabe	Chairperson of North West Provincial House of Traditional Leaders

Detail how the decision-making structures (including positions and responsibilities) are coordinated and implemented towards meeting strategic objectives.

The new governance structure of the NWU BS has improved the efficiency and effectiveness of the School. The following formal structures are now in place: an EXCO (Executive Committee), School Board, Teaching and Learning Committee, Research and Innovation Committee, two scientific committees, and Executive Education Committee.

EXCO: This committee, chaired by the chief director, deals with the day-to-day operational issues of the School and meets every week or second week depending on the number of matters to discuss.

School Board: The Business School Board as the highest decision-making body in the faculty is to monitor and oversee the following aspects of teaching and learning in the faculty: teaching programmes, learning components of programmes, assessment and moderation, research, community engagement, implementation of expertise, and the appointment of academic employees. The School Board must advise the chief director on all learning, teaching, research, academic support and student matters pertaining to a faculty, as well as appropriate quality-assurance measures.

Teaching and learning: This committee meets four times per annum, chaired by Prof. Jan Meyer, to discuss all aspects about the teaching and learning of all programmes (greater strategic focus). The day-to-day operational activities are discussed on the individual programme meetings.

Research and Innovation: This committee is the first point of entry for all research-related projects (students and staff) after they have received approval/conditional approval from the relevant School research director/director/deputy director. The committee monitors and promotes the quality of postgraduate research programmes and provides guidelines for quality research outputs in the School.

The two scientific committees are standing sub-committees of the NWU Business School's Research and Innovation Committee. They are the People Management Research Scientific Committee and the General Management Research Scientific Committee.

All student proposals, staff research projects, appointment of supervisors, promoters and post-docs, and extraordinary appointments and examiners are scrutinised and discussed by these two committees before advancing recommendations to the Ethics, Higher Degrees, or Research and Innovation Committees.

Support Staff: All Business School programme support staff meet on a monthly basis, while all **Executive Education** support staff meet on a monthly basis, chaired by Mr Morné van den Bergh.

In the office of the chief director is Ms Marli Moolman, Secretary to Director, and Ms Viona Fouché, Finances.

Part of the structure of the NWU BS is the extraordinary faculty and the Professors of Practice (POPs).

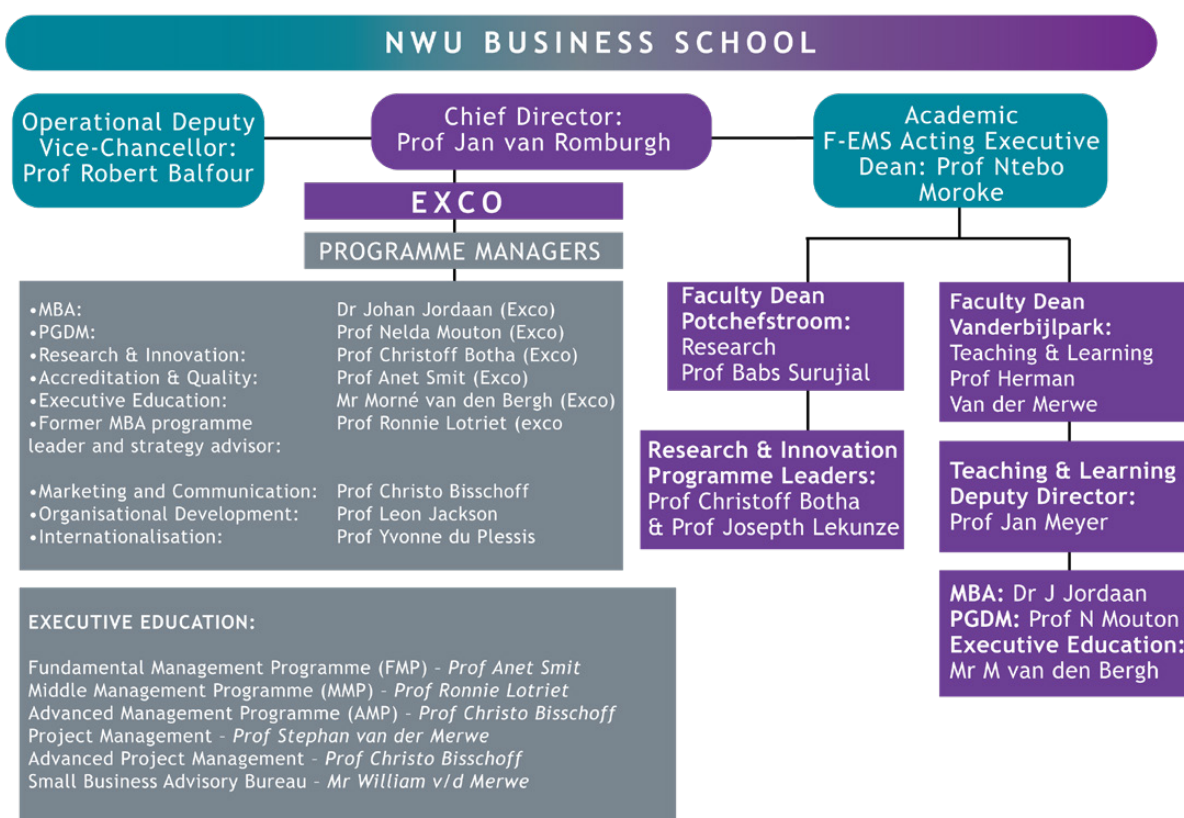


Figure 3.2 The NWU BS governance structure in detail

3.2 Autonomy

Describe the school's level of autonomy in administrative control with respect to daily management of the school, development activities, curriculum and programme design, student selection, hiring of faculty and degree conferral.

The issue of autonomy of business schools in general has been a point of discussions and disputes for decades. As mentioned earlier, for academic governance, all South African public business schools fall under the auspices of an academic faculty and are bound by the academic rules and regulations of the institution, although some schools are more autonomous than others.

Unfortunately, after 2018, the Executive Education section of the School has gone through turbulent times as a result of an NWU top management decision to centralise all the university Short Learning programmes (SLPs) under the Unit for Continuous Education (UCE). This decision has impacted negatively on the morale and finances of the School. As part of the newly gained operational autonomy in 2020, the School managed to gain control over its original and other programmes with the associated move of six staff members to take control of the School's SLP offerings.

The management and leadership structure of the School has been adjusted since March 2020 to a new format, specifically to address aspects which maximise the autonomy of the School,

specifically operational autonomy. In the strategic plan of the BS, strategic goal 4, deals with our autonomy. It reads as follows: **Operational autonomy and financial sustainability**. To be a self-managed, financially viable business school with a strong client focus.

The school has the autonomy over the following:

- The School is now on the same level as any faculty in the University.
- The chief director of the School has the same level of authority as that of a dean.
- The School is responsible for formulating its own strategy.
- In its strategy the School can identify its own targets and accompanying budgets.
- The School has the autonomy to select staff and students.
- The School has the freedom to determine curriculum content and degree standards.
- The School has the liberty to allocate funds (within the available budget) across different categories of expenditures.
- The School has created new positions for internationalisation, accreditation and alumni.
- The remuneration of academics teaching at the School has been adjusted.
- The School has created its own corporate identity.

Describe the link between the school's management and the governing body and how differences in views are negotiated and resolved.

As part of our current strategic plan – which is aimed at enhancing the School's profile and, in particular, extending its African footprint – the role of the AB has been reconfigured and new Terms of Reference (TOR) have been developed covering membership criteria, operational standards and reporting requirements. The primary responsibility of the Advisory Board is to provide advice and strategic direction.

Before any final decisions on the strategic focus areas of the BS are made, they are reviewed by the Advisory Board (AB). Normally discussions would take place during meetings, inputs are provided and discussed and reviewed and then decisions are finalised.

3.3 Stakeholders' representation

Describe how internal stakeholders (faculty, students, and staff) and external stakeholders (alumni, corporate, governing board, sponsors... etc.) participate in the school's key decision-making processes and what effect they have on the decisions made.

Provide details of stakeholder representation and areas of consultation.

The NWU BS has several stakeholders that form part of its governance structure, some internal, others external. The **internal stakeholders** are all the school committees, such as the School Board, EXCO, Teaching and Learning, Research and Innovation, the two scientific committees, Support Staff, and Executive Education. The faculty is normally part of these

committees. Other internal stakeholders are the students and the support staff.

The external stakeholders are distinguished between those that act as custodians of quality control and good governance and form **part of the bigger university** and those that are **totally external**. Those external stakeholders that are part of the bigger university, are the Faculty of Economic and Management Sciences (F-EMS), the Ethics committee and the faculty's Research and Innovation Committee. For its *academic quality*, the NWU BS is responsible towards the F-EMS. In this regard the School receive inputs from F-EMS concerning *quality and assurance* aspects, during regular meetings.

In connection with *research-related* matters the School adheres to the rules and regulations of the faculty, the faculty's Ethics Committee and the faculty's Research and Innovation Committee. The Research and Innovation Committee considers the approval and changes of titles, supervisors, and promoters. The committee also notes the decisions by the two scientific committees on temporary suspension of studies, extension of study time, and warnings/termination.

External stakeholders that oversee *good governance and quality* are the AB, the alumni, external moderators, extraordinary professors, and industry experts. It is important for the BS to constantly receive feedback and interact with all the external stakeholders. The BS collaborates with stakeholders in addressing *socio-economic development challenges*.

In terms of the *academic content and the curriculum*, regular reviews are performed, and inputs requested, by the relevant stakeholders which include faculty, students, programme managers, lecturers, alumni, and corporate representatives. Annual reviews are performed every year when new study guides must be



drawn up and submitted. Usually, this includes incremental changes to keep up with changes occurring in the industry.

- **How effective are such representations and consultations?**

As part of our current strategic plan – which is aimed at enhancing the School's profile and, in particular, extending its African footprint – the role of all stakeholders are very valuable.

The NWU BS is totally committed to increase meaningful engagements between the BS and industry as this complements the increased rate of students attending the School. For the University such engagements help to sustain the School and increase innovation at the University, and, eventually, the wider world. For businesses, they have a direct impact on the future skills of management. A fruitful relationship between business education and industry is of high importance to our future economy.

- **How adequately do they allow stakeholders' views to be represented?**

There are sufficient opportunities for stakeholders to provide the BS with inputs. From the side of the students, formal and informal feedback opportunities exist. The curriculum and its content are managed in multiple stages in which several stakeholders are engaged. Adequate measures are in place to ensure that master's level teaching and learning is achieved. These include feedback mechanisms for the different modules; curriculum reviews; benchmarking of the curriculum with national and international business schools; and assurance of learning processes where all modules and their assessments are mapped with the programme learning goals.

In terms of programmes and curriculum content, before final implementations are performed, the respective content and suggestions are discussed at meetings of EXCO, the Teaching and Learning Committee and the Advisory Board. Alumni and executives representing the industry are invited to these meetings to help review the curriculum and make suggestions for changes.

3.4 Ethical and responsible conduct

Describe how the school demonstrates principles of ethics and responsibility.

In the dream of the NWU, the concept of *engaged scholarship*, *social responsiveness* and an *ethic of care* is also prominent. The NWU will foster engaged and caring staff and students and embed the following foundational values, based on the constitutional values of human dignity, equality, and freedom:

- Ethics in all endeavours
- Academic integrity
- Academic freedom and freedom of scientific research
- Responsibility, accountability, fairness and transparency
- Embracing diversity.

The NWU BS is aligned with the dreams and values as described above, but the BS has its own approach and applications of these policies to ensure equality and diversity for all. More specifically, the policies on student administration and affairs make provision for diversity and equity and can be seen in the following policies and rules.

These include:

- Admission Policy
- General Academic Rules
- Policy on students with disabilities
- Human Rights Policy
- HIV/AIDS Policy
- Language Policy
- Quality Policy
- **Are these evident in the policies, actions, and overall strategic direction of the school?**

One of the values of the BS is **Ethical behaviour and good governance**. The BS believes in the five key principals of ethical leadership, namely: honesty, justice, respect, community awareness and integrity. Most of these key principals are embedded in the soft skills that are part of our programmes. In the business world today, ethics are an increasingly important element and therefore responsible leadership with ethics are even more important.

The commitment to our values and overall strategic direction are visible in a few examples, such as in our programme offerings and in research. In the PGDM programme the learning outcome which specifically addresses responsible management and leadership, is learning outcome 4. *“Graduates should be able to reflect on social and ethical responsibilities linked to the application of their knowledge and findings”*

The MBA curriculum has prioritized modules in Ethics and Corporate Governance as well as Strategic leadership which are meant to respond to the concept of responsible leadership and ethics.

The Business School’s stated research strategy is to provide relevant and innovative business research solutions based on sound ethics which impacts management- and leadership challenges in our community, country, and the African continent.

Describe how the school considers itself a role model for ethically, socially, and environmentally responsible governance.

The NWU BS perceives itself as a business school committed to continuous improvement, ethical behaviour and environmentally responsible governance. The contribution and involvement of AMBA in our previous two accreditation processes (the last one, where we received a five-year accreditation) have led to an ethos of good governance and environmental

responsible practices.

The School's commitment to good governance is visible in different approaches and perspectives. Good governance is illustrated through how and what we teach academically, how we engage with society, and how we interact with the environment.

The School does have a separate module, included in its MBA curriculum, *Corporate Governance*, where sustainability, ethics and responsible governance are emphasised. Ethical behaviour and ethical business practices are also integrated in other modules in our programmes. Additional training courses parallel to the main curriculums are also offered to students on issues such as climate change, environmental management, environmental law and human rights.

Does it comply with all relevant legislations and regulations?

Good corporate governance, in different approaches, whether financial, social or environmental, is a topic that is often addressed as part of lecturing or research. Topics such as integrated reporting, value creation processes, the UN Global Compact, the SDGs, ethics, corporate governance, carbon accounting, and the Six Capitals are some of the themes lectured. All the above adhered to the different legislations and regulations which are applicable to the different themes.

Provide evidence that the school is making an impact in society through its governance policies and direction.

The School illustrates its commitment towards a sustainable society through involvement in local community organisations in service-learning initiatives, having assisted more than 250 organisations with sustainable management skills and systems over the last seven years. This shows our commitment and engagement with the community and the development of our local economy. We collaborate with stakeholders in addressing socio-economic development challenges by embarking on the following:

- A new coaching programme, LCQ, has been offered, specifically during COVID-19, for individual students struggling with stress.
- The School embraces the needs of the small business sector by doing research in the sector and being involved in the local community through consultations and training.
- New executive education courses have been developed for small businesses in the agriculture sector.
- The School is an important role-player in the North West Province, with a noticeable outreach to the provincial and local public sector by involvement in the Chamber of Commerce and collaboration with the office of the NW premier.
- As part of the School's drive to fight corruption, we have been awarded a contract for the offering of preparatory short learning programmes in collaboration with the Programme in Forensic Accountancy at the NWU School of Accountancy. This action emphasises the strategic direction of the School, namely to **address corruption**, by offering the following executive education courses:

- Commercial Forensic Accounting
- Commercial Forensic Information Technology
- Commercial Forensic Investigation
- Commercial Forensic Law
- Practice and Fraud Risk Management

To address the strategic direction of corruption, several **Think Tanks** were hosted with themes such as:

- The political will to combat corruption
- The state of local government: Emergency interventions
- South Africa in the grip of corruption, fraud, and corporate failures: The role of accountants and auditors
- The combatting of corruption in South Africa: The need for real transparency – Is lifestyle audits the answer?

The BS is making an impact in society through various interactions with local government, community services, training partners and a variety of industry relationships. Below in Table 3.2, is an example of some of the community services performed.

Table 3.2 Community services

Project Name	Project Category	Project Status	Project Leader
1 Operations management service learning (MBA)	Teaching-learning and service learning	Completed for 2020 Active for 2021	Dr Johannes Jordaan
2 Business strategy Implementation – MBA Company projects	Teaching-learning and service learning	Completed for 2020 Active for 2021	Prof Tommy Du Plessis
3 Technology awareness and knowledge application (PG-Dip)	Teaching-learning and service learning	Completed for 2020 Active for 2021	Mr Johannes Coetzee
4 Ocean view Karate academy Kids	Outreach	Completed for 2020 Active for 2021	Prof Yvonne Du Plessis
5 Youth empowerment in rural areas (Mahikeng)	Service learning	Completed for 2020 Active for 2021	Prof Ravinder Rena
6 Mandela day 2020 - Cover the distance	Outreach	Completed for 2020 Active for 2021	Prof Hein Prinsloo & Ms Ntseliseng Khumalo

Supporting Documents

To be included in the self-review report as appendices:

Appendix 3.1 An organisational chart showing key reporting lines. (Refer to Figure 3.1)

Appendix 3.2 The list of members in the Governing Board showing their nationalities, the organisations they come from and their job titles. (Refer to Table 3.1)

To be presented at the workstation:

Additional documents that detail the practices, policies, and procedures in support of this standard, or that provide helpful insight to the AABS Accreditation Team.



STANDARD 4: RESOURCES

The school has a clear understanding and analysis of the resources to implement its vision, mission, and strategy, and effectively manages its current financial and non-financial resources to adequately implement its strategic objectives and safeguard its long-term viability. This standard assesses evidence that the school has the means to ensure its viability. It looks at its efforts in acquiring both financial and non-financial resources, and how efficiently these resources are managed to achieve its overall goals. It is important here for the school to show sustainable sources of finance to fund all current and planned activities. The adequacy of financial resources and clear, practical, and realistic strategies to close any gaps should also be demonstrated.

In addition to reviewing the income streams, AABS would be evaluating the school's physical assets too. The school should be able to show that it has adequate classrooms and other spaces to support learning according to its plan. The adequacy of required office spaces for faculty, research and other staff should be demonstrated.

Furthermore, this standard also assesses evidence that the school has skilled staff that provide high quality professional support for its core operations. The quality of the support should be demonstrated through the efficiency and effectiveness of such services as marketing and communications, technological facilities, human resource management, library, and other administrative functions. These services should be consistent with the school's mission, realistic to the school's context and should contribute to enhancing the school's reputation in its immediate and larger environment.

The section on ethics and responsible conduct examines what measures the school takes to protect its resources from loss. The evidence should be gathered from across the entire school, and not just the finance office. In addition, the school should demonstrate evidence that it has the means to sustain the required staff strength. Evidence of how it recruits and retains talent should be provided. The following are key areas to be assessed.

4.1 Financial sustainability

Present a summary of the financial performance over the last three years including assets, liabilities, revenue/income, and expenses. Comment on the changes in each of these categories from year to year.

Below is a representation of the financial statements of the Business School for the past three years (2018, 2019, 2020 and year to date). The first statement refers to the formal academic programmes, while the second refers to the income and expenditure of the executive programmes and other external funding.

NWU BUSINESS SCHOOL

FINANCIAL STATEMENTS FOR THE FORMAL ACADEMIC PROGRAMMES (MBA & PGDM)

INCOME STATEMENTS FOR THE YEAR ENDING 31 DECEMBER				
	2018	2019	2020	2021
INCOME	R64 538 805	R72 052 615	R76 277 059	R67 640 809
Registration fees - MBA & PGDM	R2 357 910	R2 037 150	R1 341 000	R1 451 040
<i>Tuition Fees</i>				
Doctoral Degrees	R1 713 540	R1 304 803	R1 265 870	R1 536 165
MBA	R20 918 893	R19 732 303	R15 479 581	R14 285 505
PGDM	R8 764 090	R9 442 575	R9 889 585	R10 096 813
<i>Subsidy</i>				
Doctoral Degrees	R9 076 922	R6 767 647	R12 612 407	R7 137 103
MBA	R14 262 342	R22 498 955	R19 594 160	R15 555 527
PGDM	R6 991 482	R9 455 505	R14 147 493	R13 642 581
Research Outputs	R453 626	R813 677	R1 946 958	R3 936 075
EXPENSES	R33 625 798	R34 520 337	R38 209 947	R42 533 141
Program - Personnel Expenses	R25 208 106	R26 338 413	R31 714 922	R34 576 612
Program- Operating Expenses	R7 729 604	R7 395 974	R5 630 614	R7 956 529
SURPLUS	R30 913 007	R37 532 278	R38 067 112	R25 107 668

In the information below, is a breakdown of the BS's income, divided between the income from the tuition fees and the income out of subsidies, split between the MBA & PGDM. The distribution of the 2021 income figures shows that for the MBA programme 47.87% came from tuition fees and 52.13% from subsidies. The distribution for the PGDM is 41.14% from tuition fees and 58.86% from subsidy income.

MBA	2021 Income	%	PGDM	2021 Income	%	Total income from MBA & PGDM
Tuition fees	R14 285 505	47.87%	Tuition fees	R10 096 813	42.53%	R24 382 318
Subsidy	R15 555 527	52.13%	Subsidy	R13 642 581	57.47%	R29 198 108
Total	R29 841 032	100.00%	Total	R23 739 394	100.00%	R53 580 426

The income is analysed indicating the distribution between the two main income streams of the formal programmes, the MBA and the PGDM. Based in the analysis of the income from the two formal programmes, the respective contributions are 59.33 % from the MBA and 40.67% from the PGDM.

Total income from MBA & PGDM		Contribution to income
MBA	R29 841 032	55.69%
PGDM	R23 739 394	44.31%
TOTAL	R53 580 426	100.00%

More analysis of the 2021 figures, shows the percentage of personnel expenses and operating expenses as a percentage of income.

INCOME from MBA & PGDM	R53 580 426	100%
EXPENSES	R42 533 141	79.3%
Personnel expenses	R34 576 612	564.5%
Operating expenses	R 7 956 529	114.8%

Financial statements for the informal (Executive education) programmes

INCOME STATEMENTS FOR THE YEAR ENDING 31 DECEMBER				
	2018	2019	2020	2021
EXTERNAL FUNDING - EXECUTIVE PROGRAMS				
INCOME	R39 881 161	R36 010 115	R34 609 010	R25 802 224
Income	R39 881 161	R36 010 115	R34 609 010	R25 802 224
EXPENSES	R36 715 900	R30 646 376	R27 093 192	R22 315 345
Personnel Expenses	R5 925 498	R4 458 000	R2 871 211	R2 228 239
Operating Cost	R27 034 683	R22 527 357	R20 996 509	R17 886 477
Capital Expenditure	R105 855	R -	R -	R -
Contribution to SOF1	R3 649 865	R3 661 019	R3 225 471	R2 200 628
NET SURPLUS/(DEFICIT) - EXTERNAL FUNDING	R3 165 261	R5 363 739	R7 515 818	R3 478 789
PROFITABILTY	8%	15%	22%	14%
Project distribution to faculty	R480 609 (16%)	R2 895 904 (54%)	R574 982 (7.6%)	R -
Project distribution to the business school	R2 684 652 (84%)	R2 467 835 (46%)	R6 940 837 (92.4%)	R3 486 879 (100%)

Describe the financial planning and budgeting process.

The NWU budget process is an interactive process whereby all levels of management take ownership and participate actively in compiling the budget. To ensure a transparent and effective process the University's Management Council (UMC) annually approves the budget process, the principles to use during the process and the timeline before the process started. Below follows a discussion about the budget process, trailed by a discussion about the budgeting principles.

- **Budget process**

During 2020 a rolling three-year budget (2021-2023) was compiled, and Council approved it during the November Council meeting. The process followed to compile the budget was an interactive budget process where managers linked their portfolio/department's strategy and annual performance plan (APP) with resources, thus put R-value against the plans for the next 3 years. Certain assumptions, trends of the past, risks and concerns including the impact of the Covid19 pandemic, benchmarking, and zero-based budgeting principles where possible, were tools that assisted managers during the process.

As indicated in the 2021-2023 budget report the NWU management adopted a prudent and cautious approach to manage the possible financial impact of Covid-19. The possible financial impact and mitigation plan options were determined via the Financial Impact Model (FIM) that cater for different possible scenarios. To ensure future financial sustainability management approved a mitigation plan to cater for the possible financial impact and incorporated the plan in the 2021-2023 budget. It was agreed that management will be flexible during the implementation of this mitigation plan and will update and adjust the plan as and when more information becomes available.

There is already a pre-calculated high level budget framework for 2021-2024, taking into account the approved Annual Performance Plan, the viability and sustainability indicators, the impact of the Covid-19 pandemic and the NWU mitigation plan as well as other financial information that was available.



Principles used in revising the 2022-2024 high level budget framework

- **Integrated planning**

Priority was given to align the timelines of the following processes: Budget, APP revision, infrastructure planning, macro maintenance planning, strategic projects allocation and workforce planning. All off above needs were informed and aligned with the NWU strategy and APP. The current year's budget together with a three-year forecast need were submitted as part of the APP to the DHET.

- **Different sources of income**

Distinguish between the different sources of income:

- a) Income Stream (IS) 1&4 (subsidy, tuition fees and investment income);
- b) Income Stream (IS) 3&5) other (external funding excluding Business Enterprise) and Development activities).

- **Realistic prediction of income**

The budget is shaped by the realistic prediction of income, translating to expenses that can be "afforded". The 2021 budgeted cash flow expense ratios were used to allocate the expense budget into the main expense categories (personnel cost, operating cost, and capital cost).

- **Subsidy**

The available information from the latest Ministerial statement, the 2020 HEMIS information as submitted, the enrolment plan, the assumption that NWU will have the same share of the sector market and the FIM information related to subsidy have been used to revise subsidy income.

- **Tuition and related fees**

Actual tuition fee income at the end of April 2021 as a basis, adjusted with an annual increase and aligned with the enrolment plan and the FIM information related to tuition fees have been used to revise tuition and related fees. Room for consultation with the relevant role players were built into the process. A template was provided to motivate any deviation from the proposed tuition fee income.

- **Investment income**

The cash flow forecast as well as forecasted interest rates, where applicable and have been used to revise the budget for investment income on the Money Market. The investment portfolio managed by the Investment Committee does not form part of the recurrent budget, since it is held as an endowment fund, with a long-term view and invested in financial instruments that are not liquid (and therefore not readily available for recurrent expenses).

- **IS Other (external funding, income stream 2, 3, and 5 activity)**

An analysis of the past 2 year's budget vs actuals, on a high level, as a basis and the FIM information related to external funding have been used to revise IS other income. Room for consultation was built into the process.

- **Business Enterprise and Development (BED)**

The BED management team has used their own set of principles and assumptions peculiar to their environment to revise the BED 3-year rolling budget.

- **Expense allocation within the high-level expense budget**

As indicated above, the focus during the budget process has been the realistic prediction of income that will be translated to expenses that can be "afforded". The 2021 budgeted expense ratios were used as the basis for the expense budget framework. The standard deviation between budget and actual (especially on the staff cost budget due to full year budget for all vacancies) has been considered and reported.

- **Normative framework**

Managers were encouraged to develop a normative framework for expense allocation (e.g., basic operating cost per staff member, R-value amount per publication for page fees) to ensure equity of provision in their departments.

- **Personnel cost**

The staff costs are budgeted for the full year and the standard (normal) level of savings on vacancies are not provided for, but earmarked to increase the budgeted surplus in actual term. The staff costs budget also need to accommodate the staff cost savings needed for each of the updated FIM scenarios as well as the value if the saving needed in 2024 is worked backwards to the 2021 staff cost structure, these savings will also increase the budgeted surplus for the next few years. The current structure, related FIM information and the staff mitigation plan have been used to revise the personnel cost budget.

Summarise the evidence that the school's strategic objectives are reflected in the budget planning, and that sufficient funds are dedicated to implementing the strategic plan

In the budget process of the NWU, all organisation units (OUs) compile a budget for its main income and expenditure. These budgets are discussed and approved at various levels.

Present a summary of the school's current year's budget showing the allocation of funds across its major strategic objectives.

The budget for the formal programmes is in Table 4.1 below.

Table 4.1 BUDGET for Formal programmes 2022

DESCRIPTION	AMOUNT	SUB TOTALS
SUBSIDY		R 40 804 901
SUBSIDY - BLOCK GRANT	R 40 804 901	
TUITION		R 28 225 090
TUITION FEES	R 26 640 890	
REGISTRATION LATE REGIST. FEES	R 1 584 200	
INTERNAL INCOME		R 309 128
CONTRIBUTION FROM OTHER SOF	R 309 128	
TOTAL INCOME		R 69 339 119
PERMANENT SALARIES		R 31 397 575
SALARIES - PERMANENT STAFF	R 30 703 445	
SALARIES - ALLOWANCES	R 694 130	
TEMPORARY AND AD HOC SALARIES		R 4 869 654
SALARIES - TEMPORARY STAFF	R 3 749 500	
AD HOC SALARY PAYMENTS	R 1 120 154	
OPERATING COST		R 9 842 422
MEMBERSHIP FEES	R 170 000	
PROFESSIONAL FEES	R 671 000	
MARKETING AND ADVERTISING	R 2 100 200	
STATIONERY	R 57 000	
PHOTOCOPYING AND PRINTING	R 165 000	
PRINTING	R 47 500	
OFFICE INCIDENTALS LESS THAN R500	R 24 500	
PUBLISHING	R 900 000	
COURSE MATERIAL COSTS	R 300 000	
COURIERS AND POSTAGE	R 3 000	
TELEPHONE COST	R 150 000	
MOBILE PHONE / AIRTIME / DATA BUNDLES	R 45 000	
SOFTWARE PURCHASES	R 20 000	
MAINTENANCE AND UPGRADING - COMPUTERS	R 30 000	

DESCRIPTION	AMOUNT	SUB TOTALS
AIR TRAVEL (RSA ONLY)	R 180 000	
AIR TRAVEL (Non-RSA - INTERNATIONAL)	R 400 000	
TRAVEL	R 140 000	
SUBSISTENCE MEALS - MINIMUM 1 NIGHT (RSA - ONLY)	R 250 000	
ACCOMMODATION (Non-RSA - INTERNATIONAL)	R 310 000	
RENT PAYABLE - BUILDINGS	R 800 000	
MAINTENANCE - BUILDINGS	R 10 000	
CLEANING MATERIALS	R 5 000	
PACKAGING MATERIAL PURCHASES	R 3 000	
HOMEWARE EXPENSES	R 1 200	
TRAINING	R 100 000	
CONFERENCE COURSE AND SEMINAR FEES	R 250 000	
ACCREDITATION EXPENSES	R 1 947 022	
REFRESHMENTS	R 170 000	
COURSE MEALS/REFRESHMENTS	R 100 000	
BUDGET STUDENT BURSARIES	R 200 000	
MERIT AWARD (STUDENT)	R 3 000	
LICENCES	R 40 000	
BRANDED/CORPORATE CLOTHING	R 230 000	
BANK CHARGES	<u>R 20 000</u>	
BOOKS PERIODICALS		R 10 000
BOOKS	R 10 000	
CAPITAL EXPENSES		R 561 800
FURNITURE EXPENSE	R 80 000	
COMPUTER EXPENSE	R 303 300	
COMPUTER EQUIPMENT - SERVERS PRINTERS	R 37 200	
ASSETS LESS THAN R15 000 (NOT COMPUTER EQUIP)	R 121 300	
ASSETS - COMPUTER EQUIP LESS THAN R5 000	R 20 000	
LESS TOTAL EXPENSES		R 46 681 451
NET SURPLUS		R 22 657 668

The budget above is for all the operational expenses, with the strategic expenses highlighted in purple. An extraction of the strategic funds is shown in the next section. In the last column is how the strategic funds translates into the strategic direction of the school as projected in Project Proton.

Table 4.2 Budget for strategic funds

DESCRIPTION	AMOUNT	STRATEGIC INTENT & IMPACT
SALARIES - TEMPORARY STAFF	R 3 749 500	Establish the Unit for Corruption & Integrity studies to address corruption and to prepare more modules and consultations. Build the capacity of the Small Business Advisory Bureau (SBAB) to improve mentorships and consultations in the field of innovation and entrepreneurship.
AD HOC SALARY PAYMENTS	R 1 120 154	Investment to establish a Business Clinic and stimulate growth in the Small Business sector for example in agriculture.
MARKETING & ADVERTISING	R 1 200 000	Investment to built our image and brand with items such as African Bon Bon's, webinars and Think Tanks.
ACCREDITATION EXPENSES	R 1 947 022	Strive for Triple crown accreditations in the next five years. (AMBA, EQUIS & AACSB).

Present a summary of the school's projections for the next two years.

Table 4.3 Summary of School's projections

BUDGET SUMMARY (FORMAL PROGRAMMES- INCOME STREAM 1 & 4)			
Descriptions	Budget 2023	Budget 2022	Budget 2021
TOTAL INCOME			R 69 339 119
Less Expenses			
Permanent Salaries	R 31 585 017	R 31 585 017	R 31 397 575
Temporary and Ad Hoc	R 5 707 438	R 5 707 438	R 4 869 654
Operating	R 11 574 991	R 10 513 905	R 9 852 422
Capital	R 444 052	R 311 480	R 561 800
TOTAL EXPENSES	R 21 953 427	R 20 759 768	R 46 681 451
NET SURPLUS			R 22 657 668
BUDGET SUMMARY (EXECUTIVE EDUCATION- INCOME STREAM 3)			
Executive programs			
Descriptions	Budget 2023	Budget 2022	Budget 2021
Income	R 26 000 000	R 22 000 000	R 14 024 560
Less Expenses	R 18 850 294	R 15 708 578	
Less 10% Contribution	R 2 600 000	R 2 200 000	R 309 127
Total income out of programmes	R 4 549 706	R 4 091 422	R 13 715 433

Identify the main source of funding. Explain any likelihood that this funding could cease/decrease.

The main source of funding is from the formal academic programmes (main income stream). Income from the normal academic programmes consists of tuition and registration fees paid by students and subsidy from the Department of Higher Education and Training (DHET).

The subsidy calculations are based on student enrolments of two years prior (n-2) to the year of subsidy allocation (n). Student module enrolments are converted to FTEs (Full-Time Equivalent) based on credit load. These FTEs are weighted according to the funding grid provided by the DHET. Weightings are based on education level, presentation method (contact/distance) and funding group (1-4, based on categories of the Classification of Educational Subject Matter). The graduates per programme are weighted per qualification type to contribute to the non-research portion of each programme, whereas the research component of each programme is weighted proportionally according to qualification and research type, along with publications. These weighted numbers constitute the input and output units that subsidy is awarded towards.

The DHET annually calculates a monetary unit value for each subsidy type (teaching input, teaching output and research output) based on the enrolment planning and actual enrolments of the entire higher education sector. Subsidy awarded is then calculated as the total amount of input/output units valued as per the monetary unit values provided by the DHET.

The second source of funding is from external funding sources, mainly from tuition fees generated from executive education programmes. Part of the external funds also comes from the National Research Foundation (NRF) for research outputs.

- **Are the school's income sources sustainable?**

List alternative sources of funding that the school is exploring to sustain and improve its operations.

The School can expand its research outputs and amount of PhD students delivered, in order to stimulate funds. We also investigate sponsorships from companies and Alumni.

4.2 Financial management and control

Describe how the governing body oversees the management of the school's assets and budgets, including funds available to the school.

The approval process regarding the 2022-2024 three-year-rolling budget will be the same as in the past namely the University Budget Committee will recommend the budget to the University Management Committee who needs to approve and recommend the budget to the Finance Committee and then recommends the budget for final approval to Council. The use of task teams to compile a recommendation to the University Budget Committee is supported and encouraged e.g., staff costs, infrastructure, strategic fund.

After the approval process as described above, the schools' budget is discussed at the School's board, at the EXCO and then referred to the advisory board for finalisation.

Describe the financial reporting structures and internal control measures used in financial management of all activities of the school. List any financial performance measurement indicators used.

- **Information should include the process of preparing annual accounts and presenting these to the relevant stakeholders.**

Describe how the financial reports are integrated into those of the larger institution, if the school is part of a larger institution.

The NWU budget process is an interactive process whereby all levels of management take ownership and participate actively in compiling the budget. To ensure a transparent and effective process the UMC annually approves the budget process, the principles to use during the process and the timeline before the process started.

Describe how resources are allocated to major activities, and how the efficient use of resources is evaluated.

- **Does the school have an effective management team?**

The BS has several committees that are involved in the management of the school. The most prominent committee is the EXCO which is responsible for the day-to-day operational activities of the school. The layout of the EXCO committee is illustrated in Table 4.4 below.

Table 4.4 EXCO committee

EXCO Committee	
Director and Chairman:	Prof Jan van Romburgh
Teaching & Learning:	Prof Anet Smit
MBA:	Dr Johan Jordaan
PGDM:	Prof Nelda Mouton
Research:	Prof Christoff Botha
Accreditations & Quality:	Ms Lungile Ntsizwane
Executive Education:	Mr Morné van den Bergh
Ad Hoc member:	Mr Albert van Zyl
Secretary:	Ms Marli Moolman

Summarise the evidence that the school's operations can be sustained.

When evaluating the school's enrolment figures, which is an indication of our sources of funding, it seems to be sufficient. The school is catering for formal and informal programmes and does have the luxury to select only the best students, specifically on our MBA and PhD programmes. In the first two tables are the student numbers of our mainstream income based on the formal programmes. Below, find the enrolment figures for the MBA and the PGDM for the previous three years.

Table 4.5 PGDM student numbers

<i>Previous Intake 2020</i>			
Applications	Offers	Enrolments	Growth
1330	751	403	71%
<i>Previous Intake 2021</i>			
Applications	Offers	Enrolments	
1404	751	537	25%
<i>Current Intake 2022</i>			
Applications	Offers	Enrolments	
1060	854	310 to date	

25% growth in 2021

25%

Table 4.6 MBA student numbers

<i>Previous Intake 2020</i>			
Applications	Offers	Enrolments	Growth
231	97	83	-27%
<i>Previous Intake 2021</i>			
Applications	Offers	Enrolments	
242	108	88	5.5%
<i>Current Intake 2022</i>			
Applications	Offers	Enrolments	
426	125	105 to date	67%

67% growth in 2022

67%

It is clear based on the information of the two tables that the numbers have grown from year to year, specifically for the PGDM programme. This is consistent with the school's policy to cap the numbers on the MBA programme. In both programmes, the school has more applications, offers made, and then resulting in the number of enrolments.

In the next table is the applications and enrolment numbers for the PhD and the Executive Education programmes.

Table 4.7 PhD and Executive education

Name	Type	Applications	Enrolments
PhD	Doctorate	168	24
Executive Education	Open enrolment (37 programmes)	877	699
Executive Education	Closed programmes (8 Programmes)	125	109

List any challenges or gaps and how these may be resolved.

The schools PhD programme, which is also part of the formal income has also grown substantially over the last few years. Due to capacity constraints the school can only accommodate a few PhD enrolments per year. The reason is that to supervise a PhD student is very time consuming and it is a one-to-one encounter between the promotor and the student.

4.3 Staff sufficiency

(Note: Staff are defined as non-faculty or non-teaching employees of the school providing key administrative support)

Describe the school's policy and procedures for recruiting staff, including information on the main factors that attract staff to the school, as well as the constraints, with ways to combat them.

The NWU People and Culture Department is responsible for HR policies and practices. Line managers have the responsibility to implement these policies and practices. Human resource management functions such as employee and labour relations, compensation and benefits, employee training and development, recruitment and talent acquisition, employee health and safety, induction (orientation) and performance management have been, by way of devolution, transferred to line managers such as academic programme managers, the deputy director and the chief director of the Business School. The People and Culture Department serves as strategic HR business partner to the School and assists line managers in implementing HR policies and practices.

The recruitment of new staff is done in conjunction with the People and Culture Department which drives the formal processes. There are various recruitment and selection policies such as the Recruitment and Selection Policy, Recruitment and Selection Rules and Standard Operating Procedure, Recruitment and Selection Standard Operating Procedure for Temporary Staff – Online Process, and Process Mapping – Recruitment and Selection of Temporary Staff, all of which serve as guidelines for line managers.

What normally happens when a vacancy becomes available, is that the line manager has to contact the NWU's People and Culture Department to consider the vacancy. Decisions about the appropriate level of the vacancy, whether to advertise, how and when are decided upon. Find in Figure 4.1 below the administrative structure of the School.

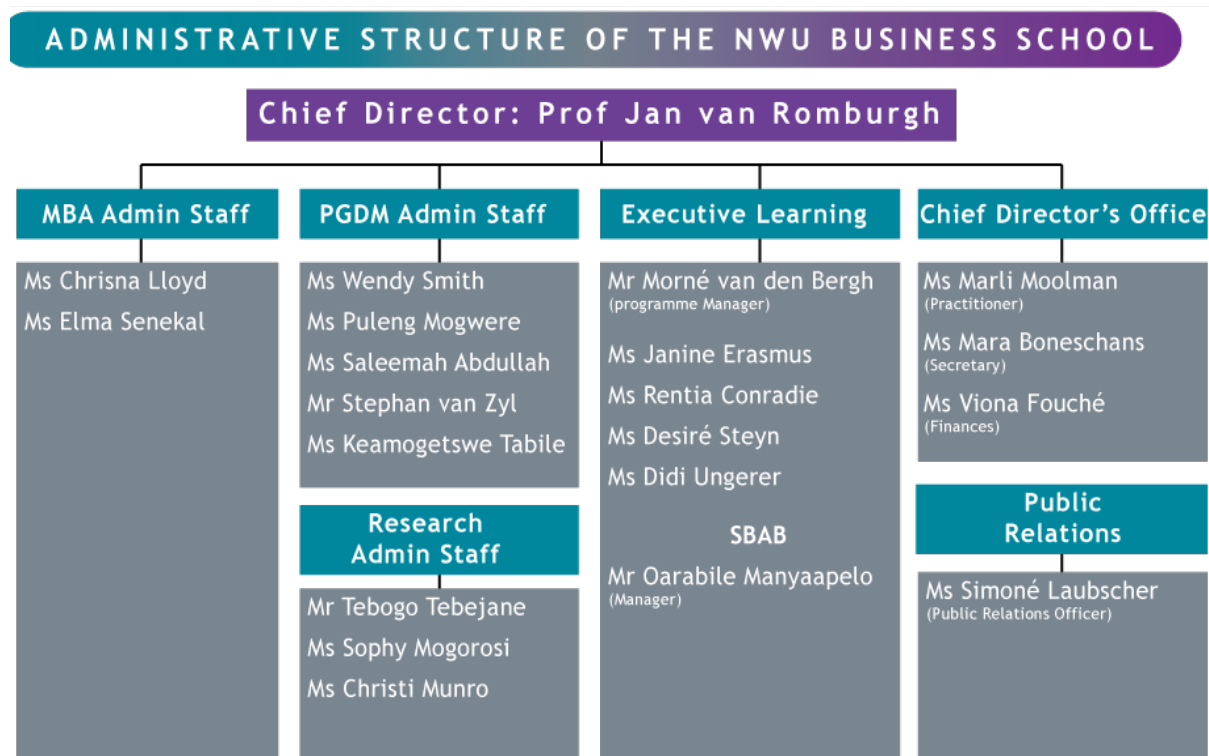


Figure 4.1 Administrative structure of the NWU Business School

- **Is the school able to attract high calibre of staff with sufficiently diverse skills and experience to enable it to achieve its mission?**

The BS does not experience problems to attract high calibre of staff, due to its reputation as an employer with a satisfying working environment.

- **Describe the staff development and retention strategies, commenting on career progression opportunities within the school.**

The appointment of new staff is identified by the needs of the School. The criteria for staff selection are based only on merit, i.e., qualifications, experience, competence in required skills, and, where applicable, administrative or leadership skills. Project Proton (as explained in Standard 2) outlines our vision for strategic recruitment of faculty and succession planning by concentrating on staff that are aligned with our core values

As part of the performance agreement, all staff members of the School complete their development plan template annually. The School uses this as a staff development plan to negotiate and guide developmental activities. The BS and the NWU are always willing to assist staff members in their career planning activities with a variety of opportunities to develop themselves.

Summarise the evidence that the school's staff strength can be sustained

As mentioned before, the schools is fortunate not to have any challenges to attract capable staff. In South Africa, with its very high unemployment figures, many well skilled people are unemployed. As the enrolment numbers of the BS grows, and more staff is needed, the BS will be able to appoint more staff.

Mention any challenges or gaps and how these may be resolved.

The challenge that we as a school can identify is to always make sure that the workload is spread evenly to all academic and administrative staff. The prediction of exactly how the number of students is going to grow to match the number of staff required, is not always spot on.

4.4 Administrative services

Describe the administrative support services available to students and participants. These include career services, counselling, writing skills support, tutoring, programme administration...etc.

The NWU has a variety of support services available to make the logistics of studying as smooth as possible for students, staff and visitors. Some support service departments are centralised at the Institutional Office in Potchefstroom as they are used by everyone in the university community. Examples are academic services such as the Library and the Language Directorate as well as the Career Centre and Health and protection services.

Academic services

Academic services include research support, statistical consultation services, IT services, career services and reading assistance.

For the support of any *research-related aspects*, the well-equipped library, the dedicated librarian, and the Statistical Consultation Services support students. These services are all available on the website of the library:

<http://library.nwu.ac.za/>

These services assist the students to find information in a variety publications, such as: A-Z Publication Finder, ebooks, accredited journals, exam papers, Boloka: Institutional Repository, theses and dissertations, newspapers and magazines, eReference Works, and eFundi.

The library delivers the following services: research support, inter-library loans, course reserves, bookings, and special collections, renew your books and loan services.

Other services include providing students and staff with guides and training materials, Referella: Referencing Guides, training and training events, advice on copyright and plagiarism, undergraduate survival guide, postgraduate support guide, the manual for higher degrees studies, MS Word postgraduate template and academic staff guide.

The **Career Centre** is a helpful resource that assists in guidance with career decisions and applications. The career consultants help to empower the students, advising on CV writing and preparation for job interviews, and the presentation of relevant, informative, and helpful workshops. See the following link:

<http://services.nwu.ac.za/career-centre>

The annual career guide is an invaluable resource that further bridges the gap between potential employers and graduates, providing nuggets of information and insights for your benefit.

The *Financial and Support Services* department aims to provide as much financial aid as possible (subject to guidelines) to students who wish to participate actively in creating a stimulating climate at the University based on their academic, leadership, arts and culture, and sports achievements.

Regarding to *financial support* the BS has some agreements with loyal supporters and sponsors for student bursaries. They annually sponsor students in financial need for their studies.

Health and protection services

The NWU Health Centre is a primary healthcare unit that provides essential healthcare services to students and staff of and visitors to the NWU. To promote good health among students and employees, the Health Centre (which is essentially a clinic), open from Mondays to Fridays between 08:30 and 16:00, takes care of all health matters, from physical to psychological, acute to chronic.

The clinic is involved in occupational hygiene surveys measuring health risks such as air monitoring for dust, chemical substance exposure, noise, ventilation, and temperature monitoring and controlling.

To address psychological, visual, hearing and other impairments among students, the NWU Counselling and Development Centre is there to assist students at the unit for students with disabilities.

The University also caters for students who participate in sports activities. The High-Performance Institute is an internationally recognised multifunctional and multidisciplinary facility better described as a 'one-stop shop' for elite high-performance athletes and for sports development.

NWU Protection Services aims to create a safe study and work milieu for staff, students, and visitors to any of the three campuses. Visit their website at:

<http://services.nwu.ac.za/protection-services>

Services offered include traffic and access control:

Campus traffic is controlled by means of vehicle registration, terrain restrictions (parking disks, letting, and reservation of certain parking areas), enforcement of traffic regulations and a licence scanning system. Vehicle accidents that occur on our campuses are also investigated.

Access control is enforced through electronic and card control.

Protection: The patrol and crime prevention services, along with supportive ambulance and firefighting services, allow better protection of human lives, property, and buildings.

Due to the difficulties and uncertainties created by the COVID-19 experience in 2020, the NWU Business School delivers a service to our students to assist them under these unknown circumstances. The support is provided by a professional clinical psychologist on how to be resilient under pressure. See invitation to students to participate in Photo 4.1, below.



Photo 4.1 Invitation to students to partake in wellbeing consultation

- **How does the school measure and encourage utilisation of these services?**

The use of all these services as mentioned above are available to all students. The services are frequently updated on the website of the BS. On the website, all stakeholders can easily browse and utilise the applicable services. Measuring the utilisation of all services are not viable, but feedback on utilisation of services is received from some of the platforms.

Describe the organisation of the support services available to the entire school community, including students, participants, faculty, and staff. These would comprise information and documentation services; finance and accounting; human resource management; operations and facilities management; dean's office and faculty support.

The BS and the NWU have a variety of services available to assist the entire school and its stakeholders. Below is the discussion of the different platforms.

Centre for Teaching and Learning (CTL)

The University's CTL is the hub to support the teaching staff. Find link to the site: <http://services.nwu.ac.za/centre-teaching-and-learning-ctl/faculty-support>

The CTL fosters excellence and innovation in teaching and learning and is dedicated to research-informed guidance and support to lecturers and students in the contemporary higher education context. With expert support and a hands-on approach, CTL invests in our lecturers to enhance their skills and support students on their path to academic success. The Centre guides lecturers in innovative teaching practices, learning design and development, using technology for teaching and learning and professional development.

Academic staff have access to Academic Professional Development (APD) opportunities which enable them to create and sustain meaningful and responsive learning experiences. The various APD opportunities are presented by the CTL throughout the academic year. These opportunities are indicated on an APD calendar which is published at the beginning of each quarter and contains all the APD opportunities for that quarter. This calendar can be accessed via eFundi, @NWU email, and the NWU webpage (LibCal) with the event name and purpose, and date, time, and venue.

The University's learning management system (eFundi)

eFundi is the NWU's learning management system (LMS) – a teaching and learning platform that connects registered students and lecturers online. eFundi also serves as a communication platform on which lecturers make course announcements or post test results. **Step-by-step guidance** on how to use eFundi tools are available to all stakeholders. For example, how to submit an assignment, send a message or book an appointment with a lecturer. The eFundi HELPDESK is always accessible and the steps to log an IT help ticket is easily available.

Follow this link: <https://support.nwu.ac.za/Login/Login?ReturnUrl=%2f>

Because the NWU and the Business School would like our students to succeed, we make sure they have access to academic support, libraries, computers, bursary aid, health and wellness services, among many other support services. To bring these services as close as possible to our students, the departments providing them are usually based at the different campuses. For example, the library is on all three campuses with accessible hours.

Library Resources

On all three campuses the university has well equipped libraries with dedicated librarians on all three sites for the MBA and PGDM programmes. All of them are totally accessible via the website of the university and for physical visits.

The following support services are performed:

- Training sessions for students at the beginning of the academic year to make them aware of subject-specific databases, the advantages thereof, how to get access (especially on-line access) and search tips.

- Rendering of assistance with information searches through sending of information via e-mail.
- Inter-library loans of information that is not available locally.
- Provision of research support by indicating whether the proposed research title is unique, guidelines for authors for publication in a specific journal, the most recent impact factors, and the indication of accreditation of journals.
- Training in the use of RefWorks or EndNote bibliographic tools.
- The library is subscribed to the latest scholarly databases, providing access to 95 000 journals and 6 200 e-books – all available via a user-friendly webpage <http://library.nwu.ac.za/>

Describe the information management system in place including how student records are kept.

The BS has its own information management system, which runs internally for our own purposes. The main system of information is centralised within the NWU. The Student Academic Life Cycle Administration (SALA) Department is centrally managed, but with a strong locally deployed presence: Its strategic framework is to strive towards consistency, alignment and good service delivery, which is to be accomplished by providing effective academic administrative support to clients through the optimisation of processes and systems and the consistent and accountable application of policies and rules relevant to this environment (within the framework of the NWU's strategic agenda and value statement).

As records are one of the University's most valuable assets, the Records management staff at the NWU are all committed to assisting all University offices and departments to improve efficiency, meet compliance obligations through high-quality records management practices and ensure that permanent records are managed appropriately. They provide guidance and resources for all stages in the records and information lifecycle, from creation/receipt through to disposal.

All student records are stored on the Student Administrative System (VSS). The NWU Records Management Policy has been approved by Council and this policy has been laid down to enable the NWU to manage all records responsibly, effectively, and efficiently. The University is dependent on records in terms of productivity and accountability and the Policy empowers the NWU to comply with Constitutional and legal requirements.

- **How is information managed to ensure its security and accessibility?**

All university employees and students have a responsibility to protect data and to make sure that they adhere to the security rules. An employee or student get access to the system via a username and security password. Some of the functions on the system are only accessible with certain levels of authority. For security purposes the passwords are changed frequently.

Everyone allowed on the system must report known or suspected breaches of security of personal identifiable information. These reports will enable the University to investigate and address the concern and to make determinations about appropriate notification to the data subjects concerned, of the personal identifiable information. All reports of breaches will be

dealt with in accordance with the Standard Operating Procedure for breaches. Section 22 of the POPIA makes provision for the notification of information/data/security compromises.

Any person who knows or reasonably believes that a breach of the security of personal identifiable information has occurred should report their concern to the University as soon as possible.

The form to report Information/data/security breaches is for staff, student leadership, students and external NWU stakeholders to report a breach of information/data/security. Any assistance with the form, please contact the POPIA task team at POPIA@nwu.ac.za.

- **Strengths and weaknesses of the system should be highlighted, as well as ways of improving information management throughout the school.**

The main information system is managed centrally by the NWU, but the school has a supplemented system for its own purposes. It is possible that not all information required from the main system is not so swiftly available and in the correct format as the school needs it. Additional information not requested by the main system is available on the school's own system.

Explain the mechanisms in place to receive feedback from key constituents served by these support systems.

- **How is the performance of individuals and departments providing these services evaluated?**

Students and other users are frequently asked to evaluate the services provided. Sometimes it consists out of detailed feedback with questionnaires, while other times it could be in a very quick acknowledgement such as with an emoji. Regular information and training sessions are hosted by the different service departments, which feedback is received from the users. Find below an example of feedback requested by the IT Campus Service desk.

"We are looking at how our NWU staff have experienced our IT Campus Services Desk, support so far. Allowing us to obtain feedback about the support IT Campus Service Desks had supplied, help us to deliver an even better service to you! Be safe and remember clean hands and fingers count!" - NWU IT Services



4.5 Technical support

Describe the technological facilities and systems used in teaching and learning, as well as for administrative purposes. Comment on their adequacy in meeting programme objectives.

Are there adequate ICT facilities for administrative activities including teaching and learning? Is there adequate support for users?

As part of heading 4.4 above, we have already touched on information about the Centre for Teaching and Learning (CTL) and eFundi as the NWU's learning management system (LMS). In this section the focus is more on the technological assistance of these platforms. The CTL is dedicated to academic related guidance and support to lecturers and students in the contemporary higher education context. eFundi is a teaching and learning platform that connects registered students and lecturers online.

Technical infrastructure and IT support

The IT Department provides student support in the form of:

- An IT walk-in service. For more information see <http://services.nwu.ac.za/ithome>
- Support and setup of any laptop or mobile technology for Wi-Fi connection.
- Free installation of Microsoft Windows and Office 365 packages (Education editions).
- Computer rooms for formal lecturing and informal workplaces for students.

There are IT service desks on each campus to provide users with an accessible and dependable way to receive assistance and information on using the NWU AV and IT services. Campus IT service desks act as a single point of contact between users and AV/IT support staff.

The walk-in service and support line are available during working hours, while some of the computer rooms are available 24 hours (however, not during COVID-19).

For teaching and learning, the lecture rooms are equipped with lecture podiums fitted with the following audio-visual (AV) equipment:

- Computer for presentations.
- Computer with camera for lecture capturing.
- Document camera.
- Sound system with radio microphones.
- Smart podium and touch screen.
- WePresent for interactivity (wireless connection with any device).
- Data projector and projection screen.
- Wi-Fi connectivity.

- Joey 9 button AV control system.
- Ceiling-mount cameras for distant learning.

Due to COVID-19 the Business School has equipped one of our lecturing rooms with technology that assists in teaching virtually, called the ZOOM room. Find a link to all the technology services delivered, below.

<http://services.nwu.ac.za/information-technology/it-service-catalogue>

Describe how the performance of individuals and department(s) providing these services are evaluated.

Students and other users are frequently asked to evaluate the services provided. Sometimes it consists out of detail feedback with questionnaires, while other times it could be in a very quick acknowledgement such as with an emoji.

4.6 Marketing and communications

Describe the school's marketing strategy and process for promoting the school and its programmes.

The marketing strategy contains three directions, namely the *Business School image building* and *MBA/PGDM student enrolment* as first income stream money programmes, and *executive education* (third income stream money).

Regarding MBA and PGDM student enrolment, a focused advertising campaign is launched annually between September and December, followed by a reinforcing campaign in the first two weeks of January. Social media is the main medium of our marketing messages, but additional promotional media, such as newspapers, billboards, e-screens and airport display, are also used. In addition, and in cooperation with the NWU, career days, programme expos and other regional display opportunities are used. Image building is continuously on top of mind and includes activities such as advertising, social responsibility and benefit events, regular columns and newspaper articles, and continuous exposure on the School's website and social media.

The marketing strategy consists of two main thrusts: **image building** of the School, and **escalating student enrolment numbers** for the MBA, PGDM and executive education programmes by:

- Increasing awareness of offerings.
- Increasing enrolments.
- Generating leads for future leveraging.
- Gathering consumer insights for future leveraging.

Image building continues throughout the year. Examples of image-building activities are social media, popular press, newsletters, billboards (digital and print), alumni communications, community involvement, community projects, business workshops, and ethics and corruption discussion days. All these activities include collaboration with the greater University to achieve

visibility on corporate brand level.

- **Is the strategy in line with the school's mission?**

The marketing strategy is in line with the school's vision mission and values. A good portion of time and effort were spent on the development of our new corporate identity. As illustrated below with Photo 4.2, the BS wants to expand our footprint in Africa by shaping executive minds in Africa.

NWU Business School

NWU BUSINESS SCHOOL

Shaping Executive Minds in Africa

NWU Business School - where theory meets practice

"At our business school we blend theory with practice to create a holistic learning experience..."
~Prof Jan van Romburgh
NWU Business School Director

With one foot planted in the business sector and the other firmly placed in the academics, the NWU Business School has programmes relevant to students and industry executives alike. Here skills gaps are filled while addressing current economic challenges.

The NWU Business School is an autonomous entity within the faculty of Economic and Management Sciences, and has sites of delivery in Mahikeng, Potchefstroom and Vanderbijlpark. Our flagship programme, the MBA, is accredited by the international Association of MBAs (AMBA). We offer various modes of delivery for our programmes and strive to give our students the edge in an ever-changing business environment.

The NWU Business School's director, Prof Jan van Romburgh says: "At our business school we blend theory with practice to create a holistic learning experience that provides you with insightful business acumen, the ability to manage yourself and lead others."

The NWU Business School recently secured an agreement with the International Institute of Business Networking (IIBN) in Saint Petersburg, Russia.

The aim is to offer short learning programmes in conjunction with them. We look forward to this new joint venture and to share our insights from a BRICS perspective," Prof van Romburgh stated.

On a lighter note... Our School recently successfully assisted a visually impaired student to obtain his PhD degree. Mr Jan Thladi, an advocate by trade, completed his PhD in Business Management and Administration and stated that: "The PhD journey was worthwhile, stimulating and inspiring. As someone with a visual impairment (blind), obtaining research materials in accessible format was always going to be a serious challenge. Thankfully, many of the research materials nowadays can be accessed online." Thladi also stated that "the delivery model is structured in such a way that it provides research capacity development to students, especially those who are non-academic (students unattached to a tertiary education institution)." Prof van Romburgh indicated that this is quite a feather in the NWU Business School's hat.

Photo 4.2 Initiative African Footprint

Does the school have a website or other means of providing fair access to information? Describe sections available on the website and information offered. How is the website managed and kept up to date?

The school does have a Web page and is doing web page marketing. The School website is embedded within the University website. However, the School has autonomy to manage, update and maintain its website and has appointed a dedicated webmaster. The website is:

<https://commerce.nwu.ac.za/business-school>

The different sections on the webpage are: The latest newsletters, our different offerings, Research, staff profile and the Small Business Advisory Bureau (SBAB). Then we have a section for special projects, like the African Bon-Bon's, our Think Tanks and Pitso's.

The Business School's website has a link to employers who wish to offer vacancies to our students: <http://commerce.nwu.ac.za/business-school/career-services>

Describe the mechanism(s) for providing timely access to important information to the school's internal and external stakeholders, including part-time staff.

The specific marketing activities and mechanisms of the NWU Business School to provide information, consist of seven main thrusts:

- Social media (Twitter & Facebook).
- Print media.
- Website
- Image displays and advertising.
- Intelligent search engine optimisation.
- Our own YouTube channel, and
- Our own email technology.

For quick access and short information, we have WhatsApp groups for the following: BS EXCO, Academic staff and NWU Business School which includes a variety of stakeholders, such as advisory board member, external supervisors, external professors and professors of practise.

Describe how the effectiveness of marketing and communications is evaluated.

- **How is the performance of individuals and department(s) providing this service evaluated?**

Monitoring of enquires, because of marketing campaigns, is received daily via automatized responses from a dedicated CRM system (Zoho One) when leads are created upon clicking directive links. A summary of the effectiveness of marketing efforts (ROI) is monitored monthly via Quantitative evaluations of statistical information deriving from enquiry forms completed online. These include the number of offerings enquired on, Lead Sources, Lead Types, Channels and Lead owner comparisons. Likewise, online enrolments are triggered upon submissions and reflect daily as an automated email as a monitoring method. To date, 696 enrolments were received via online submission.

4.7 Physical facilities

List and describe the school's physical facilities, such as lecture theatres, study rooms, library, auditoriums, dining facilities, etc. (including those that may be shared with other parties).

The NW BS has three sites of delivery (SOD), namely Potchefstroom, Vanderbijlpark and Mafikeng.

Potchefstroom SOD: One of the major achievements that directly resulted from the AMBA accreditation was the establishment of dedicated lecturing facilities at the Potchefstroom Campus. The total cost of the re-vamped off-campus existing buildings belonging to the University was R7.5 million. These facilities now include two state-of-the-art lecture rooms, break-away rooms, nine offices, a boardroom, dining area and ablution facilities.

No change regarding the existing facilities is foreseen for this SOD. The planned building opposite the current K14 site/venues is still part of the University's plan for the facilities. The budgeted amount is R45 million, planned for 2023–2025.

Current (but interim) planning is to revise the existing 'office per staff member approach' to a 'hot-seating approach' (open plan booked seating space). This should free up office space and invoke a lesser reliance on office infrastructure. However, no compromise on classes will be made as we remain a contact university. The main drive for the Potchefstroom site is to cluster all BS staff at one office space facility. Full ICT access is available, and most forms of teaching can be accommodated, on and off campus.

Vanderbijlpark SOD: Our previous venue, the Quest Conference Estate, has been sold and we have moved to a rented off-campus facility at No 23 Delius Street, SW5. These facilities include two offices that can accommodate four people, a boardroom and a reception area.

Full ICT access is available for staff and administrative functions and standard campus access to students, all of which facilitate the teaching and learning (on and off campus).

Mafikeng SOD: The lease agreement with the Leopard Park Golf Estate has been terminated due to the high monthly cost of ±R100 000. A new campus space and facility with own





entrance (excluded and isolated from the main campus) was dedicated to the NWU BS and handed over in June 2021. The new building has sufficient seating facilities for a full staff complement as per pre-COVID. However, under current conditions the refurbishing of the offices will facilitate hot seats rather than full-time occupation. Booking will be required, and offices will seat up to four staff. The longer-term plan, also with approval from NWU Facilities Management, is to move the BS offices off campus and continue using only lecturing facilities on campus.

The new facilities on campus consist of office space for 13 staff, conference facilities for 20 members, four break-away rooms, and two lecture rooms with a seating capacity of 45 each, and a separate staff and student kitchen/meeting area.

The UCE co-habits this area consisting of two wings – one for the BS and one for UCE. Full ICT access is available, and most forms of teaching are accommodated (on and off campus). The total spending was R10.7 million (including the UCE wing). The entrance/gate is separate and is not shared by the NWU main campus.

Our Executive Education programmes also utilise the facilities as described above, depending on the customer's needs. Some of the in-house programmes, the customers prefer to be delivered at their venue of choice.

Comment on the adequacy of these facilities, including seating capacities, availability of equipment (microphones, computer systems, projectors, etc.) to support the full range of the school's activities.

All the facilities as described above, are adequate in terms of capacity and equipment available, to satisfy the needs of the BS.

Demonstrate that the access to these facilities is sufficient to cover the needs of programmes in place and appropriate to the teaching methods applied.

The BS with its three sites of delivery, adds to the accessibility of students on different times, different modes of delivery and locations. During the Covid-19 pandemic some changes must be implemented. This mode takes the form of blended learning (mainly remote learning with voluntary face-to-face sessions

in the form of study schools or days) following the current constraints of COVID-19 protocols. The proposed way forward entails compulsory online sessions, complemented with voluntary face-to-face sessions in Potchefstroom with simultaneous live broadcasting to be facilitated in satellite sessions in Vanderbijlpark and Mafikeng. This will allow students to experience face-to-face classes at their preferred site while addressing the risks of COVID-19. These sessions are intended to enhance student networking.

A new approach towards synchronous and asynchronous lecturing has emerged due to COVID-19. The facility at our Potchefstroom SOD has been upgraded to accommodate a Zoom room. This concept is to be expanded across the three SODs. SIRRUS is the official e-assessment platform and will be available to all staff shortly. Further development, including a move to MS Teams, is underway. Zoom will not be replaced until 2023, but official support will eventually cease.

Comment on how the school evaluates the effectiveness of its facilities for its core business.

At this stage the BS evaluates its effectiveness in the light of the Covid situation. The Zoom room allows for both synchronous and asynchronous lecturing, which could be recorded for those students who are unable to attend the scheduled Zoom classes. Because all sessions are recorded and available for asynchronous viewing, the BS regards the delivery as effective.

Describe any shortfalls and improvements required for facilities to deliver a good learning experience, and to meet the strategic plans and full range of the school's activities.

The situation as described above is the current situation, but the School's strategy is to maintain our normal face-to-face delivery after COVID-19, although a blended mode could be foreseen in future. The NWU's interactive platform, called eFundi, has been providing invaluable support to improve the cooperation among different stakeholders. The aim of the BS is to return to contact classes, specifically for the MBA students, as we believe that valuable network opportunities exist with face-to-face interactions. The possibility to group all students on only one site in a totally newly built business school is also investigated.

4.8 Ethical and responsible conduct

Summarise the evidence that the school puts in place measures to prevent personal interests of managers conflicting with those of the school.

Upon appointment to the university, an employee must make a full declaration in writing in the manner prescribed by the registrar regarding anything that may raise a conflict or a possible conflict of interest with the university, and such declaration must be updated annually. Every employee must disclose all possible conflicts of interest to the relevant line manager as well as the relevant next level of management as part of the ongoing performance management process. Line managers must ensure appropriate structuring and management of annual performance management processes to avoid possible conflicts of commitment and must report any potential conflict-of-interest situations to the relevant next level of management. The university has the discretion to require an employee to alter or limit participation in outside

activities for the purposes of eliminating possible conflict of commitment or conflict of interest. The registrar must keep a central register containing the information contemplated in the disclosure document.

Describe any anti-corruption and fraud prevention measures the school has.

An employee who becomes aware of any instance of conflict of interest, must inform the relevant management structures thereof without delay. **The following anti-corruption and fraud prevention measures are applicable:**

- No employee may approve or conduct business within his or her reporting line with any entity wherein such employee holds a direct or indirect economic interest.
 - Conducting business contemplated above, may not be ratified by another line manager in a higher reporting position within the same reporting line.
 - No employee may approve or conduct business with a supplier to the NWU if the said employee stands in any kind of business relationship with such supplier.
 - An employee may maintain interests in non-university matters for personal gain, provided that such interests do not give rise to conflict of commitment or conflict of interest.
 - Employees may not influence the commercial decisions of the university or its associated or subsidiary companies in such a way that it may lead to reduced income for the university, or it's associated or subsidiary companies.
 - Employees who have economic interests in technology- transfer projects of the university may not participate in technology-transfer negotiations with those organisations in which they have such interests.
- **Is there a code of ethical conduct?**

The BS does not have a separate code of ethical conduct, but ethical conduct is included in one of the values of the BS, namely: **Ethical behaviour and good governance**. The BS believes in the five key principals of ethical leadership, namely: honesty, justice, respect, community awareness and integrity. Against the background of the dream of the NWU to be an internationally recognised university in Africa, distinguished for engaged scholarship, social responsiveness and an ethic of care, the council of the North-West University (NWU) has adopted a policy and set of rules on conflict of interest and declarations of interest and of gifts on 19 March 2020.

Describe how confidential information is stored and protected from unauthorised access.

Preamble against the background of the dream of the NWU to be an internationally recognised university in Africa, distinguished for engaged scholarship, social responsiveness and an ethic of care, the Council of the North-West University (NWU) has adopted the Information Governance Framework on 19 March 2020.

In accordance with the integrated information-management framework confidential information need to be stored and protected. The day-to day responsibility for administration and compliance with this framework is the responsibility of line managers, who need to ensure that:

- Staff under their direction and control are aware of the policies and procedures in their respective departments and are applying the policies and procedures in respect of information governance in carrying out their day-to-day work.
- Information risks are mitigated.
- Security authorisation of information is implemented; and
- All staff attend the relevant training sessions related to Information management.

Any employee who creates, stores, shares, and disposes of information has a responsibility to adhere to the relevant information governance and management standards, policies and procedures as implemented by the University.

Describe how the school holds staff to ethical and responsible conduct.

To hold staff and employees responsible a policy is designed to enable employees and students at the University and members of public to raise concerns internally and at a high level, where they discover information which they believe shows serious maladministration or wrongdoing within the institution.

Any form of unethical behaviour or misconduct should be disclosed internally without fear of reprisal and independently of line management (although in relatively minor instances the line manager would be the appropriate person to be told). This policy is intended to cover concerns which are in the public interest and may at least initially be investigated separately but might then lead to the invocation of other procedures e.g., disciplinary action.

- **Is this demonstrated in the school's core values and policies for staff?**

As mentioned before, the BS does not have a separate code of ethical conduct, but ethical conduct is included in one of the values of the BS, namely: **Ethical behaviour and good governance**. To demonstrate the schools' values, one can find it in our teaching and learning activities, strategic goal 1: Pursuing academic excellence, guided by *ethical considerations*, in all facets of business education.

Demonstrating in research activities in strategic goal 3: Providing relevant and innovative business research solutions *based on sound ethics* which impact management and leadership challenges in our community, country, and the African continent.

- **How does the school address any breach of its policies? Give anonymised past examples.**

All investigations into suspected instances of academic misconduct by employees and students must be conducted in accordance with the Student Disciplinary Rules or the Staff Behavioural Manual.

Investigation of academic misconduct of an employee are handled in phases, depending on the seriousness or complexity of the matter.

Phase 1: Reporting of academic misconduct of the employee.

Phase 2: Internal investigating process.

Phase 3: External investigating process if applicable.

Phase 4: Independent legal evaluation of the evidence. At the request of the registrar the council appoints an independent legal expert to evaluate all reports and evidence emanating from phases 1 to 3 to report on such evaluation and to make recommendations to council on dealing with the matter.

Phase 5: Consequences of academic misconduct. If the council expresses the view that an employee has committed an act of academic misconduct, the employee is informed by the registrar of the outcome of the investigation and is allowed at least three weeks to submit a written representation in response to the findings. The registrar convenes a panel comprising the executive dean concerned, the DVC Research and Innovation, the DVC Teaching-Learning, the registrar, and the independent legal expert appointed in phase 4, who chairs the panel, to make recommendations based on all relevant reports and the representations, if any, of the employee concerned.

4.9 Risk assessment and risk management

Comment on the major financial and non-financial risks facing the school and include the school's plans for mitigating them.

The BS does have a detailed risk register that is updated frequently. It consists out of a RISK Heat map which indicates the **Impact** of the risk event on the vertical Y axis and the **Likelihood** of the risk event on the horizontal X axis.

The risks are differentiated between financial risks and non-financial risks. In terms of the financial risks the BS is part of the NWU, and that is an advantage but could also be a risk as the financial system of the NWU is not keeping up with pace that the BS need to make decisions and apply them. The BS needs more autonomy regarding their finances to speed up the processes, specifically for the Executive Education section of the BS.

The non-financial risks regarding the NWU is that the university is in the process to appoint a new Vice Rector. For the BS, the non-financial risks are the succession planning to replace competent lecturers who are close to retirement, and to be more focussed on all the activities that the school is involved in. The school needs to be more focussed on its distinctive characteristics and make sure that the distinctiveness is visible through all activities in the school.

- Does the school have a business continuity plan?

Describe the strategies in place for ensuring that required resources are available, and that there are adequate plans for coping with shortfalls.

The BS does not have a formal continuity plan, but do have Terms of References (TOR)

in place for all committees and activities. Concerning our leadership the School does have sub structures that can function independently based on the TOR's. The BS recognised that succession planning needs attention and do have strategies in place to address the concern.

The financial position of the School is well managed, as our students numbers are growing. Most of our tuition fees coming from the formal programmes are part of the reserves of the university which has more than a 4 billion rand turnover and strong reserve funds. The BS do have available funds from the income generated out of our Executive Education.

Supporting Documents

To be included in the self-review report as appendices:

Appendix 4.1 Current year's budget.

Appendix 4.2 Statement of financial activities for the last three years. (In document)

Appendix 4.3 List of physical facilities stating seating capacities.

Appendix 4.4 A table showing the distribution of staff by units/department, qualification, and experience of unit/department heads. (Refer to Table 6.5)

Appendix 4.5 Charts showing distribution of staff by age, gender, and nationality. (Refer to Tables 6.1, 6.2, 6.3, 6.4 and 6.5)

To be presented at the workstation:

Policies and procedures for staff recruitment.

Records of staff performance reviews.

Other documents (policy manuals, contracts, financial statements, etc.) in support of this standard, and that provide helpful insight to the AABS Accreditation Team.



STAKEHOLDERS

The standards in this section assist AABS in evaluating the schools' different stakeholders' groups and more specifically, how they are managed by them. Beginning with their key stakeholder, the students, schools are expected to implement an operative admission and selection process and to ensure their learning process is not only academically centred but also emphasized personally and professionally.

Hence, appropriate teaching and assessment methods are vital to allow for the development of practical competencies to nourish the confidence in students to face the different challenges in the market.

Ensuring that students are provided with the ideal learning experience requires the hiring of an intellectually active faculty who are able to keep up with the latest developments in business and management practice, and contribute meaningfully to the development of programmes, so that they remain relevant to the needs in the market. This requires that schools have an appropriate management structure to not only facilitate the personal development of faculty but to ensure an appropriate mix of different academic backgrounds and professional experiences.

Last but not least, one of the key indicators of schools being successfully positioned in the market they serve is their relationship with the different stakeholders. It is crucial for AABS to review the schools' policies in managing their alumni network, on the level of their diversification, and their different linkages.



STANDARD 5: STUDENTS

The school ensures that selected students are appropriately qualified, that they are effectively supported through the learning process, and that they are properly assessed to attain expected academic, personal, and professional learning goals

This standard evaluates the development of students. As key stakeholders in the school, they are at the centre of the successful delivery of the school's value proposition to society and evidence of its relevance.

Beginning with its admission of students, the school should demonstrate how it safeguards the minimum academic and professional standards of its student population, through the implementation of appropriate selection policies. The school should thereafter show how it effectively supports its students through the learning process to ensure their academic, personal, and professional development.

It is worth emphasising that AABS considers it important that students are developed not just academically, but also personally and professionally, to attain the managerial and leadership competencies needed in the continent. Schools are urged to develop in students, values such as diligence, integrity, service to society, respect and so on, which lead to desirable ethical and responsible behaviours in their working lives. The school should, therefore, show that it is effectively preparing students for the business community it serves within Africa.

As stakeholders, students are expected to extend the school's mission. Hence, the school is required to support students in identifying and choosing occupations that enable them to apply the learning they have acquired. The following are key areas to be assessed.

5.1 Selection and admission

Describe the policy on student selection with details of the target profiles for the various programmes.

The BS has a variety of programmes, each with its own admission requirements. Each programme's requirements are discussed separately, starting with the MBA as our core business. The CHE has raised the entry requirements of the MBA programme in South Africa and admission to the programme is subject to strict criteria and in accordance with accredited business schools and best practices.

MBA admission requirements

MBA applicants must be in the possession of the following minimum requirements:

- A completed official application form PLUS a written motivational letter on pursuing the MBA; and
- One or more of the following post-school educations:
 - A recognised four-year professional degree qualification on NQF level 8. Any international qualification must be verified by SAQA. This verification process is the sole responsibility of the applicant; and/or
 - An honours degree on NQF level 8; and/or
 - A PGDM on NQF level 8; and
- A minimum of three years' relevant management experience; and
- Successful completion of a formally recognised business school admission test (GMAT, NMAT, TTS); and
- An interview pertaining to the reasons why the applicant is pursuing the MBA at the NWU BS; and
- Access to computers, internet, and email.
- Admission to modules is subject to minimum numbers per module per site. If these numbers are not achieved, students opting for certain modules may be required to either do that module on another site or mode of delivery or (in the case of an elective) to opt for another elective.

Previously the requirement was only a bachelor's degree; thus, many of our MBA students did not satisfy the new stringent requirements. This has led to the introduction of a new one-year Postgraduate Diploma in Business Management (PGDM) (NQF level 8 with 120 credits) to prepare students for the MBA and make them eligible for entry into the MBA, ensuring a sufficient pipeline of MBA students.

Admission requirements of PGDM

According to the 2021 Yearbook of the F-EMS, the admission requirements are as follows:

- Full-time students who have completed a degree or equivalent NQF level 7 qualification with a minimum average of 60% are allowed.
- The selection committee and the programme manager have the prerogative to cap the numbers based on available capacity. The maximum limit is determined separately for full-time, part-time and distance students on the different sites of delivery.
- Provision is made for the acceptance of students from four-year courses with an average lower than 60% in their final year. This exception is based on the judgment of the selection committee.
- Provision is made for other merited cases, subject to their application conforming to the RPL policy of the PGDM programme.
- Any notice of acceptance prior to provision of proof by the student that the minimum requirements have been met, is provisional.

- Applications close on 31 October of the year preceding study. (This date may be extended due to circumstances.) RPL applications close on 30 September of the year preceding study.
- Students must be computer literate and have internet access.

Admission to Executive Education

The admission requirements of all the executive education programmes vary, depending on the level of the course. Access to a computer and the internet is a prerequisite for all the programmes. As the School has a variety of Executive Education programmes, the entry requirements of our core programmes are listed below in Table 5.1 below.

Table 5.1 Admission requirements for some Executive Education programmes

PROGRAMME	TARGET MARKET	ADMISSION REQUIREMENTS
FMP	The FMP is aimed at team leaders, supervisors and frontline managers and prepares promising individuals for entry into management positions. Ideally, supervisors and managers with approximately two years' experience or earmarked by the organisation as managers.	Successful completion of Grade 12 is a prerequisite. National Senior Certificate or an equivalent NQF Level 4 qualification. Supervisors and first-line managers with two years' working experience or earmarked by the organisation as managers. Basic working skills and knowledge are required to enhance their managerial effectiveness are required.
MMP	Managers in staff and line positions with at least two years' experience. Individuals regarded by the organisation as managers with potential for advancement and who require further skills and knowledge to enhance their managerial effectiveness.	These individuals should also have matriculation status and be able to join a syndicate group. Supervisors and managers in junior management with three (3) years' practical management experience or earmarked by the organisation as middle managers. They should have potential for advancement and a fair level of knowledge and skills in the field of general management and human relations. National Senior Certificate or an equivalent NQF Level 4 qualification.
AMP	Target group The AMP is aimed at the development of skilful top-level managers. The focus of the AMP is to present advanced strategic management tutoring.	Ideally a qualification on middle management level and at least 3 years management experience on middle management level. Grade 12 is a prerequisite. Participants entering this short learning programme on Advanced Management will have through their work experience as middle manager acquired a fair level of knowledge and skills in the field of general management, human relations, and the use of technology within the context of an organisational strategic setting.

Describe the link between selected students' profiles with the strategic focus of the school and achievement of its mission.

The BS as part of the Faculty of Economic and Management Sciences (F-EMS) has a strong focus on management. In line with the BS's vision to "transform managers into strategic thought leaders", it is evident that the school would select students with the necessary competencies

to fit into this vision. As mentioned as one of the selection criteria of the MBA programme, students with a minimum of three years *relevant management experience* are selected.

Demonstrate that the selection methods used to measure suitability of applicants for the various programmes is sufficiently rigorous and fair, and that students are selected with the required prequalification and experience for achieving the expected learning outcomes.

- **Are the applicant numbers sufficient to support the selection policy?**

The selection methods used by the school, demonstrated to be sustainable and adequate, although the selection and admissions requirements are frequently reviewed and adjusted.

- **Are class sizes adequate to facilitate quality learning and ensure overall quality of programmes?**

In the MBA and the PGDM programmes, the class sizes are restricted. On the MBA we strive to limit the students to not more than 60 per site. In the PGDM, the numbers per class, per site could be slightly higher. In the PGDM distance programme we have more students, but it will be capped if it is not fostering the teaching and learning experience.

- **Is there appropriate data to back this claim?**

The following table indicates all degree programmes awarded by the BS for the most recent full academic year of 2020. It is evident that the BS has for every programme offered, more applications than it could accommodate. The school does have the luxury to apply strict entry requirements.

Table 5.2 Degree programmes 2020 and 2021

Programme Name	Year of Creation	2021			2020		
		Applications	Enrolments	Graduates	Applications	Enrolments	Graduates
<i>Postgraduate Diploma in Management</i>	2013	258	197	160	877	342	175
<i>Postgraduate Diploma in Management (Distance)</i>	2018	508	361	155	453	274	143
<i>MBA</i>	1965	242	88	87	231	83	67
<i>PhD</i>	1967			17	168	24	16

In the tables below are an illustration of the previous three years applications, offers made and enrolments for both the MBA and the PGDM programmes. It is evident that the school has a constant and sustainable flow of applications and enrolments on our programmes and that the different cohorts are of sufficient size.

Table 5.3 MBA Intake for the previous three years

<i>Current Intake 2022</i>		
Applications	Offers	Enrolments
426	125	105 to date
<i>Previous Intake 2021</i>		
Applications	Offers	Enrolments
242	108	88
<i>Previous Intake 2020</i>		
Applications	Offers	Enrolments
231	97	83

Table 5.4 PGDM intake for the previous three years

<i>Current Intake 2022</i>		
Applications	Offers	Enrolments
1060	854	310 to date
<i>Previous Intake 2021</i>		
Applications	Offers	Enrolments
1404	748	537
<i>Previous Intake 2020</i>		
Applications	Offers	Enrolments
1330	751	403

As part of our executive education, the figures for the completed year 2020 are illustrated in table 5.5, below.

Table 5.5 Executive Education previous two years

Type Executive Education	Number of Students Academic Year 2021	Number of Students Academic Year 2020
Open enrolment (37 programmes)	501	699
Closed enrolment (8 programmes)	805	109

Referring to the financial statements in principle 4.1(Financial sustainability), the income generated out of our executive education is sufficient and sustainable.

Describe the mechanisms the school applies to grant fair access to applicants from disadvantaged backgrounds and non-traditional learners. Also describe any mechanism it uses to increase ethnic and gender diversity.

- Does the school offer fee waivers or scholarships?

The School has excellent relations with various corporate companies that contribute in terms of funding or sponsoring and other input towards the development of the School. Annually, corporate companies such as Sanlam, Old Mutual and PPS (all significant companies in the financial sector) sponsor accolades, for example, the gold medal for the best MBA student and the best dissertation. Aspen Pharmacare annually avails an amount to sponsor MBA students' tuition fees, specifically from previous disadvantaged groups. The School also has excellent relations with a number of the large corporate organisations that provide us regularly with students. From the side of the NWU, the institution also offers bursaries to students in need.

- Does it conduct information campaigns and talent recognition programmes, or other initiatives to ensure a fairer admission process and more inclusive educational environment

The BS has a strong commitment towards quality, but also to equal opportunities and diversity. All our programmes enthusiastically promote gender equality. Over the last three years, our number of female students have increased from 29% to 48%. Figure 5.1 below gives a breakdown of the MBA programme per gender and per nationality.

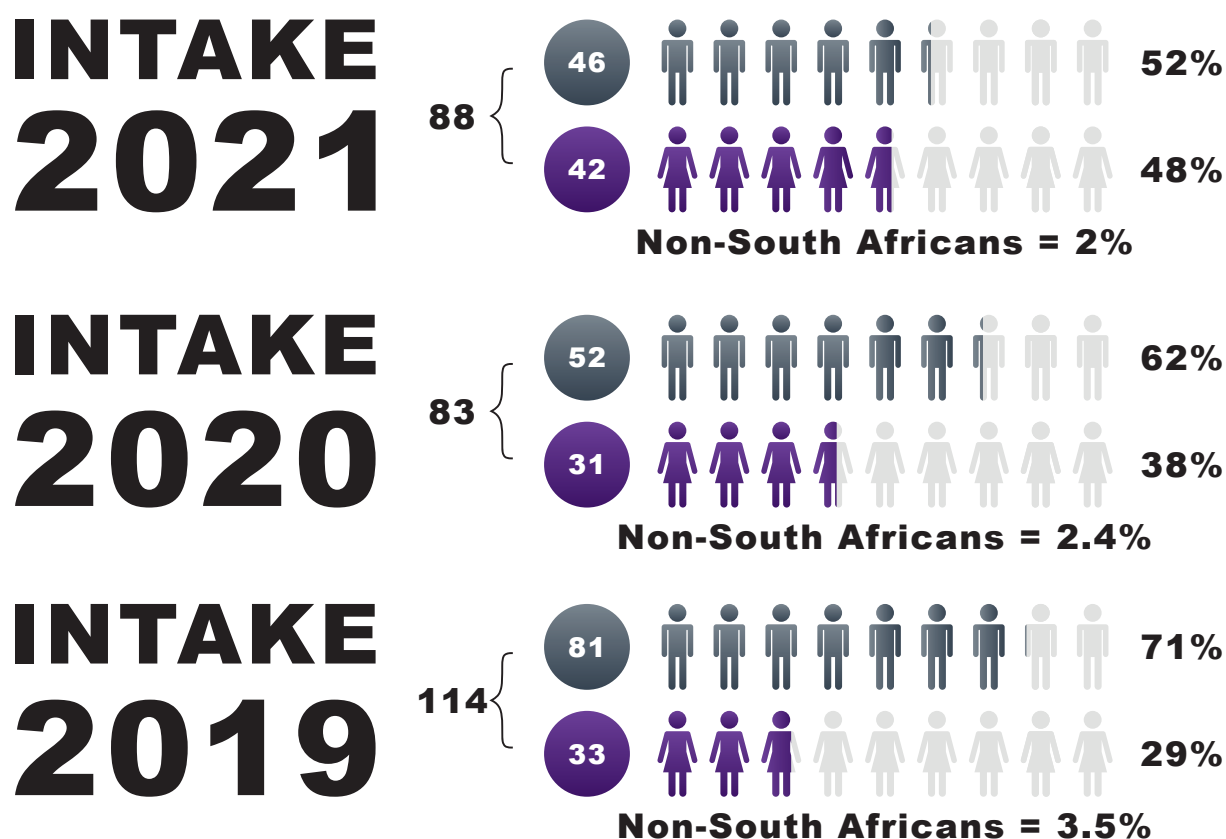


Figure 5.1 Gender diversity and nationality in the MBA programme

The School has a small number of other nationalities on the programme. This is mainly because it is a part-time programme.

The NWU BS is well transformed and, overall, 68% of the students belong to previously disadvantaged groups, while 32% of the students are white. Most students are black (64%), with 3% coloured and 1% Asian students attending the School.

INTAKE 2019 - 2021



Figure 5.2 Cohort diversity regarding ethnic classifications (all campuses)

Demonstrate that the number of students enrolled across the school's programmes is sufficient to guarantee the expected revenue as shown in the budget of the current and last three years.

- **Are the applicant numbers sufficient to guarantee enrolment and sustain the school financially?**

In tables 5.3, 5.4 and 5.5, is an illustration of the application and enrolments figures of the previous three years. Those figures provide evidence that the school is sustainable. Refer to the financial statements for additional proof of viability and sustainability.

Summarise the evidence that the student enrolment projections can be sustained.

Tables 5.3, 5.4 and 5.5, have shown that the application and enrolments figures of the previous three years are consistent and has even grown in some instances, despite more stringent admission criteria and the capping of certain applicant numbers. Those figures provide evidence that the school is sustainable.

List any challenges or gaps and how these may be resolved.

If the school decided to expand, the school must negotiate with the University for Additional Resources in terms of people and facilities.

5.2 Learning goals achievement

Describe the methods employed to assess that student meet learning objectives, including how the school handles re-taking assessments and supplementary examinations, where applicable, and how these align with the programme objectives.

The programmes delivered by the school aim to transform managers into strategic thought leaders by contributing to the students' general intellectual development. A further aim is to empower successful and aspiring leaders who want to develop their careers and positively contribute to the growth of their organisations and their communities.

The learning goals of each programme need to ensure that the programme outcomes satisfy all the relevant NQF level descriptors and the new strategic direction of the Business School. Upon completion of the MBA degree, all graduates are expected to illustrate competencies in three areas: knowledge and understanding, applicable skills, and applied competencies.

The exit-level outcomes for the MBA programme are:

Exit-level outcome 1: Our graduates should be transformed from managers into strategic thought leaders.

Exit-level outcome 2: Our graduates should be equipped with a dynamic integrative learning experience.

Exit-level outcome 3: Our graduates should become proficient in research and problem-solving techniques and be able to analyse and solve complex management problems that impact management and leadership challenges in our community, country and continent, through ethical and innovative business research.

Exit-level outcome 4: Our graduates should be able to collaborate with stakeholders in addressing socio-economic development challenges.

Exit-level outcome 5: Our graduates should be able to apply critical thinking to develop as competitive leaders for the future.

Exit-level outcome 6: Our graduates should be able to work effectively with others as members of teams and to engage successfully with all stakeholders as a group.

Exit-level outcome 7: Our graduates should be effective and professional communicators, both written and spoken.

The whole curriculum of the MBA and the PGDM programmes are mapped based on the outcome matrix of each individual module, in the respective programmes. This is completed to ensure that the content of each module is aligned in more than one way with the programme learning goals and objectives.

Student assessment and feedback are accommodated according to the diversity in the modules and different learning processes. As the School is under the rules of the NWU regarding academic quality and integrity, we need to adhere to the 'NWU Manual for Master's and Doctoral Studies' and 'Referencing Guide'. The BS supplements these rules with our own student guidelines for the MBA and the PGDM programmes. Our guidelines include the following items:

- A balance is necessary between individual assignments, group assignments, formative

and summative assessment, POE, and exams.

- At least one module per semester is assessed with a POE. During COVID-19 the number of modules assessed by POE have increased.
- Admission to the examination is subject to satisfactory progress with the module content and students are expected to earn a participation mark of at least 40% in each module. A participant with a participation mark lower than 40% does not have admission to the examination.
- To pass a module, a participant needs a final mark of 50% or more. In the modules, the weight of the participation mark is 50%, while the remainder of the final mark is the examination result (therefore a weight of 50%). A sub-minimum of 45% must be achieved in every examination of a module in order to pass the module.
- To pass the Mini dissertation/Research Project, a final mark of 50% is required.

Deferral/referral policies

- A re-examination (second opportunity) is awarded if a final mark of 50% has not been achieved provided that a sub-minimum examination mark of 45% has been attained. In the case of a re-examination, the maximum that a student can receive for the module is 50%.
- A student has only two opportunities to enrol and to pass a specific module.

The NWU and the School will terminate a student's studies:

- If they have failed to complete the MBA within the required maximum of three years.
- If they have failed to pass any module within the required two formal registration years per module.

Should the student fail to successfully complete all the modules within the specified period, studies will be terminated. This includes the completion of the dissertation as a research project.

Once a student's studies have been terminated, they will not be allowed to apply or register again for the MBA or the PGDM at the School.

If a student needs to discontinue their studies for whatever reason, a motivation must accompany such a request to the chief director of the School.

Comment on how the school evaluates that students have acquired the skills, knowledge and attitudes appropriate for the level of the programme.

With the new vision, mission and strategic plan in reflection, the programme goals and learning outcomes were revisited with an emphasis on strategic thought leadership, integration and critical thinking while ensuring that the programmes remain relevant to the business environment.

The teaching and learning methods involve personal study using prescribed textbooks, additional reading materials, and relevant journal articles, related articles in popular press, presentations, group discussions, guest lecturers and group work. In some modules recent case studies have been added to enrich the learning experience. Together these methods

strive to achieve the aims and outcomes of each module.

These teaching and learning methods assist the development goals of the different programmes. Mainly, the goals and outcomes focus on developing the students' independent learning habits, then on mastering the fundamental theories and concepts of management while progressing to becoming well-grounded graduates in management education. In the mature stage students need to be able to integrate information and be thoughtful strategic analysts, consultants, and thinkers.

With these broad guidelines in mind the School's assessment strategy aims to assess the programme and the students in an appropriate way to confirm whether the programme goals and the module outcomes have been accomplished. A wide range of assessment methodologies are utilised to complement the skills required of experienced and effective managers in the workplace. The assessment strategy incorporates two different approaches to pursue this purpose.

In the first instance the *formative assessment* schedule is developmental and aims to track the participants' progress throughout the programme and modules. It includes ongoing feedback which could comprise group work, exercises and discussions, presentations individually or in groups, study visits and other exercises to develop interdisciplinary thinking skills and approaches to problem solving.

In the second instance *summative assessments* are normally performed at the end of the module or the program. These assessments evaluate students' skills more formally by using primarily a numerical assessment model to ensure that the students' work is their own. On MBA level the students must do some serious reflecting and critical thinking to bring together the information from an entire module or programme. This could include work-based projects where appropriate student presentations and other forms of controlled assessments including the extensive use of reflective statements and POE.

Individual assignments, class participation, and individual and group presentations are used to assess students' knowledge of the functional management disciplines and their ability to analyse and quantify management information.

Both formative and summative assessment could occur per module, where 50% of a module mark arises from continuous/formative assessment (usually covering an individual and group assignment, a class test and other module activities) and the remaining 50% is determined by the final examination or other form of summative assessment.

Describe how barriers to learning and progression through the programmes are identified.

- **What learning support (counselling services, tutorials, and coaching) is available to aid the affected students?**

The NWU has a variety of support services available to make the logistics of studying as smooth as possible for students, staff, and visitors. Some support service departments are centralised at the Institutional Office in Potchefstroom as they are used by everyone in the

university community. Examples are the Career Centre, Department of People and Culture, and the Language Directorate.

Because the NWU and the Business School would like our students to succeed, we make sure they have access to academic support, libraries, computers, bursary aid, health and wellness services, among many other support services. To bring these services as close as possible to our students, the departments providing them are usually based at the different campuses.

Academic services

Academic services include research support, statistical consultation services, IT services, career services and reading assistance. For the support of any *research-related aspects*, the well-equipped library, the dedicated librarian, and the Statistical Consultation Services support students. These services are all available on the website of the library:

<http://library.nwu.ac.za/>

Please see the link below to IT student orientation:

http://services.nwu.ac.za/sites/services.nwu.ac.za/files/files/information-technology/IT_Student_Orientation/2021_IT_Student_Orientation.mp4

The **IT walk-in service** assists students with IT- and computer-related issues. Registered students also enjoy free Wi-Fi. All the different services are available at the link:

Health and protection services

The NWU Health Centre is a primary healthcare unit that provides essential healthcare services to students and staff of and visitors to the NWU. To promote good health among students and employees, the Health Centre (which is essentially a clinic), open from Mondays to Fridays between 08:30 and 16:00, takes care of all health matters, from physical to psychological, acute to chronic.

The clinic is involved in occupational hygiene surveys measuring health risks such as air monitoring for dust, chemical substance exposure, noise, ventilation, and temperature monitoring and controlling.

To address psychological, visual, hearing and other impairments among students, the NWU Counselling and Development Centre is there to assist students at the unit for students with disabilities.

The University also caters for students who participate in sports activities. The High-Performance Institute is an internationally recognised multifunctional and multidisciplinary facility better described as a 'one-stop shop' for elite high-performance athletes and for sports development.

Most of the students, attending programmes at the BS, are part-time; therefore, all of them are employed and only on campus during weekends or after hours. Although they do not utilise all the services frequently, the students have an open line to either the programme manager or

the director or any of the programme desks for any assistance and support. In this regard, the CTL also offers support to students. The link to its services is:

<http://services.nwu.ac.za/ctl>

The CTL fosters excellence and innovation in teaching and learning and is dedicated to research-informed guidance and support to students in the contemporary higher education context.

With expert support and a hands-on approach, the CTL support students on their path to academic success. The Centre offers student support through reading development, supplemental instruction, mentoring and tutoring programmes, and academic advising.

As most of the students have been away from formal education for a while, it is the Business School's policy to emphasise skills training to enhance the students' learning experience. Therefore, time is scheduled during our study schools specifically to improve certain required skills.

The Reading Laboratory evaluates the reading and comprehensive abilities of students and support those in lack of these skills. At the first study school, students also attend the reading laboratory of the NWU where reading skills are tested. If the results are negative the student can attend the reading laboratory to improve their reading skills.

Due to the difficulties and uncertainties created by the COVID-19 experience in 2020, the NWU Business School delivers a service to our students to assist them under these unknown circumstances. The support is provided by a professional clinical psychologist on how to be resilient under pressure.

- **Is information on the accessible support readily available to students?**

All the services as mentioned above are readily available to students either physically or through the different links as provided above.

Describe the quality control measures in place over examination and assessment (grading) procedures and include evidence that they are rigorously implemented to safeguard quality.

Student quick links for support:

1. Supplemental instruction facilitation



2. Tutoring



3. Mentoring



4. ALDE/A 111 Module for Reading component



The NWU has guidelines for moderation and assessment and, since the Business School is part of the F-EMS, it must be guided by these principles. The NWU assessment guidelines broadly stipulate the following: The NWU is committed to formative and summative assessment that is fair, valid, integral to the learning process, efficient and rigorous.

Assessment is fair if:

- It provides unbiased and justifiable opportunities for all students to demonstrate their learning.
- where 'unbiased' and 'justifiable opportunities' refer to the employment of a variety of assessment types, methods and procedures most appropriate to the area of study and the characteristics of the student cohort concerned to master the required assessment outcomes.
- It is transparent and clearly communicated.
- The rules and regulations for assessment practices are clear, accurate, consistent and accessible to staff, students and external examiners/moderators.

Assessment is valid if:

- It evaluates clearly communicated exit-level / module / learning outcomes depending on the assessment type (formative/summative) and reflects the relevant cognitive requirements responsive to the NQF level concerned.
- The evidence required from the student for the achievement of learning outcomes is clearly communicated.
- It conforms to national (NQF level requirements), discipline and professional standards (where appropriate).
- It is balanced and embedded in reflective practice.

Assessment is integral to the learning process if it is:

- Used for formative and summative purposes.
- Designed to promote student engagement with module content.
- Used to evaluate a student's progress towards attaining and mastering specified outcomes.
- Timed to promote effective and progressive learning and to ultimately encourage the principle of lifelong learning.

Assessment is efficient and manageable if it:

- Is practical and realistic considering academic time and university resources.
- Effectively gauges student attainment and student success.

Assessment is rigorous if it:

- Is appropriate, feasible, and purposeful and assesses student attainment of learning outcomes.
- Enables students to be multifaceted critical thinkers in general and within their disciplines.

Describe the school's policy on exemptions and credit transfer, where applicable, with evidence that it is reliable and well managed to safeguard the quality of the final qualification.

In 2016 the Department of Higher Education (DHE) promoted the standard/quality of an MBA degree to that of a professional MBA. The NQF level was adjusted from NQF 8 to NQF 9. The consequence of this decision was that the MBA entry/admission requirements had to be augmented. The new admission requirements are now an honours degree (NQF level 8) or the equivalent thereof, a four-year bachelor's degree. Admission with a three-year bachelor's degree is no longer sufficient. The other modification was that the duration of the MBA (in our instance a part-time MBA) has decreased from previously three years to two years.

These modifications have resulted in many business schools in South Africa introducing a PGDM as part of their product mix. The DHE allows business schools in South Africa to give credit for PGDM students entering the MBA programme for up to 30% of the MBA programme, or three modules that are on the same NQF level.

It is the policy of the School not to give credits or exemptions for any modules previously done, except under the conditions as described above. It remains a discretionary decision of the School to allow for credits and/or exemptions.

For the conditions for credits to be valid students must apply for MBA admission within five years after completion of the PGDM to make sure that the knowledge gained is still relevant. This also relates to those students who have entered the PGDM without working experience to gain the applicable three years of experience. In order to tighten up the exemption rules, the School has decided to provide credits if the student achieved more than 60% for the relevant module.

Regarding students entering with another degree, for example, a master's or doctorate, we only grant exemption if that degree was achieved within the previous five years. Also, the student should provide proof that the module for which they request exemption has the same outcomes as the one they have already completed. This happens in less than 1% of the cases in the cohort. To summarise, the following rules apply:

Exemption or credit for other modules is neither considered nor granted, except in the following cases:

- Participants who apply for exemption can be granted a maximum of two first-year modules per study year if they have successfully completed a similar module in an accredited MBA programme at another South African business school.
- The module(s) should be on the same NQF level.
- The module(s) must have been completed within the previous five years. Modules completed before that period will not be considered.
- A formal application for exemption and module details should be provided by the student in order for us to compare the content of this module with our School's module.

From the beginning of 2021 the School has reduced the number of credits allowed from **three**

modules to only two modules. The following modules are allowed for credits:

- Corporate Governance
- Strategic Talent Management

The BS is committed to reduce the exemptions in the MBA programme to only one module, in the next year.

5.3 Quality of graduating students

Describe the profile of graduating students for the various programmes, and how the school measures and safeguards its standards.

Before a student is allowed to write exams, it is subject to satisfactory progress with the module content. Students are expected to earn a participation mark of at least 40% in each module. A participant with a participation mark lower than 40% does not have admission to the examination.

To pass a module, a participant needs a final mark of 50% or more. In the modules, the weight of the participation mark is 50%, while the remainder of the final mark is the examination result (therefore a weight of 50%). A sub-minimum of 45% must be achieved in every examination of a module to pass the module.

Should the student fail to successfully complete all the modules within the specified period, studies will be terminated. This includes the completion of the dissertation as a research project. *The NWU and the School will terminate a student's studies:*

- If they have failed to complete the degree within the required maximum number of years.
- If they have failed to pass any module within the required two formal registration years per module.

Comment on how identified gaps between the quality of the graduating students and the intended learning outcomes are handled.

The learning goals of each programme need to ensure that the programme outcomes satisfy all the relevant NQF level descriptors and the new strategic direction of the Business School. Upon completion of the MBA and the PGDM degrees, all graduates are expected to illustrate competencies in three areas: knowledge and understanding, applicable skills, and applied competencies. These three areas are assessed and measured during formal and informal assessment methods. Upon completion of the different programmes the students need to adhere to the exit level outcomes of each programme.



In order to identify gaps, the School's client services are constantly measured with regard to students' experiences on application procedures, dealing with student enquiries, quality of programmes and other general aspects. Both a formal and informal system of feedback from students exist.

- Feedback from students – formal

Formal feedback consists of a structured questionnaire in which the students can provide a rating (quantitative) as well as qualitative feedback. The feedback covers different sections pertaining to the instructional effectiveness of the lecturer and the module content. The parameters for evaluating course content and instructional evaluation are clearly stipulated.

All the lecturers are evaluated twice per year per module. To close the loop, the lecturer evaluations are statistically analysed with the additional comments and deliberated at the end of each semester. The quality control manager, programme managers and the director are part of these discussions. Based on the results, the quality control manager, the programme manager and the director provide feedback to the lecturer and to the students should any problems exist.

- Feedback from students – informal

There are different ways to obtain informal feedback from the students. The first way is by using the **Chat function** on the student platform, eFundi, where students and lecturers can interact.

A second way of more informal feedback and interaction is via the **class group representatives**. The BS has a system where every class group (cohort on each campus) has a student representative who collects and communicates problems experienced by students to either the programme manager or the director. Regular meetings of the student representatives are held, but they can also contact the School on an ad hoc basis when the need arises.

Normally, the student representative communicates all administrative-related matters to the MBA/PGDM desk support staff member. Academic matters are communicated to the programme manager. Feedback to the lecturers and the students on resolved issues is documented. The programme manager has regular meetings with lecturing and support staff to deal with student matters. More difficult matters are referred to the EXCO meeting for discussions.

Provide three-year statistics of the failure, drop out and completion rates of the various programmes, and comment on the trends and specific action taken to combat drop out from programmes and to improve throughput.

Below is table 5.6, indicating the pass rate for each module in the MBA for the previous three years

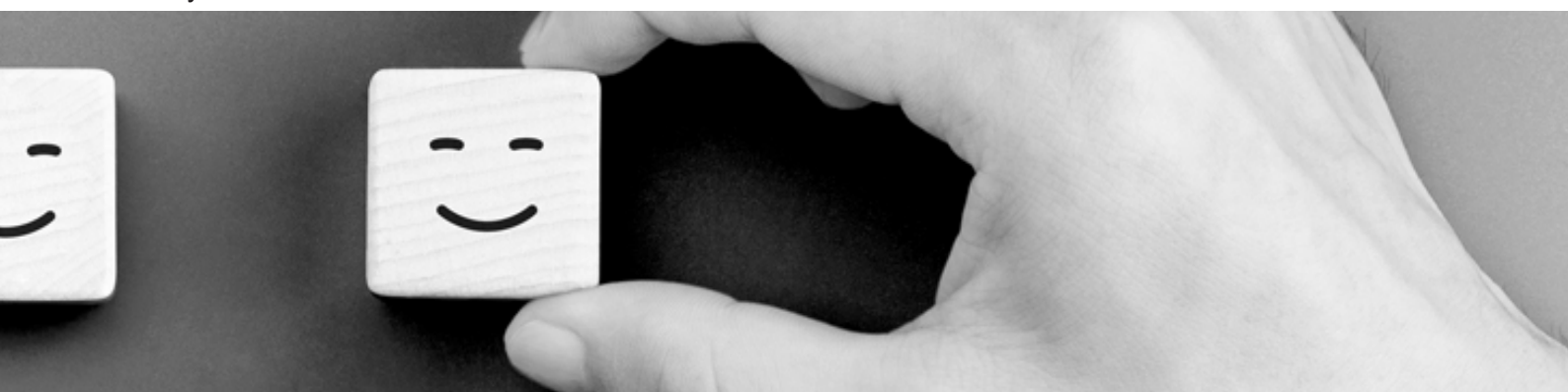


Table 5.6 Success rates for MBA

Years		2019			2020			2021		
Module Name	Module Code	Students enrolled per module	Students passed module	Pass Rate	Students enrolled per module	Students passed module	Pass Rate	Students enrolled per module	Students passed module	Pass Rate
Corporate Governance	MBAA811	62	58	94%	38	35	92%	Changed from Phase 1 to Phase 2		
Operations Management	MBAA812	108	105	97%	80	77	96%	83	81	95%
Managerial Economics	MBAA813	63	61	97%	35	32	91%	85	83	96%
Research Methodology	MBAA874	103	94	91%	82	73	89%	74	71	95.9%
Technology Management	MBAB821	107	102	95%	79	79	100%	81	80	98.8%
Strategic Talent Management	MBAB822	60	42	70%	43	41	95%	76	69	90.8%
Managerial Accounting	MBAB823	119	84	71%	104	100	96%	43	41	95.3%
Strategy Management	MBAC811	160	146	91%	82	82	100%	62	58	83%
Company Project	MBAC812	91	91	100%	104	104	100%	62	54	80%
Financial Management	MBAC813	116	110	95%	96	88	92%	77	68	91%
Change Management	MBAC814	31	31	100%	Phased out					
Mini-dissertation	MBAC873	199	87	44%	165	83	50%	Awaiting results of Mini-dissertations		
Leadership	MBAD821	132	119	90%	98	94	96%	156	151	96.8%
Marketing Management	MBAD822	110	106	96%	95	91	96%	71	67	94.4
Entrepreneurship	MBAD823	134	121	90%	103	94	91%	73	69	94.5
MBA Total		1595	1357	85%	1204	1073	89%	943	892	91.8%

Table 5.7 Success rates of PGDM (5HA-D01)

Years		2019			2020			2021		
Module Name	Module Code	Students enrolled per module	Students passed module	Pass Rate	Students enrolled per module	Students passed module	Pass Rate	Students enrolled per module	Students passed module	Pass Rate
Corporate Governance	BLCG511	54	39	72.22%	14	11	78.57%	193	183	96.6%
Labour Relations	BLLR521	37	32	86.49%	10	10	100.00%	363	355	97.8%
Strategic Management	BLSM522	44	39	88.64%	Phased out					
General Management	CCMM511	48	39	81.25%	2	2	100.00%	390	379	97.2%
Managerial Economics	CCMM515	55	42	76.36%	8	7	87.50%	406	397	97.8%
Information Management Systems	CCMM516	54	41	75.93%	10	8	80.00%	373	355	95.2%
Financial Reporting	CCMM517	46	36	78.26%	6	4	66.67%	376	361	96.0%
Strategic Talent Management	GHRM527	49	40	81.63%	9	6	66.67%			
Operations Management	GOPM521	47	42	89.36%	7	7	100.00%			
Marketing Management	MKTM521	44	40	90.91%	2	2	100.00%			
Strategic Talent Management	GLOM521							73	58	79.5%
Logistics Management	GLOM522							404	362	89.6%
Research Methodology	GPRM521							252	219	86.9%
Supply Chain Management	GCSM521							157	149	94.9%
Research Project in Public Financial Management	PFMM522	9	9	100.00%	Phased out					
Research Methodology	PGRE521				2	1	50.00%			

In Table 5.8 below is an illustration of one of the MBA modules, namely Marketing Management. It shows the MBA Programme learning goals, then the outcomes for the module and how each outcome is assessed.

Table 5.8 Example of a module and how it matches with the programme goals, objectives, outcomes and assessment
Example: Marketing Management

MBA Programme Learning goals	Programme Learning Outcomes: Marketing Management		Module Assessment
Goal 1 <i>Transforming managers into strategic thought leaders</i>	1.1	Graduates should be able to conduct analysis and critique of a business environment using appropriate theories to lead as a strategic thinker.	Individual assignment POE Applied case studies (group work)
	1.2	Graduates should be able to solve complex problems as a strategic thought leader.	POE Applied case studies (group work)
	1.3	Graduates should be able to function as strategic leaders to lead in organisational, economic, social and political contexts.	POE Applied case studies (group work)
	1.4	Graduates should be able to approach problems with an entrepreneurial mind set.	
	1.5	Graduates should be able to apply an innovative approach and inclusive understanding in their business interactions.	POE Applied case studies (group work)
Goal 2 <i>Equipping individuals and organisations with a dynamic integrative learning experience</i>	2.1	Graduates should be able to collect, integrate and analyse private and/or public institutions and advise them strategically.	Individual assignment POE Applied case studies (group work)
	2.2	Graduates should be able to develop as independent reflective learners able to integrate and analyse complex issues to meet the requirements of MBA studies.	Applied case studies (group work)
Goal 3 <i>Providing relevant solutions that impact management and leadership challenges in our community, country and continent, through ethical and innovative business research</i>	3.1	Graduates should be able to identify the challenges and act as leaders in the local, national and global environments.	
	3.2	Graduates should be able to conduct research.	Individual assignment
	3.3	Graduates should be able to undertake advanced integrative and applied research on selected topics, projects or issues of strategic relevance to business or public services.	Individual assignment POE

MBA Programme Learning goals	Programme Learning Outcomes: Marketing Management		Module Assessment
Goal 4 <i>Collaborating with stakeholders in addressing socio-economic development challenges</i>	4.1	Graduates should be able to cultivate the social development competencies necessary to address the challenges in South Africa.	
	4.2	Graduates should be able to be responsive to the needs of the community and the environment.	POE
	4.3	Graduates should be able to adopt, integrate and apply ethical behaviour and good governance to face the challenges of South Africa and the continent.	POE
	4.4	Graduates should be able to engage with the community effectively as a group.	
Goal 5 <i>Applying critical thinking in developing competitive leaders for the future</i>	5.1	Graduates should be able to integrate information to solve complex problems.	
	5.2	Graduates should be able to exhibit self-awareness and critical thinking to act as strategic and responsible leaders.	
	5.3	Graduates should be able to apply cross-cultural skills and a collective understanding in their business interactions.	Individual assignment POE
	5.4	Graduates should be able to think analytically and have an evaluative understanding of a range of concepts, models, approaches and techniques for managing and leading public and private organisations effectively and efficiently.	
Goal 6 <i>Establishing and embedding in students the importance of working effectively with others as members of teams to achieve results</i>	6.1	Graduates should be able to function effectively as part of a group.	Applied case studies (group work)
	6.2	Graduates should be able to successfully engage with all stakeholders as a group.	
Goal 7 <i>Delivering MBA graduates who are effective and professional communicators</i>	7.1	Graduates need to demonstrate a well-structured, argumentative writing style.	Individual assignment POE Applied case studies (group work)
	7.2	Graduates need to be able to communicate commendably and apply verbal presentation skills.	Class discussions on applied case studies

The whole curriculum is mapped based on the outcome matrix of each individual module. This is completed to ensure that the content of each module is aligned in more than one way with the programme learning goals and objectives.



5.4 Career Support

Describe how the school helps students explore career options, define their career paths and prepare for their careers after graduation.

- **How does the school help students find employment after graduation?**

Career Services is a centralised service provided by the NWU. The Business School does not have its own formal career service office, mainly because we offer part-time degrees to students who are already employed. The Career Centre of the NWU does not officially act as a career placement office, but its functions include offering assistance as far as the following:

- Advertisements on online career portal (CareerZone)
- Campus promotions
- Career fairs
- Booking of interview rooms
- Employer presentations
- Facebook page

The Business School's website has a link to employers who wish to offer vacancies to our students: <http://commerce.nwu.ac.za/business-school/career-services>

The Career Centre also supports students with the following:

- Help with job search
- Annual Work Readiness and Entrepreneurship seminar
- CV writing training and
- Job interview training

The link to the Career Centre is: <http://services.nwu.ac.za/career-centre>

- **Does the school hold career sessions, workshops, and fairs?**

The School takes part in the NWU Alumni – Your Career Partner lifelong learning sessions. These sessions give alumni the opportunity to learn more about what we have to offer to help them upskill and expand their capacity. NWU Business School video: <https://fal.cn/3f8yT>

At the end of 2020, the NWU Career Centre adopted a new way of working, namely online technology systems to provide continuity and sustainability of employability offerings during COVID. CareerZone provides the students with the following links:

- NWU Career Centre web page
- eFundi
- Easy Virtual Fair
- Social media platforms, which played a critical role in the streamlining of their efforts towards using technology
- How does the school measure the impact of its career support initiatives?

One way of measuring the impact, is by keeping track of the numbers. For example, the NWU Career Centre launched its first Virtual Fair platform, and has attracted 48 companies, and since then 2 771 students took part in the fairs. Career Centre staff provided training to enable participating companies to use the system and these fairs have proven to be empowering for all participants.

5.5 Ethical and responsible conduct

- **Describe measures the school takes to stimulate and reward students' meaningful engagement in civil society, including non-profit initiatives, volunteering and charity work, as well as internships in public agencies. Describe other initiatives that encourage students to develop into responsible citizens.**

The School illustrates its commitment towards a sustainable society through involvement in local community organisations in service-learning initiatives, having assisted more than 250 organisations with sustainable management skills and systems over the last seven years. Students are doing these community projects a part of their portfolios of evidence (POE's) in some modules. We reported six community engagement projects for the year 2020. Most of these projects are still active and new ones have been added in 2021. This shows our commitment and engagement with the community and the development of our local economy. We collaborate with stakeholders in addressing socio-economic development challenges by embarking on the following:

- A new coaching programme, LCQ, has been offered, specifically during COVID-19, for individual students who struggle with emotional problems.
- The School embraces the needs of the small business sector by doing research in the sector and being involved in the local community through consultations and training.
- The School is an important role-player in the North West Province, with a noticeable outreach to the provincial and local public sector by involvement in the Chamber of Commerce and collaboration with the office of the NW premier.
- Students and faculty are encouraged to do research that addresses the needs of the community and the country and economic development, all related to the UN Agenda 2030 SDG.

Describe the school's policy on cheating, plagiarism, and exam malpractice.

- **Plagiarism policy**

All BS students are reminded continuously of the University's policy on plagiarism in order to safeguard them:

A student is guilty of plagiarism if he/she uses another person's ideas or words as these have been written in books, articles, mini- and master's dissertations, theses, reports, notes, course material, other students' assignments, email messages, and everything on the Internet as if these ideas or words are his/her own. Plagiarism occurs when a student uses another person's words without acknowledging that person and pretending that the ideas or words are his/her own and fails to inform the reader that the author himself is not the origin of the information. Essentially, plagiarism is theft of another person's intellectual goods.

- **Appeal procedures**

Depending on the seriousness of the transgression, it could be referred to either a hearing by the Business School's Internal Academic Disciplinary Committee or the Institutional Disciplinary Committee.

- **What specific measures does the school take to prevent these?**

The University and the Business School make every attempt to emphasise the problem and implications of plagiarism to all students. In the study guide of every module, students will find remarks on integrity and warnings about plagiarism. This resonates with our own values of academic integrity, ethical behaviour, and good governance.

The NWU uses Turnitin software to detect plagiarism. As far as group assignments are concerned, the individual's participation should be verified by the rest of the group on the participation sheet accompanying the assignment. Plagiarism is also emphasised with regard to individual assignments.

- **Dishonesty – a zero tolerance approach by the University!**

In the corporate or business environment, a high premium is placed on honesty and integrity. At the NWU and the Business School, any form of dishonesty, whether it be in examinations or the copying of an assignment and submitting it as one's own work, is viewed in a serious light. Offenders are subjected to disciplinary action in terms of the Statute of the NWU which may lead to cancellation of a particular course unit or expulsion. The student's employer is also notified as such conduct relates to the essence of management. Students who are disciplined in this manner remain liable for payment of fees to the Business School and the NWU, respectively.

[Describe the school's policy, if applicable, on joint publications between students and faculty.](#)

With our research clusters and the different focus areas in mind, the research vision of the BS is to conduct and disseminate research that impacts business and management practice through collaboration with government, industry, and the social sector. A research policy has been developed to align the vision towards the actual implementation of the research strategy.

All student research, whether MBA, PhD, other research projects, must adhere to the research policy of the BS. Joint publications as well as joint conference proceedings are welcomed and encouraged by the BS. Writing workshops are available and promoted to students to enhance their writing skills.

Being involved in joint publications, the BS also benefits from the synergy between the research output, the student, and the BS personnel.

Supporting Documents

To be included in the self-review report as appendices:

Appendix 5.1 A table or tables providing statistical information about students' application, admission, and enrolment figures for the current year and last three years. (Refers to Tables 5.3, 5.4 and 5.5)

Appendix 5.2 Charts showing distribution of students for selected programmes by age, gender, and nationality for the current year and last three years. (Refers to Figures 5.1 and 5.2).

To be presented at the workstation:

Other documents (records, reports, newspaper articles, brochures, policy manuals, student's handbook, etc.) in support of this standard, and that provide helpful insight to the AABS Accreditation Team.



STANDARD 6:

FACULTY

The school's faculty composition is consistent with its mission and strategy. The school has an appropriate recruiting method, a competent management system and a clear development plan that ensures substantial academic and applied research activities and quality programmes offerings.

A school's faculty is a valuable asset, as it builds the school's expertise and reputation through teaching, research, publications, programme development and provision of leadership. Careful recruitment and management of faculty is, therefore, important in building up a well-qualified faculty base.

AABS recognises that it is not practical to hire all faculty on a full-time basis, as management education often requires the contribution of visiting faculty, part-time faculty and practitioners from the business world. A school must however maintain a minimum full-time faculty base of 10 members to represent a school's values and tradition.

A school must have a faculty management policy that addresses the recruitment, promotion, and development of faculty as well as workload management.

It is important that the faculty comprises diverse skills to appropriately match the multiple disciplines covered in a school's programmes. The qualification and size of the faculty will depend on the range, scope and objectives of programmes offered. Faculty allocations and workload must be carefully

managed so as to appropriately match skills and safeguard the quality of the teaching and learning process. The following are key areas to be assessed.

6.1 Faculty composition

Provide the proportion of faculty members holding masters and doctoral degrees for individual study programmes.

A well-qualified and experienced team is a major asset for any business school's faculty and one of the key contributing factors to the success of its programmes. Relevant academic qualifications, and industry experience, are required before appointment. Our endeavour has been to attract and retain human resources (including teaching and support services) and leverage their knowledge, skills and competencies in achieving the vision and mission of the School. Our faculty strategy is to ensure that we have:

- A good mix between well-qualified academic staff, with industry experience and research capabilities.
- This wide-ranging mix of core faculty is supported by adjunct faculty and visiting faculty who convey with them the depth and expertise of industry knowledge and practitioners' perspectives.
- We have to ensure that all areas are adequately resourced, to meet the teaching and research demands of the School with a well-balanced workload for each staff member.

Table 6.1 Total faculty numbers of the BS

Core Faculty Full Time	Adjunct Faculty Part Time	Visiting Faculty	POPs	TOTAL
22	26	45	5	98



The NWU BS has a total of 22 full-time, 26 adjunct, 45 visiting faculty members and five POPs. The age of full-time faculty members ranges from 34 to 70 with an average age of 54 years and an average industry experience of almost 30 years.

The BS has a good combination of professors at various levels (full professor and associate professor) across our MBA and PGDM programmes. Presently, 18% of the full-time faculty members are female. In the BS 82% of the total full-time faculty have PhDs.

Provide the student-to-teacher (full-time equivalent) ratios for individual study programmes.

In Table 6.2 is an illustration of the current enrolment figures for the MBA and the PGDM programme for 2021. The number of faculty in this table is only the number of faculty members currently teaching on the different programmes.

Table 6.2 Number of faculty currently teaching on MBA and PGDM (2021)

No. Students MBA	No. Faculty MBA	FTE	No. Students PGDM	No. Faculty PGDM	FTE	Total
88	13	6.7	537	15	35.8	22.3

- Summarise the evidence that the composition of faculty can be sustained.

By comparing the throughput rates as presented in Tables 5.6 and 5.7, on the different programmes, with the FTE's per program it seems that the School has the faculty capacity to sustain our business. As student enrolments increase, additional appointments need to be made. Succession planning and new areas of expansions also needs to be accounted for.

- List any challenges or gaps and how these may be resolved

The school assumed that if the numbers grow substantively, we will need more faculty.

6.2 Faculty proficiency

Demonstrate that each programme is covered by a sufficient number of faculty with relevant experience (academic and/or practitioner) and expertise corresponding to the respective learning goals of the programme and course content. Titles of each faculty should be also included in the data (professor, assistant professor, associate professor... etc.).

In Table 6.3 is an indication of the BS faculty teaching on both the MBA and the PGDM. The numbers in Table 6.2 and Table 6.3 differ because in Table 6.3 the visiting faculty is included, but not utilised to calculate the FTE as in Table 6.2.

Table 6.3 Number of faculty currently teaching on MBA and PGDM (2021)

Faculty Type	No. on MBA	No. on PGDM	Total
Core faculty (full time)	12	7	19
Adjunct faculty (part time)	1	8	9
Visiting faculty	18	0	18
Total	31	15	46

The full-time and the adjunct faculty at the NWU BS teaching on the MBA programme is 13 with only two of them not having a PhD; thus 84% have PhDs. The rest of the faculty team comprise a mix of visiting faculty and practitioners drawn from industry.

The academic qualifications of all lecturing staff on the PGDM are displayed in Table 6.4 below:

Table 6.4 PGDM academic qualifications

	Core Faculty (Full Time)	Adjunct Faculty (Part Time)	TOTAL
Doctorate	5	6	11
Master's	3	0	3
Professional/other	0	1	1
Total	8	7	15

At this stage, only one female staff member is from the previously disadvantaged group. Five members are white women and nine of the cohort of 15 are white men. Of the total faculty teaching on the PGDM programme, 73% has a doctoral degree.

In Table 6.5 below is the MBA, PGDM and other faculty members, some not teaching currently, with their qualifications, titles, and field of expertise and years of experience.

Table 6.5 Full-time faculty: Potchefstroom, Mafikeng and Vanderbijlpark

Name	Age	Gender	Academic Qualifications	Title	Areas of Professional Expertise	Professional Experience (years)
JDVR 13219766	44	Male	PhD	Full Professor	Forensic Accounting, Management	21
CAB 10196145	60	Male	DCom	Full Professor	Marketing, Branding, Strategy, Agribusiness, Business Ethics	38
CJB 10201262	56	Male	PhD	Full Professor	Employment Relations, HRM	20+
JCC 10306498	62	Male	MBA		Information Management	20
LTBJ 11209658	55	Male	PhD	Full Professor	Diversity Management, Leadership and Occupational Health	30
JAJ 11097132	63	Male	PhD		Business Education, Operations Management	20
RAL 10066373	60	Male	PhD	Full Professor	Strategic Management, SMMEs, General Management and Market Economics	38
RWKP 24225290	70	Male	MA, DCom (Hon)	Full Professor	Economics	45
AMS 10063617	63	Female	PhD	Full Professor	Integrated Reporting and Environmental Management Accounting	30
SPVDM 10065458	61	Male	PhD	Full Professor	Business Management, Entrepreneurship, Family Businesses	30
JAM 22714928	65	Male	PhD	Full Professor	Logistics and Project Management, Supply, Value Chain and Knowledge Management	46
PAB 12630829	60	Male	PhD	Full Professor	Organisational Behaviour, HRM, Change Leadership	28
YDUP 24047597	65	Female	PhD	Full Professor	Organisational Behaviour, Strategic HRM, Business Project Management	40
HP 11858761	57	Male	PhD	Full Professor	Marketing (Sport Marketing)	25
NM 10516387	55	Female	PhD	Associate professor	Operations Management	32
APVZ 13269909	46	Male	LLM	Associate professor	Admitted Attorney of the High Court of South Africa and FP(SA) (Commercial Forensic Practitioner)	20

Name	Age	Gender	Academic Qualifications	Title	Areas of Professional Expertise	Professional Experience (years)
NK 27491528	38	Female	MBA	Senior lecture	HRM, Organisational Behaviour	9
WM 22838082	46	Male	PhD	Full Professor	Finance, Accounting	18
RR 29642906	52	Male	PhD	Full Professor	Economics, Finance, Entrepreneurship, Global Business	29
NN 35181680	36	Male	PhD	Senior lecturer	Technology Management Big data, ICT4D and wireless sensor networks	13
OM 20387350	34	Male	Hons	Senior lecturer	Accounting, Auditing, Managerial Accounting	9
JL 17112923	44	Male	PhD	Senior lecturer	Agricultural Economics, Researcher, Academic and Management	12
Total number full time – 22	Avr. age 54		Gender ratio M=82% F=18%		No. w / PhD=18 No. w / master=3 No. w / other=1	Average years 26

6.3 Faculty management

Describe the school's faculty recruitment policy, including requirements for individual positions. Describe also the initiatives taken to ensure a balanced composition of staff in terms of gender, ethnicity, and domestic vs. international origin.

Recruitment of new faculty

The recruitment of new staff is done in conjunction with the People and Culture Department which drives the formal processes. There are various recruitment and selection policies such as the Recruitment and Selection Policy, Recruitment and Selection Rules and Standard Operating Procedure, Recruitment and Selection Standard Operating Procedure for Temporary Staff – Online Process, and Process Mapping – Recruitment and Selection of Temporary Staff, all of which serve as guidelines for line managers.

The appointment of new staff is identified by the needs of the School. The criteria for faculty selection are based only on merit, i.e., qualifications, experience, competence in teaching skills, research output and, where applicable, administrative or leadership skills. Project Proton outlines our vision for strategic recruitment of faculty and succession planning by concentrating on a smaller core of faculty supplemented with experts of industry.

Four academic vacancies were advertised and filled in 2019, and in 2020 two others have been added. Succession planning in programme management and subject leadership is part of the ongoing conversations in the School and forms part of the development processes/ performance agreements of academics in the School.

Describe the faculty management policy including the processes for induction, evaluation, compensation, tenure and promotion, disciplinary action, and other faculty matters.

- ***Management policies***

The NWU People and Culture Department is responsible for HR policies and practices. Line managers have the responsibility to implement these policies and practices. Human resource management functions such as employee and labour relations, compensation and benefits, employee training and development, recruitment and talent acquisition, employee health and safety, induction (orientation) and performance management have been, by way of devolution, transferred to line managers such as academic programme managers, the deputy director and the chief director of the Business School.

The People and Culture Department serves as strategic HR business partner to the School and assists line managers in implementing HR policies and practices. Regarding the Faculty, there are various policies available such as: Employees with disabilities; Staff development; Employment equity; Performance management; Remuneration; Behavioural (code of conduct); Recruitment; Staff promotion and Institutional Teaching Excellence Award (ITEA).

- ***Induction of new staff***

New faculty at the BS must take part in the **Induction Programme for Academics**. This is an activity aimed at enhancing NWU academic staff as university teachers and forms part of their academic professional development. The BS has an informal induction plan to introduce new staff to the School, whereas the NWU has a more formal induction programme for new academic staff, which entails the following:

- The induction phase is the initial stage of professional development. An academic induction programme is an activity aimed at enhancing the competence of academics as university teachers as part of their professional development and staff retention.
- The induction programme is offered in partnership with faculties, the CTL and other stakeholders.
- The structure of an induction programme accommodates different entry levels for newly appointed lecturers.
- Newly appointed academic staff complete the induction programme within the minimum probation period.
- An induction programme is competency based.

The academic induction programme models the blended teaching and learning approach of the NWU as set out in its T&L Strategy.

- ***Outline teaching load / allocation model***

The School identifies the total workload for each functional area based on the various programmes offered by the School, electives within each programme, number of students, and our strategic direction. The workload model is used to calculate the total requirements of each faculty member. Additional faculty members are recruited based on gaps detected during this process.

The teaching load for a faculty member is normally to teach one module over the three SODs for the MBA programme. The teaching load for a faculty member on the PGDM programme is to teach one module over the SODs. Allocation of teaching load for core modules is done by the respective programme managers. In principle, the programme manager tries to ensure that the load is evenly distributed among the teaching faculty in the different subject areas.

In addition to teaching load, all faculty members (core and adjunct) are expected to supervise at least three dissertations per MBA year, accounted to approximately six per year over the two years of the MBA programme. Most of the senior staff are responsible for supervising PhD students as part of their workload. The School also requires the equivalent of at least one article output per faculty member per year. As per agreement with the director, academic staff are granted one day per week as research/consultancy leave.

The staff development coordinator developed a conceptual workload model to ensure that all academic staff members have an equal workload distribution. The model consists of five academic role components: teaching and learning, management and administration, research and postgraduate supervision, community engagement and service to the scholarly community,

and personal development. The workload model, explanatory notes and guidelines are in Appendix 6.1.

Performance agreements of each faculty member must be agreed upon and signed at the beginning of each year by the specific line manager. A mid-year assessment is done to evaluate whether the performance is still on track. As part of the performance agreement, all staff members of the School complete their development plan template annually. The School uses this as a staff development plan to negotiate and guide developmental activities.

Describe the processes used by the school (including students' feedback), to evaluate the quality of faculty and teaching.

The NWU stipulates the following as guidelines for student feedback on the teaching and learning experience:

- Relevant, systematic, reliable, and constructive student feedback is obtained at the NWU concerning the quality of teaching and learning in all modules of academic programmes, and in accordance with arrangements made by executive deans in the faculties.
- Faculty management can obtain advice and support from the CTL to effectively address problem areas related to the quality of teaching and learning that arise from student feedback.

The teaching staff on the MBA, PGDM and Executive Education programmes is well qualified. After every semester, student feedback is received in the form of a questionnaire where lecturers are evaluated according to content, relevance of the module, value added and lecturing skills. The Faculty of Economic and Management Sciences' teaching committee (on which the Business School is represented), as well as the Vice-Rector: Teaching-Learning, have regular teaching and learning interventions to improve the quality in teaching. (In the new structure, the interaction is between the Business School and the Deputy Dean: Teaching and Learning.) The director also represents the School at the Institutional Committee for Teaching and Learning, which is chaired by the Deputy Vice Chancellor: Teaching and Learning. The School is a keen participant in these actions. In recent years, several lecturers have received rewards for excellent teaching skills.

At the end of the programme, benchmarking reviews are conducted to determine student satisfaction with the integration of the curriculum, covering the functional areas of management and the programme's outcomes. Results are collected after the assessment and scoring sheets are prepared comparing the results with the respective levels of expectation. The programme managers, the teaching and learning manager, quality assurance manager and faculty discuss the results. Innovative ideas are then gathered to improve the overall programme design and structure or for adjustments on individual modules.

Describe the school's faculty development strategy.

Faculty development policy for all staff

The NWU is committed to the ongoing investment in and continuous professional development of teaching competence of its academics, consistent with the mission and strategic directions

of the University, as well as the unique developmental needs of staff at the different stages of the staff life cycle.

The staff learning and development policy, adopted by the Council on 20 June 2019, serves as a guideline for staff development in the School. The policy seeks to support the University's commitment towards providing employees with the opportunity to undergo appropriate skills development and formal training to effectively meet their employment responsibilities and facilitate career development. The policy provides clear guidelines regarding the roles and responsibilities of managers and employees.

Academic staff have access to Academic Professional Development (APD) opportunities which enable them to create and sustain meaningful and responsive learning experiences. APD at NWU are context-specific learning events designed and developed to address the APD needs of the academic lecturers. In-depth learning through customised learning programmes is offered to academics through various online certified courses. These courses are carefully planned and mapped, in which specific course paths are created to address specific training and development needs of faculty members.

The various APD opportunities are presented by the CTL throughout the academic year. These opportunities are indicated on an APD calendar which is published at the beginning of each quarter and contains all the APD opportunities for that quarter. This calendar can be accessed via eFundi, @NWU email, and the NWU webpage (LibCal) with the event name and purpose, date, time, and venue.

- **Explain how priorities are identified and provide details of the development plans implemented in the last three years and those currently being implemented. Include an evaluation of the effectiveness of plans already executed.**

The education, training and development of staff are the responsibility of both line managers and employees in the Business School. Line managers annually discuss with subordinates their training and development needs as part of the performance management and appraisal process.



The line manager and a staff member collectively compiled a personal development plan (PDP) containing the employee's skills development needs and action steps of competency-based skills training programmes. A PDP is part of the performance management process. This process starts with a performance agreement at the beginning of the year, followed by a mid-year performance review and a final performance appraisal towards the end of the year. Based on the performance appraisal, key improvement areas are identified, and the PDP aims to develop staff through competency-based skills training interventions.

The Business School has a coordinator that is responsible for assisting lecturers with their PDPs. The coordinator is accountable for guiding staff towards their own personal development and career planning. The School staff members use a simple PDP template, as illustrated below, to indicate their needs.

Table 6.6 Personal Development Plan

Development Area	Learning/Development/ Training Intervention Required	Reason(s) for Intervention On which KPA(s) is this based?	Target Date	Completed? Yes/No	Reason(s)

The PDPs make provision for input activities in the learning and development areas such as self-development (faculty) and output activities that focus on developing and giving back to the profession.

Input activities that focus on self-development range from formal higher education degrees, workshops, seminars, self-directed learning, and professional membership for networking and interaction. Output activities include leadership in one's field of specialisation, taskforce contributions, research and publishing, lecturing, and design and innovation, such as contributing to the African Bon-Bon's Initiative.

Part of the development plan for staff is to focus not only on their teaching skills, but also on their research abilities and improving their research outputs. The BS's policy regarding the attending of conferences and delivering conference proceedings states that personnel should have delivered at least two conference papers or an article in an accredited journal the previous year to be funded for a conference for the next year.

Full-time academic faculty of the school are permitted to apply for sabbatical leave for research purposes, i.e., to pursue a doctorate or improve research output. Faculty can also apply for financial assistance to do study tours or to attend international conferences.

Describe the faculty retention strategy and comment on its strengths and weaknesses and how the weaknesses can be addressed.

The BS has loyal, well qualified staff with a lot of experience. With the new governance structure and more autonomy assigned to the BS, the salaries were also adjusted to ensure the retention of staff but also to be competitive in terms of recruiting new staff.

6.4 Faculty development

Demonstrate the existence of satisfactory avenues for creating awareness of and acquiring new and relevant teaching methods and materials.

- **How do faculty members stay up to date with teaching methods? How do they acquire new teaching methods and teaching materials such as new and relevant African case studies?**

The NWU acknowledges that quality teaching requires strong pedagogy grounded in a deep understanding of a discipline. The University aims to ensure that all academic employees have access to appropriate and equal continuing professional learning opportunities in accordance with the University's equal opportunities policy.

A training needs analysis was conducted by the School in June 2021. Three areas were identified as needs and relevant training programmes will be rolled out in the second semester of 2021: data software, i.e., Google Forms, Survey Monkey, and Microsoft Forms; teaching with technology; and statistics and data analysis using SPSS

Incentives to support quality teaching

The NWU makes provision for Teaching and Learning Excellence Awards. The CTL annually coordinates a prestige opportunity to reward excellence in teaching. These awards aim to acknowledge excellent teaching practices of all full-time academic staff teaching at the NWU.

Currently, there are two categories: For emerging academics, the Emerging Teaching Excellence Awards (ETEA), and for more experienced academics, the Teaching Excellence Awards. Information about the University's policy on the institutional awards can be found at http://www.nwu.ac.za/gov_man/policy/index.html

Five Business School staff members have received these awards in the past few years. The top-20% incentive scheme of the university also makes provision for the acknowledgement of those staff members who teach with excellence.

The Business School also has an incentive scheme which rewards staff who have performed above average. It could be for teaching of exceptional quality, innovative ideas, participation in industry, or any aspect that is above the performance as agreed on in their performance agreement.

Innovative practices during COVID-19. Lecturing and support staff had to adjust rapidly when the pandemic struck. Quick modifications were needed to be ready for an online learning environment. During the learning curve, the CTL supported staff with critical educational developments, for example, how to teach with Zoom or Teams, and how to develop online exams. Some of the BS faculty were part of this initiative by presenting online guidance. Table 6.7 shows examples of **innovative practices** shared:

Table 6.7 Examples of faculty innovation and development in teaching

Innovative Practice	Presenter
Student preferences for online teaching methods – Tips from the trenches	Dr Johan Jordaan
Backchat audio feedback system	Dr Henk Louw
Tips for distance learning	Prof. Nelda Mouton
Assessment using Adobe Acrobat	Madeline Evert
Lessons on eFundi	Prof. Henrico & Dr Botha
F-EMS talk with CTL Assessment Task Team	Assessment Task Team
Making and using video's as part of your online resources	Prof. Waldo Kruger
Ready Tech Go – Using vlogs as innovative assessment	Dr Liandi van den Berg
Remote teaching fostering interaction	Alrike Claassen

Refer to the faculty wide link for lecturers sharing best practices during COVID-19:

<https://efundi.nwu.ac.za/portal/site/06f49e20-472b-4ce6-8e98-73a4bc843b65/tool/95444030-38ba-454f-8582-31e8918f1ece?panel=Main>

Describe the school's current policy for developing and promoting research.

The NWU BS seeks to develop each faculty member in their specific domain of expertise as far as possible. Although every member has different capabilities, we endeavour to maintain a School with a balanced mix of research, academics, industry experts and consultancy activities.

The faculty members involved in the School have a variety of credentials, which provide complementary skills, expertise and experience. While being teaching and research oriented, most of them have strong connections with the business world and contribute to providing solutions for key business challenges.

In the BS we have a collection of mechanisms which could be incorporated and utilised to strengthen our provision, for example, research results, experience gained in consultancy projects, teaching on the executive education programmes, and the appointment of POPs.

A separate research office with support staff has been established to accelerate the activities related to research. This office administers the MBA student research, PhDs, extraordinary research professors, post doc students, and faculty research.

Overall, the office manages the distribution of relevant incentives, merit systems, and research grants. Apart from that, the office communicates with other international institutes willing to

collaborate with our School in research activities. With our research clusters and the different focus areas in mind, our research vision is to conduct and disseminate research that impacts business and management practice through collaboration with government, industry, and the social sector. A research policy has been developed to align the vision towards the actual implementation of the research strategy.

6.5 Ethical and responsible conduct

Describe how the school holds faculty to ethical and responsible conduct.

- **Is this evident in the school's core values and policies for faculty?**

As described in our vision, mission, and core values the reference to ethical behaviour is repeated several times. Referring to the wording in the mission:

“Providing relevant solutions that impact management and leadership challenges in our community, country and continent, through *ethical and innovative* business research”.

In our values, the following value is stated: The NWU Business School is committed to:

Excellence in our core business, Academic integrity, *Ethical behaviour*, and good governance; and the values of Botho / Ubuntu – building communities and the notion of social justice.

Based on these core values, the faculty is constantly reminded to always pursue these values and vigorously practise them whether in classes, with research, formal and informal interactions.

- **How does the school address any breach of its policies? Give anonymised past examples.**

Everyone in the BS must report known or suspected breaches of fraud, misconduct and / or unethical behaviour. By reporting these incidents, the first step would be to start with an internal investigation and to prepare a report. If the internal investigation in the school does not deliver results, it is referred to the NWU.

The reports will enable the University to investigate and address the concern and to make determinations about appropriate notification to the subjects concerned, of the personal identifiable information. All reports of breaches will be dealt with in accordance with the Standard Operating Procedure of the NWU for breaches.

Employees of the University are subject to discipline in respect of all forms of misconduct or dereliction of duty as contained in the rules published in the applicable disciplinary procedures. By the acceptance of this disciplinary procedure, management exercises its statutory right and prerogative. Depending on the gravity of the transgression and/or surrounding circumstances, management reserves the right to follow a curtailed disciplinary procedure, having due regard to fairness and the *audi alteram partem* rule.

In 2021 the BS has a case of misconduct concerning an academic employee. Prof X was charged with transgression the ethical conduct of the BS and was dismissed after the procedure above have been followed. The case is still pending at the CCMA.

6.6 Impact of faculty

Describe the measures the school takes to stimulate and reward meaningful engagement of faculty in society and politics, including membership in government agencies and advisory boards, media presence, collaboration with non-profit organisations and other activities that make an impact on society.

The impact that the Schools' faculty has is measured in terms of the strategic direction of the School. The impact could be measured and is visible through different actions, such as in Teaching & learning activities, in research performed and the involvement in government agencies to make an impact on society. The School has a component of its faculty who are actively involved in the media, which also illustrates impact.

It is difficult to report on each popular media engagement, TV interview or press release. However, the NWU Communication Department does hold some statistics on popular media interactions. Statistics as published for the whole university indicate that the most prominent three faculty members are all linked to the BS. The following is a brief summary of the interactions with popular media from some of the School's faculty.

Table 6.8 Popular press and media coverage report: Jan.–Dec. 2020

Name	Inserts (no.)	Advertising Value Equivalent (AVE)
Prof. Raymond Parsons	605	R41 695 315
Mr Theo Venter	297	R33 657 038
Prof. André Duvenhage	261	R16 415 841

Average and numbers of AVE signify the monetary value if we had to pay for space or airtime. It is also linked to the number of listeners or readers. Prof. Raymond Parsons was the most prominent spokesperson in this period.

To fulfil our mission of providing relevant solutions which impact management and leadership challenges in our community, country, and continent, through ethical practices, the following has been introduced:

*To expand our **outreach and footprint in Africa**, faculty of the BS is involved in the following actions:*

- Faculty took part in the **Business in Africa** lecture and discussion forum where specific socio-economic challenges related to UN Agenda 2030 are addressed with internal and external stakeholders.
- Faculty is responsible to develop the monthly Think Tanks, Business in Africa webinars, and African Bon-Bon's to stimulate critical thinking and to debate possible solutions to challenges in Africa.
- Faculty is also part of the development of the Pitso's where significant topics are discussed and debated with experts.

To emphasise our involvement and to address the fundamental business challenges in our **country and continent**, for example, **corruption and the development of the economy**, the following actions have been established:

Our outreach to local government, can be demonstrated as follows:

- The BS is involved in the Chamber of Commerce and collaborates with the office of the North West premier.
- The School has signed a MOU with the National African Federated Chamber of Commerce (NAFCOC) in the North West Province to collaborate on critical issues in the province.
- To address corruption in the country, faculty is involved with training in the commercial forensic industry.

The Schools outreach and impact on local communities can be illustrated as follows:

- Coaching programmes for students were introduced to assist student with emotional stress during Covid-19.
- The Business School has expanded its emphasis on community engagement (CE) with numerous community engagement programmes delivered over the past years.
- The Business School embraces the needs of the small business sector by doing research in the sector and engaging in the local community through consultations and training.

In terms of our executive education, progress and involvement are evident in the following:

- New executive education courses have been developed for small businesses in the agriculture sector. An MOU with AgriSETA has been signed.
- Partnerships (MOU's) have been closed with Thinking Fusion AFRICA, a provider of leadership courses and with the Institute for Technology, Strategy and Innovation (ITSI). The aim of these partnerships is to stimulate training according to the needs in the country.

Supporting Documents

To be included in the self-review report as appendices:

Appendix 6.1 A table showing names of faculty, and indicating full-time/part-time, qualifications, subject area, academic department, academic rank, date of appointment, nationality, and gender. (Refer to Table 6.5)

Appendix 6.2 Workload model with explanatory notes.

To be presented at the workstation:

Curricula vitae of faculty (full time, part time, and visiting faculty).

Records of faculty evaluation.

Faculty handbook.

Other documents in support of this standard, and that provide helpful insight to the AABS Accreditation Team.



STANDARD 7:

EXTERNAL RELATIONS

Alumni: The school possesses a growing network of alumni with tangible impact and influence on local, regional and global organisations. It ensures that its alumni are actively engaged with the school and support the achievement of the school's strategic objectives

Diversification: The school is recognised in African countries other than its own, and demonstrates this by, among others, having a non-national mix of students, alumni, faculty, partnerships (including research partnerships), activities, and employers

Linkages: The school has active partnerships with corporate, private and/or public-sector organisations within and outside Africa, that ensure it maintains useful interactions, in order to develop relevant programmes according to the current needs of the African business environment.

The school is engaging with at least one institution in Africa to provide or receive assistance towards ensuring sound management practices in the continent.

This standard assesses the evidence that the school is recognised by the business and academic communities in its immediate environment, as well as in countries across Africa. AABS accreditation has been designed as an African accreditation system to acknowledge excellence in management education in the continent. A key indicator is the impact the school's alumni make on society in addition to the proportion of students employed by companies or self-employed after graduation. Schools should also demonstrate how they are leveraging their alumni's support and influence. By maintaining close contact with the alumni body, schools can show their impact on society through the career progression and achievements of their alumni.

It is also expected that the school demonstrates its quality by its ability to appeal to and attract a population of regional and international students, faculty and staff. The school should also show that it prepares its students for work and business opportunities, not only in its home country, but across the African continent.

AABS is keen on seeing that schools in Africa maintain useful links with the business communities

in order to develop programmes that serve their needs. But external relations need not be limited to businesses only or confined to the school's home country. AABS encourages cross-border partnerships with public and private sector organisations (including schools), that lead to more relevant and more impactful research and programme content for the school, and richer learning experiences for students.

In addition, AABS encourages schools to mentor or be mentored by other institutions within Africa.

Mentoring is defined here as any kind of external advisory cooperation that leads to development of either or both parties. This may be demonstrated in the narrative on links with industry, or specifically by describing separate mentoring initiatives. The following are key areas to be assessed.

7.1 Alumni

Describe how the school maintains contact with its alumni, and how information gathered is utilised for the benefit of alumni and the school.

The BS has a renewed investment in our alumni with the appointment of a dedicated manager for the alumni organisation. We urge our students to be involved in the network and to partake in the offerings provided by the BS and the NWU.

All communication is directed from the School to our alumni office, from where it is distributed to the alumni. The NWU Business School uses various media to communicate with alumni such as Facebook, LinkedIn, Twitter and Graduway, as well as electronic media such as emails and the School's website. Alumni receive publications regularly, namely the News@Business School, the AMBITION from AMBA, and the BGA newsletter.

Recently, the School hosted events with significant guest speakers combined with online get-togethers. See an example of an invitation to a get-together below, in Photo 7.1



Photo 7.1 Alumni Get-Together invitation

- **How does the school involve its alumni to support its strategic objectives?**

Describe the structure and activities of the alumni associations, if in place, and indicate the proportion of actively engaged members, compared to the overall number of alumni.

The Alumni Association was established in 1998. All graduate MBA and PGDM students are enrolled at the NWU BS Alumni Association immediately upon receiving their degrees. This process is managed on a continuous basis by the Institution (NWU Alumni Office) and on an individual basis by the public relations officer of the School. The Alumni Association has a chairperson and a committee and is self-funded. Currently, the association has 1 875 active members. The chairperson is a full member of the AB.

Recently, the School bought a new software programme to enhance interaction with our alumni. Graduway offers us one virtual network for all our enrolment, mentoring, engagement, and fundraising needs. Graduway breaks down departmental silos to improve campus partnerships, reduce overall cost base and enable our community to engage with a network of prospects, students, alumni and donors.

Graduway, as shown in Figure 7.1 below, is a 4-in-1, virtual community portal to enrol and mentor students, engage alumni and cultivate donors. The core of the platform contains an environment where alumni can update their profiles and contact information. Personalised feed ensures that alumni are seeing and interacting with content that is most relevant to them. Feed can be used to promote upcoming events and mentoring opportunities or share the latest job openings. In the mentoring hub, alumni can connect with the current student base, while veteran alumni can connect with new alumni, providing career guidance, advice, industry connections and links to jobs.



Figure 7.1 Graduway 4-in-1 virtual community portal

The Graduway databases can be used to drive engagement between alumni and the NWU BS by the following:

- **Share alumni success stories** – This can include career achievements, life experiences and milestones, world travel, philanthropy, volunteer work, significant contributions to your school in some way, or others!

- **Share a feature of the NWU Business School** – On a rotating basis, share interesting stories about different departments or faculties across your institution. Does one of your buildings have an interesting history? Is one of your departments doing ground-breaking research? Has one of your faculty groups been in place for several years and have lots of stories to tell?
- **Newsletter** – Except for sharing the newsletter. Share regular updates about recent events like, press mentions, or research projects exclusively on your platform.
- **Start a conversation** – Post a question or comment about a topic that will get people talking! Is there a special faculty member students/alumni appreciate or remember with fondness? What about an update on a well-known course?
- **Collecting feedback** – Ask your network users what type of content they want to see here. Or create a survey to gather feedback on how the platform can be most interesting/valuable to them. We want to know how you want to use your alumni platform and what we can do for you! Click on the following link to give us your feedback.

How does the school organise continuing education activities for its alumni?

Alumni meet regularly and alumni in key positions at their place of employment are targeted in our marketing campaigns.

Alumni are invited to the following events of the Business School:

- Alumni from the NWU can join the convocation to have more input into the actions of the University.
- Alumni who have achieved exceptional achievements are honoured during an alumni awards ceremony that is coordinated by the Institutional Office.
- MBA reflection sessions.
- Virtual get-togethers.
- Virtual Business in Africa sessions.
- Virtual Think Tank sessions.
- Exclusive, in-person Think Tank sessions.
- Thinking Fusion offer: Prof. René Uys from the Business School and Thinking Fusion AFRICA explains more about the latest offerings about short courses in leadership development. (<https://www.youtube.com/watch?v=rD05dc-fw-s&t=22s>)

Besides community engagement of students and lecturers, the BS also involves training partners to assist us in realising our vision and mission. Our training partner, ITSI, links with our vision to transform managers in strategic thought leaders. Connections with these training partners also provide lifelong learning opportunities to our alumni.

The SBAB has a strong incentive towards entrepreneurship and training potential consultants to contribute to the much-needed economic development in South Africa. As part of our provision to alumni, they can follow a business consulting course in collaboration with the Institute of Management Consultants.

Provide results of graduate career progression evaluation, for example the proportion of full-time students employed within one year of graduation.

- **Present the school's alumni tracker, or similar report for the last three years. This report should show the career progression of alumni in accordance with the school's strategic objectives.**

Summarise the evidence that the school's alumni are making the desired impact in their immediate and larger environment within Africa.

Career Services is a centralised service provided by the NWU. The Business School does not have its own formal career service office, because we mainly offer part-time programmes, therefore all our students are already employed. The Career Centre of the NWU does not officially act as a career placement office, but its functions include offering assistance as far as the following:

- Advertisements on online career portal (CareerZone)
- Campus promotions
- Career fairs
- Booking of interview rooms
- Employer presentations
- Facebook page

The Business School's website has a link to employers who wish to offer vacancies to our students: <http://commerce.nwu.ac.za/business-school/career-services>

The Career Centre also supports students with the following:

- Help with job search
- Annual Work Readiness and Entrepreneurship seminar
- CV writing training and
- Job interview training

The link to the Career Centre is: <http://services.nwu.ac.za/career-centre>

The following events were hosted to assist students with their future careers:

- **Virtual Fair (2 June 2021)**

The Virtual Fair showcased the various flagship programmes that the Business School offers to prospective students. Alumni success stories were shared with prospective students. Below in Photo 7.2, is an illustration of the Virtual Fair that was hosted.

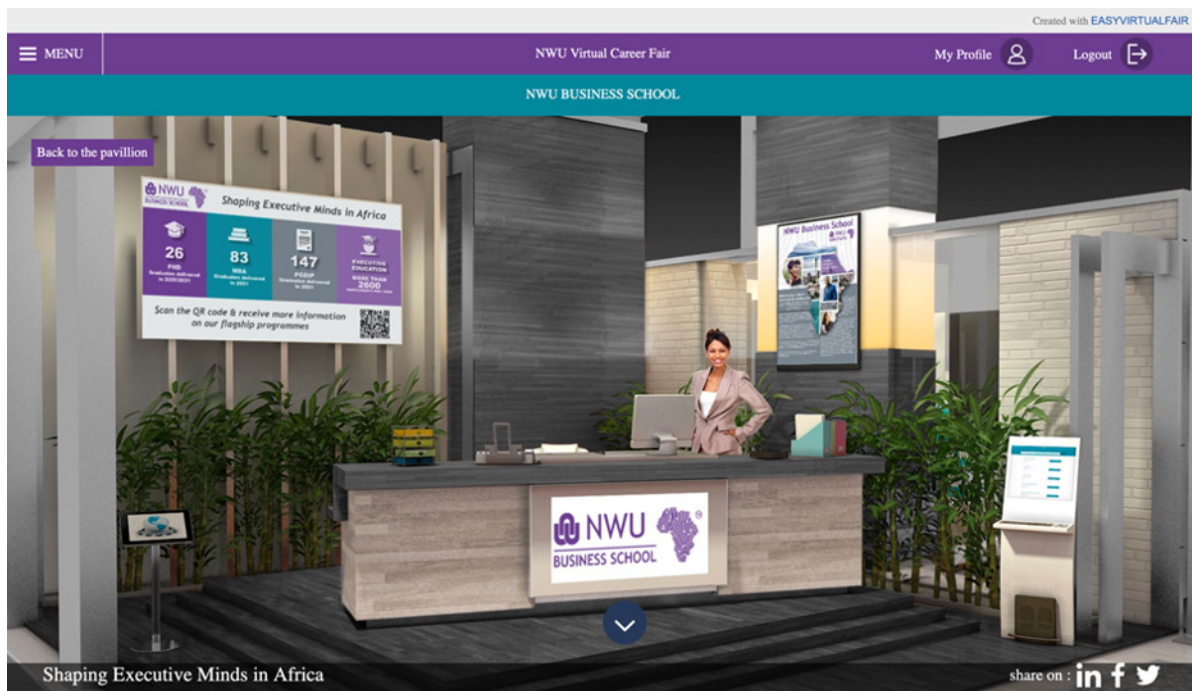


Photo 7.2 Virtual Fair

7.2 Diversification of the school community

Show that the school has a non-national mix of students, staff and faculty.

The concept of diversity could be demarcated in many ways, for instance by gender, age, nationality, previous qualifications, or ethnic group. Diversity is the exploration and incorporation of these differences towards enriching learning in our classrooms.

- **Diversity of students on the MBA programme**

In our MBA programme, the BS can illustrate diversity in terms of ethnic classifications of our student cohort. The student enrolment figures for the previous three years are presented in Table 7.1.

Table 7.1 Cohort diversity regarding ethnic classifications (all campuses)

Intake 2019 -2021				
Total	White	Black	Coloured	Asian
285	91	182	9	3
100%	32%	64%	3%	1%

The NWU BS is well transformed and, overall, 68% of the students belong to previously disadvantaged groups, while 32% of the students are white. Most students are black (64%), with 3% coloured and 1% Asian students attending the School.

Previously at the Vanderbijlpark and Mafikeng SODs, we had a diverse student composition where both Afrikaans- and English-speaking students attended the MBA programme. The

composition was about 50% white and 50% black and other groups.

Since the change in the language plan in 2020 (tuition being English only), we have moved to a more diverse ethnic composition on the Potchefstroom Campus. As indicated in Figure 7.2 the ethnic diversity has changed to 57% black, 38% white and 4% coloured students.

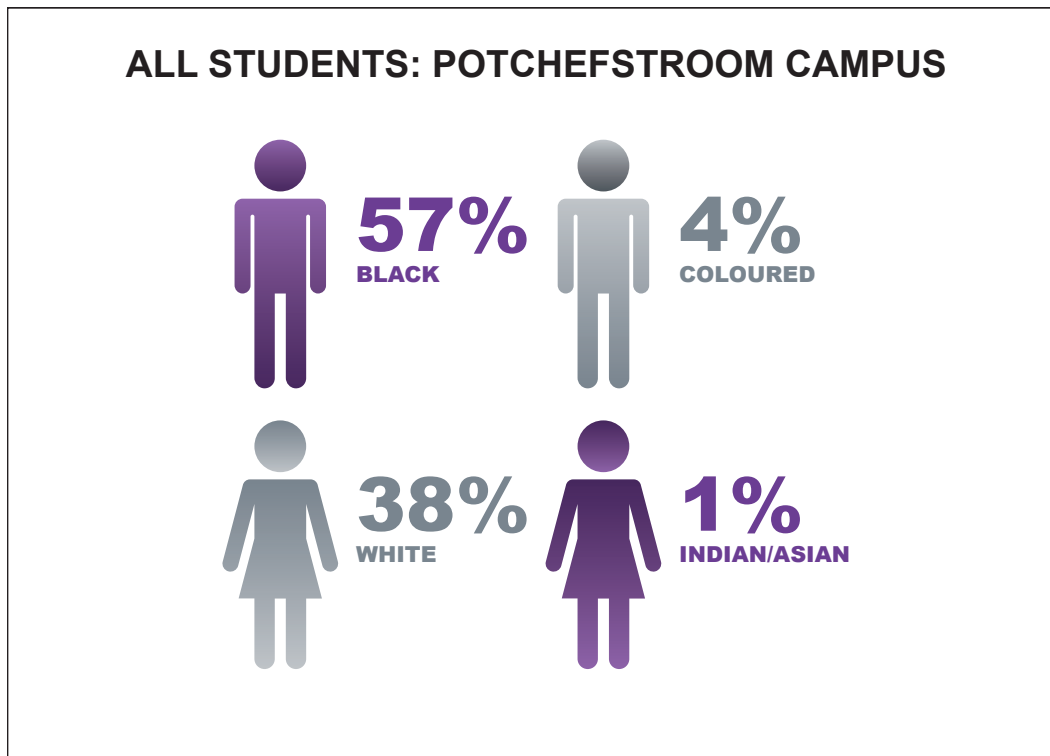


Figure 7.2 Ethnic diversity Potchefstroom Campus

Although the Business School does not have extended diversity about nationality, it strives to achieve diversity regarding gender, ethnic group and origin. MBA students are organised into syndicate groups of approximately five to six students per group. The aim is to ensure diversity regarding previous qualifications, gender, race, and different working environments and to encourage students to draw on the strengths of such diversity.

- ***Diversity of students in the PGDM programme***

On all five sites of delivery (Potchefstroom – part time, Mafikeng – part time, Vanderbijlpark – part time, Potchefstroom – full time, Potchefstroom – distance) a diverse student composition of both Afrikaans- and English-speaking students attend the PGDM programme. Due to the language of tuition being English, the Vanderbijlpark and Mafikeng sites, as well as the distance PGDM, have a more diverse ethnic composition.

In the PGDM, about a third of the cohort are younger than 25 years. This indicates that they are probably in the full-time group. The age distribution for the rest of the 66% is 50% between the ages of 25 and 47, while a smaller cohort forms the remaining percentage. This is significant as it shows that citizens at the age of 50 still take studies and lifelong learning seriously. The statistics also indicate that there is a wide-ranging interest in the PGDM programme.

Table 7.2 below gives a breakdown of the students' nationality for 2021, 2020 and 2019.

Table 7.2 Breakdown of the students' nationality

Intake		South African		Non-South African		Breakdown of non-South Africans								
Year	Total	Total	Percentage	Total	Percentage	Botswana	Cameroon	Lesotho	Namibia	Nigeria	Somalia	Swaziland	Uzbekistan	Zimbabwe
2021	537	515	95%	22	5%	1	1	1	10	1	1	1	1	5
2020	403	386	95%	17	5%	1	1	1	11	1				2
2019	237	229	96%	8	6%			1	7					
Total	1177	1130		47		2	2	3	28	2	1	1	1	7

Upon analysing the different nationalities, it is evident that, on average, 95% of our students are South Africans. Table 7.2 also indicates that the other 5% mostly come from different African countries.

[Provide statistics of incoming and outgoing credit mobility students \(including work placements\) and their home and host countries.](#)

As the BS mainly has part-time programmes, we do not have any visiting students with credit mobility between us and host countries.



Provide a list of exchange agreements in place and exchange programmes in which the school participates.

Currently the BS is investigating the option of collaboration and student exchange between the NWU BS and the International Institute for Business Networking (IIBN) who is currently our training partner in Russia and part of our associations with the BRICS countries.

In the Executive Education section of our BS we have agreements to present Project Management courses in Africa. The first one was delivered in Nigeria, followed by a second delivery in Kenya. See images below.

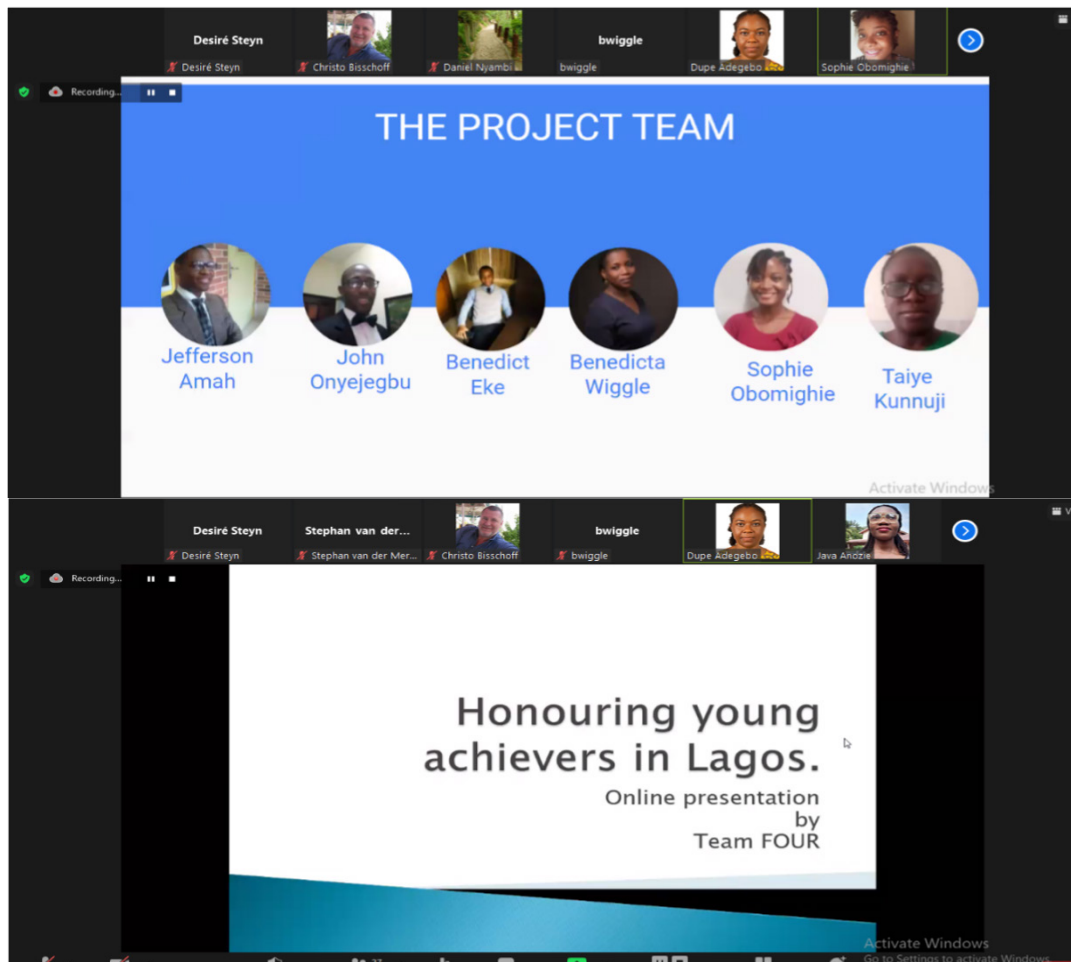


Photo 7.3 Virtual images of Project Management presentations in Nigeria

Some of the positive feedback the school received, were:

“Thank you for such a wonderful opportunity. The course has been quite insightful, and I envisage that it will be helpful for my personal and professional life. “

“Thanks a lot.”

“Thanks for the wonderful course.”

“This is just to show appreciation for a job well done. Thank you for making this journey an easy one for me

RISK EVENT	ASSESSMENT OF THE RISK			RESPONSE TO THE RISK	RESPONSIBLE PERSON
	Probability	Impact	Total		
Lack of Funds	3	5	15	Start fundraising early	P M Team and ECS Board members
Inexperienced/Untrained workers(volunteers)	3	3	9	Engage Skilled Labour while the volunteers learn and assist	P M
Inadequate Planning	2	5	15	Get a second opinion of the prepared portfolio	P M
Covid 19 Contagion	2	5	10	Have all participants tested before work, and adhere to local covid guidelines	P M and Health Consultant
Change in Academic Calendar of Students	4	2	8	the University of the intending participants by spreading the call for volunteers	P M Team
Possible theft from host community	2	4	8	Carry the Community leaders along, have security man on site	P M Team
Inflation	5	4	20	have a 10% addition to the budget as contingency	

Photo 7.4 Example of student work in Project Management in Nigeria

Provide statistics of incoming and outgoing faculty and their home and host countries.

International collaboration, which is an important matter for the School, has already been improved in some areas such as international links, MOUs and collaboration with international academics. Management of the Business School empowers faculty to internationalise. Many of our lecturers collaborate on research outputs with international academics. Other ways of collaboration are through agreements between parties to do be guest speakers at certain events, exchange of lecturers or by signing a Memorandum of Agreement (MOU).

Currently the permanent faculty members of the BS originated from four different countries, namely: South African, Zimbabwe, India and Cameroon. The previous three years, the BS has a total number of 45 visiting faculty, ranging between nine different countries of origin, such as America, Ghana, New Zealand, Uganda, Canada, Zambia, France, Thailand, and South Africa.

Provide a list of faculty exchange agreements in place and faculty exchange programmes in which the school participates.

The School has increasingly started to engage with other academic institutions on the continent, with other BRICS countries and with some international institutions. The number of partner schools has increased from five in 2016 to 19 in 2021. The way in which we partner with other schools or international academics differs, and the extensiveness of these partnerships varies. More detail regarding the different agreements is available in Tables 7.6, 7.9, 7.10 and 7.11.

Show that the school community has an international outlook and that the school is known outside its home country.

- **Do the students participate in internships, study abroad tours, competitions and so on, in countries within or outside Africa?**

In almost all our programme deliveries, the content, textbooks, and case studies are spread between local and international compositions. Our goal is to achieve a balance between these components. Most of the textbooks we use are recommended internationally and the content

is presented with globalisation and national standards in mind. Our international extraordinary faculty brings international practices into the curriculum whenever they teach. To expand the students 'experiences, we added an international study tour to the MBA programme.

- ***International study tours***

The NWU International Office assisted the Business School with international study tours in previous years. International study tours to Ireland, China and Brazil were successfully done in previous years. However, a tour organised to the American University of Cairo had to be suspended in the aftermath of the national Fees Must Fall campaign in 2015. The tour to Russia planned for 2020 was postponed due to COVID-19 and since then all international travel has been curtailed. On the other hand, some of these actions have now been initiated on a virtual platform.

- ***Other international involvements***

Initiatives to implement the international strategy include several research collaboration partnerships with international scholars. The School has research partners in the USA, Australia, New Zealand, The Netherlands, Belgium, Austria, Iceland, Botswana, Namibia, Ghana and Zimbabwe, among others. The School also collaborates with international academics to moderate MBA modules and to support as guest speakers at study schools. During these guest lecturers, the students are exposed to national and international faculty members.



Furthermore, since 2019, the School represents Africa on the **International Project Management Association (IPMA)** Research Group as a formal assessor of international project management academic and practice research.

- **Do its faculty participate in conferences, meetings, workshops and so on, in countries within or outside Africa?**

International collaboration and engagement are important for the Business School to add value to its teaching and learning, research, and overall quality of faculty. This manifests in several activities of the School such as attendance of international conferences, interactions with international academics who act as advisors, moderators and research companions, as well as being part of international forums and discussion groups.

Our African initiative has expanded with negotiations and collaborations with universities and specifically academics in our neighbouring countries, as well as specific initiatives on African business challenges.

In 2017 the School hosted a multi-country **African research project (named ORCA)** launch at our Mafikeng Campus represented by Ghana, Zimbabwe and Nigeria. This initiative continued and in 2018 we had discussions at the Central University, Ghana, and in 2019 in Zimbabwe. Since COVID-19 we have had biennial Zoom discussions with South Africa, Ghana, Zimbabwe, Uganda, Kenya and Nigeria participating.

In 2018 we joined the African Research Group (ARG) discussions and webinars, chaired by Prof. Kenneth Kamoche of the University of Nottingham, UK. Here, topical challenges are debated such as decolonisation of curriculum, diversity and inclusion, and African business leadership. These discussions provide indigenous knowledge that can be shared with our students in seminars, lectures, and research.

Many of the international colleagues we met through these initiatives have since served as external examiners at the Business School. Prof. Bill Buenar Puplampu, current vice-chancellor of the Central University, Ghana, presented a special lecture on organisational behaviour through an African lens, 'Between the Elephant and the Hill, at the Mafikeng campus which was initiated by our BS.

The School played a leading role in initiating and organising the International Business Conference (**IBC**). The conference is held annually at a venue in Africa and serves as a platform where faculty can meet international delegates and network among their peers. The conference is well established and in its 14th year. Since 2021 the conference is held online, which will continue until face-to-face conferences become possible.

Is the school featured or mentioned in international media?

Currently the school is aware of international media coverage, specifically with our YouTube channel and African Bon-Bon series, although it is not monitored.

7.3 Diversification of programmes

Demonstrate how the school designs programmes for an international market.

The NWU BS made provision for an international study tour, and recently we have added a new module to the MBA curriculum, namely International Business Issues. Previously, the MBA programme did not have a module specifically dealing with internationalisation except for workshops (International Business and Doing Business in Africa) which were usually added to the study school's content. From the beginning of 2020 a new MBA module, International Business Issues, formed part of the MBA curriculum. (This module has not been offered yet, as it is a new elective and not enough students have chosen it to justify a cohort.)

The School has included a compulsory workshop on international management in the study school for MBA II students.

- **What languages are its programmes taught in? Does it have language training or courses in foreign languages?**

Our students are expected to have a certain level of proficiency in English which is also tested during the interview, the motivational letter, and the admission test. In 2020 the NWU BS changed its language policy and started its implementation in 2021. This adjustment fitted well with the new COVID-19 situation as the School had to resort to teaching via electronic platforms (some recordings) to reach all students. The new language policy is as follows:

The NWU BS needs to be operative both in the university and in the business environment. In the university context the NWU Business School adheres to the fair and functionally multilingual language environment across all components of the university. In the business environment the Business School needs to prepare its students to function effectively in their various workplaces, and by reason of its autonomy, the Business School therefore chooses English as its formal medium of teaching, learning and assessments, as English is globally recognised as a commonly used business language. The choice of language of research and publications is the prerogative of the researcher who should take the purpose of the research, the readership and target audience into account.

The language of instruction for all our programmes is now English as it is expected from all students to possess English language proficiency. No formal qualifications are required in this respect. The academic scores of the admission tests and interviews are used to assess language proficiency. Therefore, scores of the International English Language Testing System (IELTS) and/or Test of English as a Foreign Language (TOEFL) are not applicable.

- **Does the school design and teach programmes jointly with partners outside its own country?**

The NWU BS has no partner institutions for the co-delivery of the MBA and PGDM programmes. We have specialised partners who collaborate and contribute to our core activities, such as Teaching & learning (currently Short Learning programmes) and Research.

- Does the school teach some of its own programmes outside its own country?

The NWU BS and International Institute of Business Networking (IIBN) have formed a strategic partnership to advance collaboration efforts in institutional internationalisation. IIBN has academic and programmatic areas that the NWUBS would like to tap into, providing knowledge, resources, and expertise that supports our 2021 BRICS initiatives. For the NWU BS, the partnership's scope, depth, and duration have emerged as primary elements of our strategic direction. These are relationships with a long-term time horizon, a commensurate commitment of resources, regular evaluation, and deliberate efforts to introduce new activities and expand collaboration such as MBA international visits, research collaborations, short learning programmes, etc.

The current identified short learning programmes are:

- Short Course in Crisis Management
- Short Course in doing Business Internationally with opportunities and networks with BRICS countries
- Cash Flow Management and Sustained Performance Management
- Supply Chain Strategies and Business Intelligence Management
- Corporate Information Strategies

In the Executive Education section of our BS we have agreements to present Project Management courses in Africa. Below is an image of Project Management presented to Kenya.

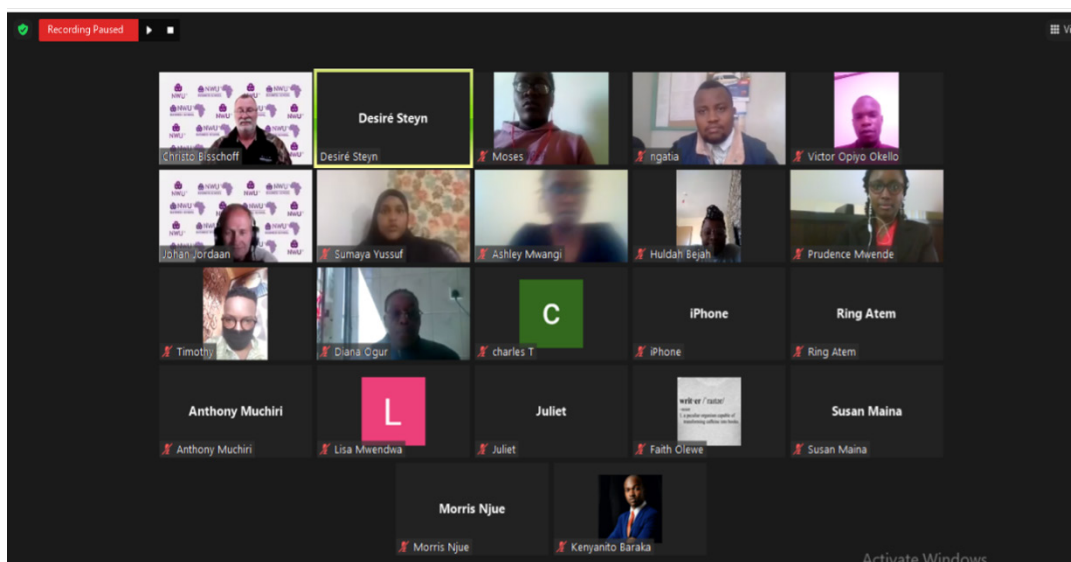


Photo 7.5 Virtual image of Project Management in Kenya

In Figure 7. 3 below is an indication of where in Africa the BS has already left its footprint with its Executive Education.

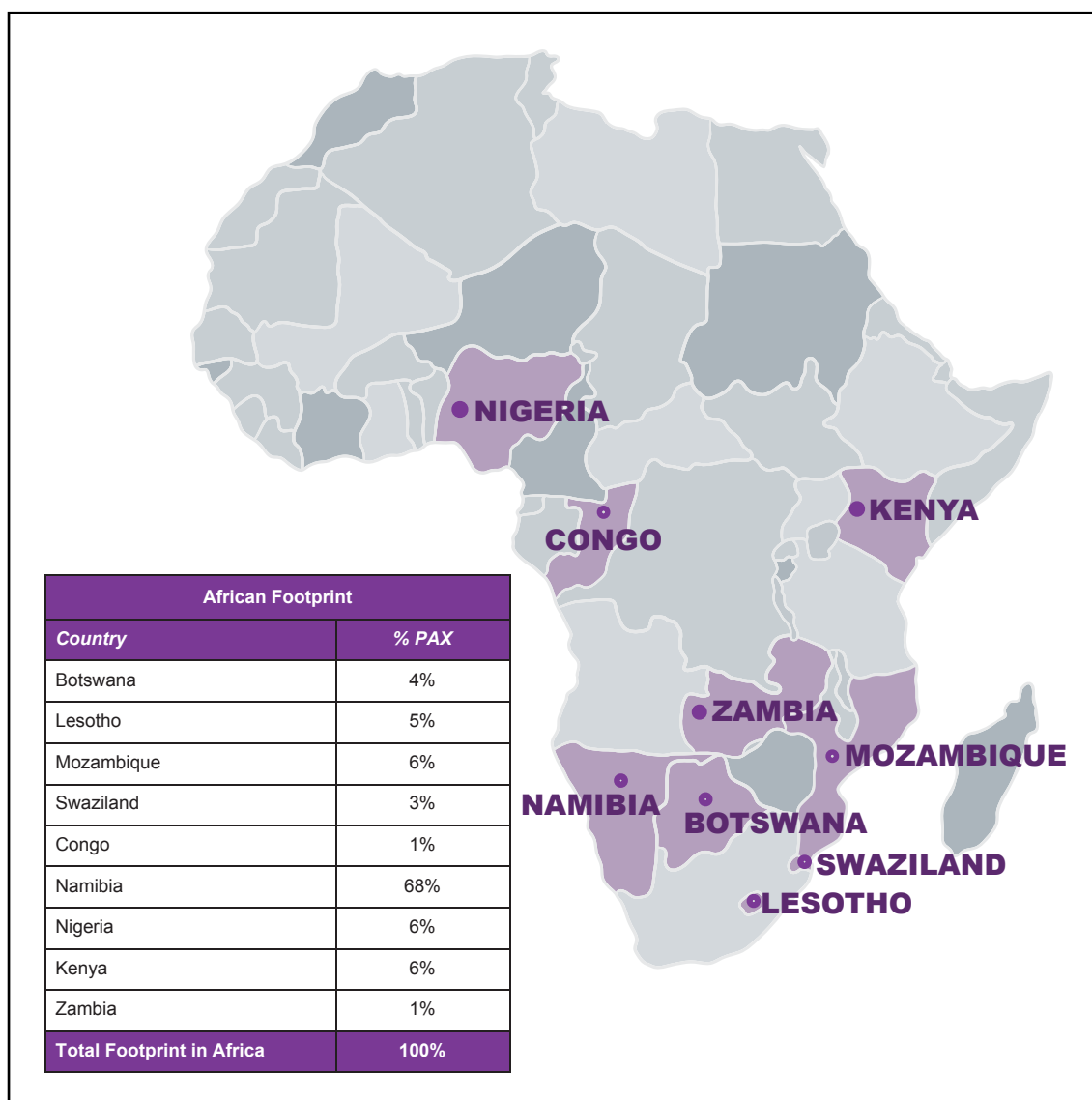


Figure 7.3 Executive Education footprint in Africa

- **Does it have exchange windows integrated into its programmes?**

No exchange windows are part of our programmes at this moment, this will be identified and integrated, based on the merits of each programme.

- **Does it have procedures for credit transfers?**

No definite plans in terms of credit transfers, as it would be considered per programme or module requests.

7.4 Diversification of research

Demonstrate that the school conducts research for an international audience.

Our internationalisation regarding research engagements forms part of our strategic goal 3, which deals specifically with research. The overall strategy for research is to provide relevant and innovative business research solutions based on sound ethics which impact management and leadership challenges in our community, country and the African continent. The sub-goal

3.6 under the research strategy speaks to this section, namely to:

Establish collaborative international business research relationships through active partnerships.

In research we have extensive connections with international institutions and faculty members.

To demonstrate our commitment to research, the BS has introduced the following changes:

- **The research office has been restructured.**
- **All research-related initiatives have been clustered into niche areas.**
- **More research outputs that emphasise the following issues have been strengthened:**
 - Research on strategic thought leadership.
 - High-quality, industry-oriented research.
 - Research that addresses the needs of the community and the country and economic development, all related to the UN Agenda 2030 SDG, and the establishment of two scientific committees as part of the research office.
- **Is the school's research published internationally?**

Based on the research strategy, there are three main objectives for the School's research activities. The first is to increase the volume and quality of research outputs. The second is to increase the distribution of research results to the benefit of our students, to our economic and industry partners, to our country and the continent. The third is to develop more collaboration with external partners.

The school has a good publication record for research outputs and many of these outputs are internationally recognised.

Table 7.3 below provides a summary of the School's research outputs for the previous years.

Table 7.3 Research outputs

Year	Refereed Journal Articles	Books	Book Chapters	Conference Papers	TOTAL
2017	15	0	2	27	44
2018	25	1	3	27	56
2019	32	1	1	35	69
2020	22	0	1	3	26

There has been an increase of 36% in research outputs from year 2017 up to 2019. In 2020 it has dropped because of COVID-19 and the cancellation of many conferences.

Demonstrate that the school conducts research focused on broader African issues other than those of its own country.

A variety of ways are possible to demonstrate our research focus on Africa, such as research done in the African context, our lecturers collaborate on research outputs with African academics and our focus on students from Africa doing their PhD's with us.

In the first place, in Table 7.4 below, are a few topics to proof that research within the broader African context is conducted.

Table 7.4 Research with an Africa context

Author	Title	Journal/Book
Du Plessis, Y Saurombe, H. A.	An integrated managerial framework towards implementing an ecotourism culture in Zimbabwe	Scopus Journals
Rena, R	An evaluation of the effectiveness of training on small entrepreneurship development in Windhoek, Namibia	Chapter in book.
Coetzee, C J.	Electronic banking adoption intentions of banking clients in rural areas of Central Africa	13th IBC Proceedings
Lekunze, J.N.	Growth oriented African-centred agriculture, cooperatives, and policy reforms: Towards poverty alleviation and food security	Chapter in book Grid-locked African economic sovereignty
Mbukanma, J.	Factors affecting low performance of junior learners in a developing country: Southern Region of Botswana	Scopus Journals Educational Management
Du Plessis, Y Gumbo, C.	Culture and leadership qualities promoting international joint venture success in Botswana manufacturing industry	IBC Conference paper
Prinsloo, J. J	The effects of ICT within the SME environment of the Borolong area of Botswana	IBC Conference paper
Bisschoff, C.A.	Feeding Africa – A Theoretical Review	IBC Conference paper
Prinsloo, J.J. & Sechele-Mosimanegape, P.	Competitiveness of Botswana as a tourist destination	IBC Conference paper
Mbukanma, J.	A conceptual interface between electronic banking and knowledge of bank products and services for Nigerian banks and their customers	2020 - IBSS Journals
Netswera, F.G.	Insights from EU Policy Framework in Aligning Sustainable Finance for Sustainable Development in Africa and Asia	2020 – Scopus Journals

Secondly our lecturers collaborate on research outputs with African academics by performing joint research, to act as supervisors and examiners or to be involved in research groups. For example, the NWU BS is a member of the African Institute Supply Chain Research Group (AISCR).

The BS also utilises our research partners to supervise students and to collaborate on research projects. We have exerted great effort to increase our engagements with universities in Africa, the BRICS countries, and other international countries.

Table 7.5 Links with universities in Africa

Institution	Name of Contact Person	Email Address / Telephone Number
Midlands State University, Zimbabwe	Prof. Laurine Chikoko	chikokol@staff.msu.ac.zw
College of Finance, Management and Development (CFMD) Ethiopian Civil Service University, Ethiopia	Prof. Ramakrishna Gollagari	profgrk@gmail.com +251 96 6843749
Namibia University of Science and Technology	Prof. Hylton J Villet	hvillet@nust.na
University of Namibia	Albert Kamuinjjo	akamuinjjo@gmail.com
University of Botswana	Dr Malebogo Bakwena Dr Theophilus Tshukudu	thokweng@ub.ac.bw heophil700@gmail.com +267 355 2229
African Institute for Supply Chain Research	Prof. Ambe Marcus	ambeim@unisa.ac.za
University of Ghana Business School	Prof. Robert Eno Hinson	linkedin.com/in/robert-ebo-hinson-phd-dphil-4986232a
Makerere University Business School, Uganda	Prof. Jolly Kabagabe Byarugaba	jkabagabe@mubs.ac.ug
Makerere University Business School, Uganda	Dr Annet Nabatanzi-Muyimba	anabatanzi@mubs.ac.ug
Central University, Ghana	Prof. Bill Buenar Puplampu	bpuplampu@central.edu.gh
National University of Lesotho	Prof. Beatrice Ekanjume-Ilongo, & Prof. Phomane Peter Khaola (MOU)	b.ekanjume@nul.ls pp.khaola@nul.ls
University of Namibia	Deputy Vice-Chancellor, Prof. Frednard Gideon	fgideon@unam.na

In the third place, The BS has a strong drive in our PhD programme to accommodate students from Africa. We are planning a special drive for PhD students, of which Botswana and Zimbabwe are already well represented. A list of PhD students from Africa is provided in Table 7.6 below.

Table 7.6 List of PhD students from Africa

Institution or country of origin	Name of Student	Email Address / Telephone Number
Botswana College of Accounting (BAC) in Gaborone [From Zimbabwe]	Dr Unity Nyakudydya	unityn@bac.ac.bw
Toyota Thuso Africa Manager, African region [From Zimbabwe]	Dr Peter Kungeke	pkungeke@za.cfao.com
Limkokwing University Gaborone, Botswana [From Kenya]	Mr Friday Mwobobia	frridah@gmail.com
Limkokwing University Gaborone, Botswana [From Zambia]	Ms Moono Kapambwe	mkapambwe@limkokwing.ac.bw
Limkokwing University Gaborone, Botswana [From Zimbabwe]	Dr Wilfred Chikukutu	wchikukutu@gmail.com
Currently at NMMU [From Zimbabwe]	Dr Stephen Mago	stepmago@gmail.com
Business Owner in Bulawayo [From Zimbabwe]	Ms Tatenda Chitaka	tatchitaka@gmail.com
[From Nigeria]	Mr Jeremiah Ogundare	ayogundare88@gmail.com
[From Namibia]	Mr Simon Hoabeb	Sir.hoabeb@mweb.com.na
[From Zimbabwe]	Mr Edson Chamuka	edson.bright132@gmail.com
[From the Democratic Republic of the Congo]	Ms KM Muadiambala	mamucmt@gmail.com

We also accommodate post docs to work in the BS. The purpose of the post doc fellowship is to make funding available to attract recently qualified researchers to the BS and to enable them to develop their research skills as an introduction to a full-time academic career. The aim is to promote and stimulate research activities, including postgraduate supervision and education within the School.

- **Are the school's faculty members involved in cross-border collaborations on research?**

As mentioned above and illustrated in Table 7.5, above, the BS encourages faculty members to be involved and to collaborate with our research partners. We have exercised great effort to increase our engagements with universities in Africa, the BRICS countries, and other international countries. Another way of research involvement is with contract research. Through our **Small Business Advisory Bureau (SBAB)**, the BS focuses on the training of small to medium business owners and to perform contract research.

The SBAB has been contracted for consecutive years to do research about fuel pricing in *Botswana and Namibia*, two neighbouring African countries. The Ministry of Mineral Resources in Botswana appointed the SBAB to perform the retail margin of fuel survey. The same kind

of survey was needed by the Ministry of Mines and Energy in Namibia. Every year the SBAB visits about 50 filling stations per country to collect their financial information regarding their fuel sales to determine what the retail margin should be for fuel in their respective retail sectors.

- **Are there measures to stimulate international collaboration in research (for example, grant schemes, remuneration criteria or administrative support)?**

To do research and to publish articles are part of an academic's workload at the BS. To stimulate research outputs, academics receive one day per week to do research or to be involved in industry. According to the employment rules, academics receive sabbatical periods to engage in research. The BS rewards research outputs by paying for travelling and accommodation costs to attend international conferences. The BS does not have grant schemes, but the NWU has numerous grant schemes available which BS personal can apply for.

7.5 Relevance and impact of the linkages

Show that the school has strong and relevant connections with the business community it serves, and that the impact of this is felt in positive ways around the school.

The NWU BS is totally committed to increase meaningful engagements between the BS and industry as this complements the increased rate of students attending the School. For the University such engagements help to sustain the School and increase innovation at the University, and, eventually, the wider world. For businesses, they have a direct impact on the future skills of management. A fruitful relationship between business education and industry is of high importance to our future economy.

- **In what ways does the school engage corporate organisations?**

The BS has a policy and TOR associated to our links with industry. This relationship with industry (the organisational and managerial world) is also articulated in our strategic goal 5.

Strategic goal 5: Commercialisation of expertise and skills

Commercialising through industry engagement and fulfilling a public intellectual role.

- Effectively branding the NWU Business School's executive education.
- Building capacity within the executive education environment.
- Refining the quality assurance processes and mechanisms within the School.
- Capitalising on symbiotic relationships with industry.
- Expanding the community outreach and involvement of the School (faculty and students) to create value in our community.
- Increasing our engagement with industry.

Based on the strategic objective, mentioned above, the NWU BS follows a few procedures to

commence our relations with other organisations and the managerial world. A collaboration between industry and the NWU BS needs to be a mutually beneficial agreement between both parties. The NWU BS and industry have invariably different motivations for collaborating.

The first and critical connection with the managerial world is through our AB. Since its establishment several years ago, the *Advisory Board* has provided valuable strategic advice to the BS regarding its academic and research activities, its ongoing engagement with industry, its responsiveness to market developments, and its overall financial performance.

To address our strategic goals and more specific strategic goal 5, as described above, we can identify execution through different ways of interaction and engagement, such as our outreach to local government and the province to stimulate the much-needed economic growth in South Africa. A second way of engagement and contribution to economic growth is through our community projects. Execution of our strategic goal also manifests in training through our executive education section, lifelong learning, involvement in Company Projects, consultancy projects and the SBAB.

- **Do companies hire students, fund research, offer scholarships, make donations, or sponsor events in the school?**

The School has excellent relations with various corporate companies that contribute in terms of funding or sponsoring and other input towards the development of the School. Annually, corporate companies such as Sanlam, Old Mutual and PPS (all significant companies in the financial sector) sponsor accolades, for example, the gold medal for the best MBA student and the best dissertation. Aspen Pharmacare annually avails an amount to sponsor MBA students' tuition fees. The School also has links with a number of the large corporate organisations that provide us regularly with students. Many of those students' studies are then funded by the companies where they are employed.

- **Do companies collaborate with faculty on research studies, engage faculty in consulting or participate in industry roundtables organised by the school?**

Faculty's involvement with industry could be demonstrated through various ways of interactions, namely:

- *Collaboration through the research projects*

A variety of companies and government agencies request to collaborate with the school through research projects. An example is the research sponsored by the National Economic Development Department. They requested the BS to assist with research into the township economy in the North West Province compared to the mainstream economy.

A specific type of research, not yet mentioned before, is contract research. Doing contract research upon request is an ideal way for the School's staff to be interactive and engaged in industry. One example is the CEO of Richards Bay Alloys (RBA) who approached the School regarding worrying aspects of the current state of the ferrochrome industry, which needed objective market research. The scope of work was to give a scientific and objective opinion on

chrome ore tax considering the status of traditional chrome ore mining, local beneficiation, and the effect of cheaply produced UG2 by-products. Strategic considerations included a reflection on whether this is an attractive industry for the South African economy. The content analysis had to be weighted towards the factors that were most relevant to the market/business of RBA and the net impact on the South African economy. An SLA was signed for this contract research.

- *Collaboration through the company projects*

Another way of engagement with industry is through our MBA Company Project. In the final MBA year, the students must identify a company of choice and perform the Company Project. This project is an 'Integration' exercise and students should include all their knowledge gained during the entire MBA programme to do justice to the project. This is one of our competitive advantages and relates to our vision of transforming managers into strategic thought leaders for tomorrow. The project comprises the following sections:

A case study (section A) which should be written in the suggested case study format. Section B concentrates on the External Analysis and Section C on the Internal Analysis. In these sections the groups must evaluate the existing strategies of the company in an integrated manner. In other words, they should look at all the different strategies in all functional areas and what the impact of these were on the company (i.e., take all the different subjects of the MBA into consideration). In Section D, the groups make suggestions on how their company could change its strategies. The group designs an implementation plan in consultation with the company representatives. This, at minimum, should include timelines, responsibilities, and actions on how to implement the new strategy. As part of the project, the 'new' business model should be explained in detail.

After the completion of the Company Project, the students do a presentation to a group of examiners which include representatives of the selected companies. This presentation is an example of where the BS connects with industry by solving industry problems.

- *Other ways of engagement*

Other ways of engagement manifest in training through our executive education section, lifelong learning, involvement in consultancy projects and the Small Business Advisory Bureau (SBAB). Our SBAB focuses on the training of small to medium business owners. Through the SBAB and its services, the BS can once again strengthen our industry involvement.

- *Are company executives involved in speaking engagements, mentorship programmes or advisory services within the school?*

Company executives are involved in the school through different ways of engagements, namely: through our Advisory Board, the newly established Curriculum panel for the MBA, guest speakers on prestige days, guest speakers on study schools and our Professors of Practise. On the Advisory Board of the school, we do have representatives from a variety of industries, and they regularly provide valuable inputs in terms of any advice needed.

During the study schools we host a Prestige Day which supplements a specific chosen theme, and profound guest speakers from industry are invited to elaborate on the theme. In this event we also include our alumni to strengthen our connections with them and add value to their lifelong learning experience.

The BS also has Professors of Practice (POP's) to strengthen ties with industry and other academic and research institutions. In Table 7.7 is a list of the POP's.

Table 7.7 Professors of Practice

Dr Alistair Mokoena	Country director, Google South Africa Currently director of the Interactive Advertising Bureau (IAB)
Dr Chris Lombard	Consultant: Change Capacity and People Capacity Solutions
Dr René Uys	Director of Thinking Fusion AFRICA, since 2004
Dr Mala Singh	NWU: Executive director, People and Culture
Dr Brandon Topham (Associate POP)	Divisional executive for Investigations and Enforcement at the Financial Sector Conduct Authority

Their appointment by the NWU BS as extraordinary professors and POPs is a way of granting these individuals recognition, which additionally results in capacity building in the academic, research, innovation and societal impact-related activities of the School. By teaching courses, advising students, undertaking research, and collaborating in areas directly related to their expertise and experience these extraordinary appointments promote the integration of academic scholarship with practical experience.

7.6 Relevance of links with educational institutions

Demonstrate how the school contributes to the management education ecosystem.

- **List collaborations with other business schools aimed at enhancing management education, facilitating exchange and internship opportunities for students and faculty, and providing joint programmes.**

Our partnerships with other academic institutions rest on two legs, namely local/national and international partnerships. These partnerships play a significant role in the accomplishment of the BS vision and mission. We focus our selection of partners in Africa, BRICS countries, and other emerging economies. The agreements on content of these partnerships vary, but mainly include the following:

- MBA, PGDM and other curriculum benchmarking.
- Local, African, and international relevance of curriculum and study guides.
- Case studies and business projects.
- Guest speakers on study schools and MBA research days.
- External examiners/moderators of examination papers.

- Lecturer exchange.
- Research collaboration and supervision.
- Visits to broaden business knowledge and practical experience.

Table 7.8 below indicates our links with universities on local/national level. These relations vary as indicated in the different content of the agreements in these partnerships.

Table 7.8 Links with universities on national level

Institution	Name of Contact Person	Email Address / Telephone Number
University of KwaZulu-Natal	Prof. Theuns Pelser Prof. Vannie Naidoo	Theunspelser@ukzn.ac.za Naidoo@ukzn.ac.za
Milpark Business School	Prof. Cobus Oosthuizen	Cobus.oosthuizen@milpark.ac.za
Tshwane University of Technology	Prof. Cecile Schultz Prof. Kobus Jonker	cecile.schultz@tut.ac.za Kobus.jonker@tut.ac.za
Nelson Mandela Business School	Prof Cecil Arnolds	Cecil.arnolds@mandela.ac.za
Cape Peninsula University of Technology	Prof. Micheal Twum Darko	darkom@cput.ac.za
University of the Free State	Prof. Brownhilder Neneh	nenehbn@ufs.ac.za
University of Stellenbosch	Prof. Mias de Klerk	Mias.deklerk@usb.ac.za
Rhodes Business School	Prof. Owen Skae	Owen.skae@rbs.ac.za
Wits Business School	Prof. Jannie Rossouw	Jannie.rossouw@wbs.ac.za

Our partnerships with international academic institutions are part of our strategic goal 6, on internationalisation. Find our strategy on internationalisation below.

Strategic goal 6: Internationalisation

Proactively expanding and maintaining international collaborative relationships.

- Proactively expanding the footprint of the Business School.
- Creating an empowered environment for the establishment, maintenance, and expansion of international business relationships.
- Recruiting quality international students and faculty.
- Strategically aligning our core activities with the NWU strategy and relevant stakeholders.
- Collaborating and liaising with identified international role-players.

Links with other business schools or academic institutions are also included as part of this section on internationalisation.

Table 7.9 Links with universities in BRICS countries

Institution	Contact Person	Email Address / Telephone Number
Symbiosis International University, Institute of Business Management, Hyderabad, India	Prof. Ravi K Jain (MOU)	rk.bandamutha@gmail.com
Mumbai Educational Trust (MET) Institute of Management, Nashik, India	Dr Nilesh R Berad (MOU)	director_iom@bkc.met.edu
Sanjivani Institute of Management, Kopargaon, Maharashtra, India	Dr Vinod Malkar (MOU)	hodmbacoe@sanjivani.org.in
Indian Institute of Management, Trichy, India	Prof. Bhimaraya Metri	metriba@gmail.com
IIBN Business School, St Petersburg, Russia	Prof. Tatiana Vlasova (MOU)	tatiana.vlasova@iibn.ru +79811 187 7557

Table 7.10 Links with universities internationally

Institution	Contact Person	Email Address / Telephone Number
Eastern Michigan University, USA	Prof. Sam Fullerton	sfullerto@emich.edu
Queensland University of Technology, Australia	Dr Larry Neale	l.neale@qut.edu.au
Denver University, USA	Prof. Pallab Paul	PPaul@DU.edu
IIE Business School, Universidad De Montevideo, Uruguay	Prof. Folle Carlos (MOU)	cfolle@um.edu.uy
Universidad del CEMA, Argentina	Dr María Eugenia Napolitano	international@ucema.edu.ar
Hogeschool van Amsterdam, Netherlands	Dr Riana Schreuders-van den Bergh	r.van.den.bergh@hva.nl
University of Nottingham, UK	Prof. Ken Kamoche	Ken.Kamoche@nottingham.ac.uk
FPT School of Business and Technology, FPT University, Vietnam	Student and staff exchange, joint research activities, etc. (MOU)	

7.7 Mentoring

Describe any collaborations of the school where the school provides or receives support from another institution in Africa, towards achieving its own strategic objectives.

As the BS would like to grow its footprint in Africa, the plan is to expand our links with universities in Africa. Such engagements could be executed in a mixture of possibilities such as student interactions, supervising PhDs, moderation of research projects or modules, or collaboration between lecturers.

Table 7.11 Links with universities in Africa

Institution	Name of Contact Person	Email Address / Telephone Number
Midlands State University, Zimbabwe	Prof. Laurine Chikoko	chikokol@staff.msu.ac.zw
College of Finance, Management and Development (CFMD) Ethiopian Civil Service University, Ethiopia	Prof. Ramakrishna Gollagari	profgrk@gmail.com +251 96 6843749
Namibia University of Science and Technology	Prof. Hylton J Villet	hvillet@nust.na
University of Namibia	Albert Kamuinja	akamuinja@gmail.com
University of Botswana	Dr Malebogo Bakwena Dr Theophilus Tshukudu	thokweng@ub.ac.bw heophil700@gmail.com +267 355 2229
African Institute for Supply Chain Research	Prof. Ambe Marcus	ambeim@unisa.ac.za
University of Ghana Business School	Prof. Robert Eno Hinson	linkedin.com/in/robert-eno-hinson-phd-dphil-4986232a
Makerere University Business School, Uganda	Prof. Jolly Kabagabe Byarugaba	jkabagabe@mubs.ac.ug
Makerere University Business School, Uganda	Dr Annet Nabatanzi-Muyimba	anabatanzi@mubs.ac.ug
Central University, Ghana	Prof. Bill Buenar Puplampu	bpuplampu@central.edu.gh
National University of Lesotho	Prof. Beatrice Ekanjume-Ilongo, & Prof. Phomane Peter Khaola (MOU)	b.ekanjume@nul.ls pp.khaola@nul.ls
University of Namibia	Deputy Vice-Chancellor, Prof. Frednard Gideon	fgideon@unam.na

The BS, in the first place, endeavours to add value to our country's local challenges. On the African continent we have strong relations with specifically our neighbouring countries Botswana, Zimbabwe, Namibia, and Lesotho. We are planning a special drive for PhD students, of which Botswana and Zimbabwe are already well represented. At this stage the BS does not have a school which it mentors.

Provide a summary of the scope of engagement with institutions, including the duration and expected outcomes.

Table 7.9 up to Table 7.11 as presented above are an illustration of the schools' engagement with other institutions. The duration and level of involvement differ from one to the other but are stipulated in the Memorandum of Agreement (MOU) or in the Service Level Agreement (SLA).

Show how these outcomes are consistent with the school's mission, and how the school and its key

stakeholders have benefited from the relationship whether as a mentor or mentee.

As already mentioned, the BS is not currently involved as a mentor to any school. In the Executive Education we have started by delivering Project Management to schools in Africa, free of charge.

Illustrate how the benefits of the mentoring experience impact the broader communities.

Not applicable, as we are not involved in mentoring.

7.8 Sustainability of external relations

Summarise the evidence that the school can sustain its links with industry and other business schools.

List any challenges or gaps and how these may be resolved.

The BS does identify a gap as we are not engaged in any mentoring capacity. Our intention is to identify a potential school, negotiate with them and see whether it's possible that we can become more involved in mentoring.

Supporting Documents

To be included in the self-review report as appendices:

Appendix 7.1 Charts showing distribution of students, faculty, and staff nationality, or include cross-reference to previous tables relating to this. (Refer to Figures 5.1, 5.2 and Table 7.1, and 7.2)

Appendix 7.2 List of educational partners showing the nature of the relationship (mentor/mentee, student exchange, joint programmes, etc.) Refers to Tables 7.5, 7.6, 7.8, 7.9, 7.10)

Appendix 7.3 List corporate partners showing the nature of the relationship (research, scholarships, donors, etc.) Refers to Tables 10.3, 10.4, 10.5)

To be presented at the workstation:

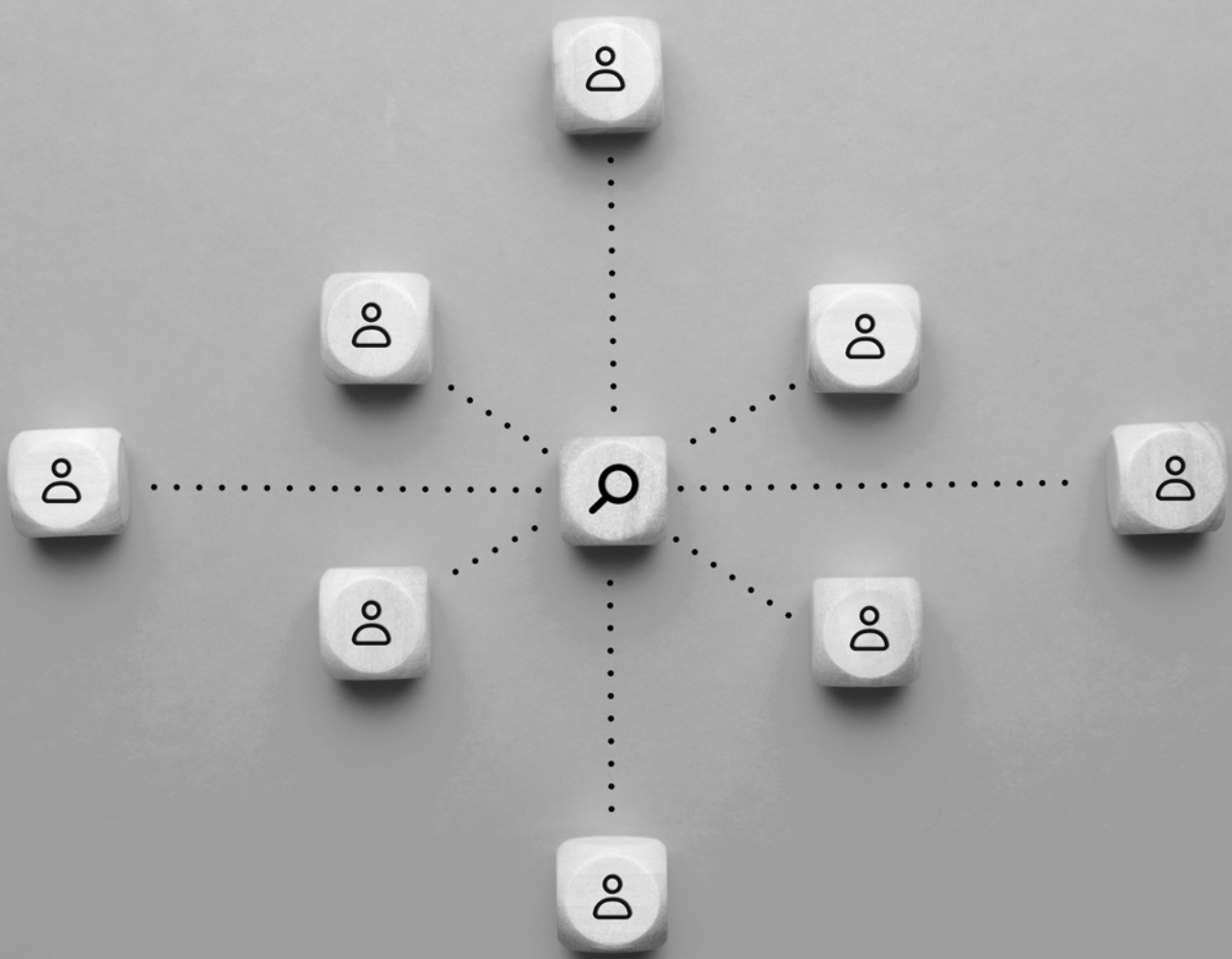
Internationalisation strategy document.

Policies and procedures for student exchanges.

Memoranda of understanding with partners.

The school's alumni directory.

Other documents in support of this standard, and that provide helpful insight to the AABS Accreditation Team.



THE PORTFOLIO

This section covers the variety and content of programmes schools offer, programme development and design, research, teaching and assessment methods, quality and relevance of learning materials, as well as the relevance of the non-academic programmes, all of which are central to the delivery of quality business and management education.

Course content for schools' academic and non-academic programmes should aim to address Africa's diversified needs in the next decades, whilst also teaching/creating awareness of global business practice. Schools should demonstrate that the learning experience offered is well structured and comprehensive. It should show how its programmes and research activities help students and faculty develop academically, professionally and personally.

AABS recognises the importance of research in building a body of knowledge, advancing management practice and in helping resolve issues and making sound decisions and choices. AABS expects that all schools endeavour to incorporate research in at least some of their activities in order to contribute to the body of relevant, local knowledge.

These standards also aim to capture how schools are developing and gathering intellectual capital that is aligned to the needs in the environment, the programme objectives, and staying up-to-date with the ever-evolving market trends.



STANDARD 8: PROGRAMS

The school's portfolio of academic and non-academic programmes is designed to address the needs of its business environment, with clearly defined academic, personal and professional learning outcomes.

The school applies up-to-date learning and assessment methods that support the varied needs of learners.

This standard assesses the evidence that the school's programmes are designed based on contextual and clearly defined market needs. To be relevant, course content should be grounded in the realities of the local environment and should prepare students to create value while responding to opportunities and challenges. Course content should also aim to address Africa's diverse future needs, whilst as well keeping abreast of global business trends and practices.

AABS respects local and national diversity in the design and delivery programmes, and so seeks to understand how the school supports the varied needs of learners. The school should, therefore, describe its strategy as it relates to its portfolio of programmes. It should also describe its policies on teaching and learning while explaining how these are reflected in the design and delivery of its programmes.

Academic (or degree) programmes should be well structured, apply appropriate teaching methods and have defined academic, personal and professional learning goals. Key skills, knowledge and attitudes that students should acquire must be outlined, and the school should demonstrate how these outcomes are being achieved.

Non-academic here refers to non-degree programmes and/or executive education, some of which may be regular programmes run by a school. Non-academic programs in a business school is important, as it helps faculty stay up to date with what is relevant in the market. It also strengthens links between the school and the companies it serves. The school should demonstrate that its non-academic program contributes to the development of business practice, if applicable. The following are key areas to be assessed.

8.1 Programme portfolio

Provide an overview of the school's programmes and their target markets.

The School has the MBA, PGDM and PhD programmes as part of its formal degree programs. The PGDM is offered both full time and part time and via distance mode of delivery. The PhD programme has grown substantially over the past few years. In Table 8.1 is the programme portfolio of the formal programmes.

Table 8.1 Programme portfolio

Programme	Year of creation	Duration	Recognition & Accreditation
Master's in Business Administration (MBA)	1965	24 months	Department of Higher Education in South Africa. AMBA
Post Graduate Diploma in Management (PGDM)	2013	12 months	Department of Higher Education in South Africa
Post Graduate Diploma in Management (PGDM) <i>Distance</i>	2018	12 months	Department of Higher Education in South Africa
Executive Education	Varies	Varies	The NWU's ICAS
PhD	1970	2-4 years	Department of Higher Education in South Africa

- List non-academic programmes separately from degree programmes run in the current and previous three years.

The BS has a variety of Executive Education programmes. See the list in Table 8.2 below.

Table 8.2 List of Executive Education Programmes

Advanced Short Learning Programme on Technology Management for a Technical Environment	Short Learning Programme on Leadership for Senior Managers
Introductory Short Course on Analysing Financial Statements	Short Learning Programme on Leadership in the Connection Economy
Short Course on Leadership Excellence	Short Learning Programme in Project Management
Short Learning Programme on Advanced Management Development	Short Learning Programme on Telecommunication Management for Non-Technical Managers
Short Learning Programme on Occupational Health and Safety Management	Short Learning Programme in Business Management

Short Learning Programme on Policy Development and Management for Municipal Sector	Telecommunication Master Class with Special Focus on Internet of Things (IOT)
Telecommunication Masterclass	Artificial Intelligence (AI) Master Class
Short Learning Programme in Employment Relations on Advanced Employment Relations	Short Course on Technology and Enterprise Management (Vodacom)
Short Learning Programme in Employment Relations on Employment Equity	Short Learning Programme on Business Acumen (Vodacom)
Short Learning Programme on Financial Risk and Return Trade-off	Short Learning Programme on Converged Network Strategy (Vodacom)
Short Learning Programme in How to Manage your investment	Short Learning Programme in Advance Business Consulting
Short Learning Programme on Emotional Intelligence and Conflict Management	Short Learning Programme on Marketing in Specialized Markets
Short Learning Programme on Emotional Intelligence and Stress Management	Short Learning Programme on Essential Financial Skills
Short Learning Programme on Entrepreneurship	Essential Leadership Insight
Self-Leadership	ONLINE: Business consultancy
Short Learning Programme on Essentials of Finance for Non-Financial Managers	Short Learning Programme on Finance for Non-Financial Managers
Short Learning Programme on Event Management	ONLINE: Starting your own business
ONLINE: Managing your own business	Telkom ISMP Programme
Commercial Forensic Accounting	Technology Strategy and Innovation Management
Short Learning Programme on Middle Management [MMP]	Advanced Short Learning Programme on Women in Leadership
Practice and Fraud Risk Management	Advanced Course in Business Analysis
Short Learning Programme on Advanced Project Management	Short Learning Programme on the Fundamentals of Leadership
Short Learning Programme on Strategic Project Management and Leadership	Short Learning Programme on Fundamental Management [FMP]
Short Learning Programme on Supply Chain Management	Commercial Forensic Law
Introductory Short Course to Entrepreneurial Skills	Commercial Forensic Investigation
Short Learning Programme to Entrepreneurial Skills	Commercial Forensic Information Technology
Short Learning Programme on Creating Leadership and Personal Capacity in Women	Advanced Short Learning Programme on Management Strategy [AMP]
	Money Laundering

As far as the programmes (formal and informal) are concerned, both the private and public sectors are targeted. The MBA is delivered at three sites, i.e. Potchefstroom, Vanderbijlpark and Mafikeng. Due to COVID-19, online classes, discussions, break-away sessions, and other virtual activities are being employed. The typical target markets of the three SODs are:

Potchefstroom: This site traditionally served a niche market where Afrikaans was the medium of tuition. However, starting in 2020 and based on changing demographics and student request, tuition changed to English and the Afrikaans tuition was phased out. This market has been providing a stable flow of a relatively fixed number of students annually. Typical target markets are local and regional businesses in the mining, industrial and agriculture sectors. Also, entrepreneurs and professionals in Potchefstroom and surrounding towns join this SOD. There is also a regular student cohort consisting of lecturers, managers and other staff realising from the University itself.

Vanderbijlpark: The site is in the centre of a once vibrant industrial and business environment. This diverse market was strongly oriented towards manufacturing and chemical processing. However, the vibrancy waned after the large steel refractory and the fuel chemical industry had come under pressure. At present, the region is under severe economic constraints and limited students are recruited from this once lucrative target market. However, the 2022 marketing thrust has identified new potential markets in the Southern and Eastern regions of Johannesburg. These markets are relatively close to Vanderbijlpark with easy access routes. Also, the highly industrialised region of Eastern Johannesburg is currently not serviced by any business school.

Mafikeng: This site is home to the niche market of the provincial government with the North West provincial seat and local council. A second important drive is the international Botswana market. The capital, Gaborone, is approximately 100 km away and Botswana students have easy access to the Mafikeng SOD. This site heavily depends on government bursary schemes and state-funded education. Sadly, the local provincial market has largely collapsed in 2020/21 because of severe expenditure cuts on education and training at governmental level. This SOD is presently under pressure to identify and target new markets to replace students from these public institutions.



- **Describe the major regional social challenges targeted by the school's programmes.**

South Africa has a 'mixed' economy with both strong market features and active government intervention. Business accounts for about 80% of GDP and total employment in the country. In recent years business in South Africa has played a varied role in an economy in which the major challenges are unemployment, poverty, and inequality.

The key opportunities facing the business sector are therefore to enlarge its sphere of influence, adopt a strategic focus, invest in building capacity, and exercise leadership in a changing socioeconomic environment

The Business School can help to equip business leadership with the additional skills needed to develop a cross-cutting but realistic agenda towards better outcomes. The Business School assists in identifying the structural and environmental enablers and impediments that business has to navigate, in accordance with the School's vision and mission.

- **Describe how the programmes provided contribute to sustainable development of the country and region.**

Much of the real energy of Africa, as South Africa's experience has also confirmed, is the creative potential of its people with their diversity of culture, experience, and tradition. Although governments can facilitate progress, only people can make things happen - people with entrepreneurial talents, skills, and access to appropriate resources. The Business School helps to unlock this potential.

The school addresses some of the prominent regional social challenges, such as corruption, unemployment, and the development of the economy. The Business School embraces the needs of the small business sector by doing research in the sector and engaging in the local community through consultations and training.

New executive education courses have been developed for small businesses in the agriculture sector. To address corruption in the country, we are involved with training in the commercial forensic industry.

- **Demonstrate how the school's mission and strategic objectives are reflected in the programme portfolio.**

In the mission of the School, one of the points on how the school is going to accomplish its missions refers to:

- **Collaborating with stakeholders in addressing socio-economic development challenges.** The School addresses socio-economic development by focussing on aspects such as ethics, corporate governance, and corruption. The school concentrates on sectors such as mining, agriculture and the public sector in order to stimulate the much needed economic growth.

The fulfilment of this commitment is possible through our executive education programmes, and through certain modules in the MBA and the PGDM programmes.

- **How realistic is this portfolio with the resources (faculty, staff and facilities) available?**

Currently it is possible for the School to manage the portfolio with existing resources. The School has to admit that any potential extension, will need more resources, depending on the kind of extension.

8.2 Programme design and content

Describe the process for designing and adding new programmes to the portfolio and show how the process ensures that regional challenges and specific contexts are reflected in the curricula.

At the NWU BS students have the opportunity, at the end of each module, to evaluate faculty lecturing proficiencies and module content. At the end of the programme, benchmarking reviews are conducted to determine student satisfaction with the integration of the curriculum, covering the functional areas of management and the programme's outcomes. Results are collected after the assessment and scoring sheets are prepared comparing the results with the respective levels of expectation. The programme managers of the corresponding programmes, the manager for teaching and learning, quality assurance manager and faculty discuss the results. Innovative ideas are then gathered to improve the overall programme design and structure or for adjustments on individual modules.

Our approach to curriculum design is to develop a well-balanced programme, demonstrating an equilibrium between theory and practice. The basic guideline for the MBA is to address about 25% fundamental functional areas that are required at managerial level, while the rest (75%) of the modules are designed to address strategic and complex management issues. During the design process input from industry, feedback from students and benchmarking exercises are gathered and performed to ensure that the curriculum is up to date, relevant and well balanced.

Our **curriculum design** sees to it that the content of each module is a mix of theory and practice. The practice part could be accomplished by pre-reading of contemporary articles, press releases and case studies. This could be followed by class discussions, short class presentations, discussions in break-away rooms or guest lectures from industry experts. Annual factory tours were interrupted by the pandemic. In the past we visited companies such as ABI, Basil Read Construction, Toyota, Safripol, Berts Bricks and Price Waterhouse Coopers.

- **Does the process involve input from students, alumni, employers, or other stakeholders?**

The process to develop any new programme, is described below in Figure 8.1. As indicated, it includes the input from a variety of stakeholders.

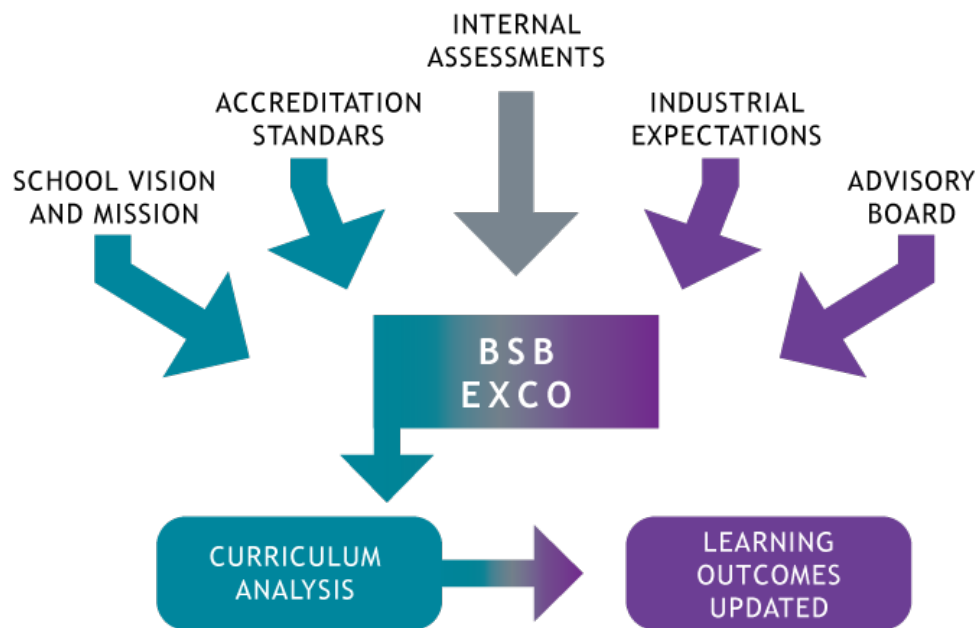


Figure 8.1 Curriculum design

Are there measures to ensure that the programme design encourages participation of disadvantaged and non-traditional learners?

The NWU, F-EMS and the BS subscribe to the principles underlying outcomes-based, source-based and lifelong learning. In this context, considerations of articulation and mobility play an important role. The NWU endorses the view that Recognition of Prior Learning (RPL) constitutes an essential element of transforming access and admissions policies at education institutions in South Africa. The transformation of access and admissions policies is intended to increase participation and broaden access to higher education to produce graduates with the skills and competencies necessary to meet the country's human resource needs.

The University, Faculty and BS acknowledge that RPL must be evaluated in a valid, reliable, and equitable way and must occur according to the terms of the national NWU and Faculty policies. All role-players also need to adhere to the stipulation that a maximum of 10% of that year's intake may be selected according to the criteria mentioned above.

- **How often are new programmes added to the portfolio?**

The Business School does not have a formal cycle to add programmes to its portfolio. Regular reviews are done as needed by the relevant stakeholders which include faculty, students, programme managers, lecturers, alumni, and corporate representatives. Annual reviews are done every year when new study guides must be drawn up and submitted. Normally this includes incremental changes to keep up with changes happening in the industry. The BS has recently established an MBA curriculum panel, with the major intention to evaluate whether the curriculum is relevant for the market.

Describe the processes for designing non-academic programmes and degree programmes separately.

New non-academic programmes are designed in almost the same way as the academic programmes. Adjustments are made or new programmes are added if the market demands new programmes, or if the industry trends show new demands. Normally with custom made or in-house-programmes there are negotiations with the potential customer, their demands are discussed, and the programme is developed accordingly. All new programmes are always designed with our mission and strategic direction in mind.

- **Show how the school ensures that the programme portfolio and curriculum are appropriate to the target student population as described in Standard 5, Students.**

Every third or fourth year, a benchmarking exercise is done. The MBA and the PGDM programmes were benchmarked in 2019. The MBA curriculum was compared with the top 10 business schools in South Africa and the top 5 international business schools. The PGDM was compared with the same top 10 South African business schools.

With these comparisons and analyses, the extent to which the programmes' content and design are relevant was evaluated. The recommendations based on the benchmarking exercise were reviewed by the programme manager and certain lecturers, and the outcomes, where applicable, were implemented into the curriculum design. Before final implementation, the respective modules and content were also discussed at meetings held by EXCO, the Teaching and Learning Committee and the Advisory Board. Alumni and executives representing the industry were invited to these meetings to help review the curriculum and make suggestions for changes.

Another crucial step is to ensure that the students' existing experience in business enterprises or public service is utilised in the development of critical and strategic thinking skills and that the deployment of innovative ideas in the face of challenges is encouraged – all while remaining true to the integrity of the NWU BS.

The PGDM programme for instance, was designed with two target groups in mind. The first group are those who have a degree in any field that is not necessarily business or management related, but who are progressing into management and want training in management. The second group consist of those who wish to progress to an MBA, for which they need an NQF level 8 qualification. The PGDM supplies both these groups with a generic management qualification that could provide access to the NQF level 9 MBA programme.

The focus of the programme is to provide people access to management skills to which their previous qualification does not give them access. We have taken care to ensure that the management skills are applicable in the public and private sectors.

Demonstrate the relevance of learning materials such as use of local and/or regional case studies.

The teaching and learning materials comprise personal study by using prescribed textbooks, additional reading materials, and relevant journal articles, related articles in popular press, presentations, group discussions, guest lecturers and group work. In some modules recent case studies have been added to enrich the learning experience. The case studies and the

textbooks used differ between modules. In some instances, regional or national case studies are preferred as in Labour Relations where national laws and regulations are applicable. In other modules, international case studies and textbooks might be more suitable. Together these learning materials strive to achieve the aims and outcomes of each module.

8.3 Quality assurance

Describe the process for reviewing and updating existing programmes/curricula, (including non-academic programmes) to ensure relevance and quality of programmes.

The Quality Enhancement Office of the University has a formal cycle in which the different programmes of the university are reviewed. The Business School slots into that cycle but does not have a formal cycle to perform programme reviews. As described above, a benchmarking exercise is done by the BS every three to four years. Regular reviews are performed as needed by the relevant stakeholders which include faculty, students, programme managers, lecturers, alumni, and corporate representatives. Annual reviews are performed every year when new study guides must be drawn up and submitted. Usually, this includes incremental changes to keep up with changes occurring in the industry.

- Provide any records of this process in the last three years.

In Table 8.3 below is a description of the process and the timelines for programme reviews.

Table 8.3 Process & Timelines for Comprehensive Programme Review

ACTIONS	
2010	The Institutional Quality Office of the University has a policy to evaluate programmes offered every three to five years. The BS School and the MBA program were evaluated internally in 2010.
2011	Evaluated externally by an outside panel consisted out of Alumni, peer schools and industry experts.
2013	AMBA accredited the programme in 2013.
2015	CHE accredited the 'new' MBA in 2015. Mostly, redesigning is done from decisions made during strategic meetings after changes in the market or new trends in different disciplines have been considered.
2016	An adjusted MBA, was launched in 2016, it was a total redesign under the auspices of the Council of Higher Education taking into consideration the recommendations of the 2013 AMBA accreditation report.
2018	MBA program was adjusted due AMBA's feedback report and changes were made to stay relevant.
2019	A Benchmarking exercise for the PGDM and the MBA were done to evaluate our programmes.
2020	After our new vision, mission was finalised, the MBA was revisited again for adjustments.

After the benchmarking exercise, due to market requirements and the demands from our international accreditation body, AMBA, certain changes have been made to the programme to remain relevant and competitive. These changes were also done with our new vision, mission, and strategic plan in deliberation.

- **How was data used for this process, and how were stakeholders involved?**

Quality is assured by internal and external processes and is coordinated in cooperation with the Quality Office of the NWU. Self-evaluation, as the primary mechanism for quality assurance, is the responsibility of the chief director, programme managers, module coordinators and individual staff members.

For its academic quality, the NWU BS is responsible towards the F-EMS. In this regard the School reports to the faculty's Teaching and Learning Committee. In connection with research-related matters the School adheres to the rules and regulations of the faculty, the faculty's Ethics Committee and the faculty's Research and Innovation Committee.

Several bodies are involved and contribute towards quality control at the Business School. They can be divided into four levels.

First level:	Students (feedback from students, formal and informal)
Second level:	Internal Quality Control Committee (chief director of the NWU BS, quality control manager, and MBA and PGDM programme managers)
Tertiary level (Institutional Quality Office of the NWU):	The NWU's Institutional Quality Office regularly performs quality control exercises. In 2009, an internal programme evaluation was conducted on the MBA programme, followed by an external programme evaluation in 2010 Academic Support Services of the University – Centre for Teaching and Learning (CTL) Senate Committee of Academic Standards (SCAS) Internal and external programme evaluations
Third level:	National level (DHE and CHE): The School is accredited by the DHE. The DHE quality control body, namely the Higher Education Quality Committee (HEQC), performed an evaluation during 2004. Since the 2004 quality control exercise, a totally new MBA on level 9 has been developed by the DHE. Four members of the BS faculty was involved in this process. In 2016 the 'new' MBA (at level 9) was introduced. This programme holds accreditation from the CHE.

Fourth level: International level (international and external moderators, visiting faculty, AABS and AMBA). The School was accredited by AMBA in 2013 and in 2016. With the latest accreditation in 2021 the School received a 5 year AMBA accreditation and two year BGA accreditation.

Describe the core business subjects offered in degree programmes and how the school seeks to acquire and remain up to date with local, regional, and global business knowledge as offered in similar programmes in other institutions.

The comprehensive foundation of the MBA programme is to deliver a holistic approach to all managerial functional areas. The next step is to ensure that the student's existing experience in business enterprises or public services is utilised in the development of critical and strategic thinking skills, encouraging the deployment of innovative ideas in the face of challenges, while remaining true to the integrity of a Master's in Business Administration.

The main principles, when evaluating and designing any formal programme (MBA and PGDM), are the need to adhere to the general standards as set by the CHE. The next step pertains to whether the student is exposed to delivering outcomes as expected on a master's level (MBA degree) and an Honours level for the PGDM. This could be tracked by whether the learning outcomes of the degree are on the appropriate exit levels for that degree. In Table 8.4 below is the design of the MBA curriculum.

Table 8.4 Design of the MBA curriculum

Module Description		Credits	NQF Level
Block A: MBA Year 1: First Semester			
MBAA812	Operations Management	12	9
MBAA815	Executive Economics	12	9
MBAA816	Leadership	12	9
MBAA874	Research Methodology	6	9
Block B: MBA Year 1: Second Semester			
MBAB821	Technology Management	12	9
MBAB823	Managerial Accounting	12	9
MBAB824	Strategic Talent Management	12	8
MBAA874	Research Methodology	6	9
Block C: MBA Year 2: First Semester			
MBAC811	Strategic Management	12	9
MBAC812	Company Project	12	9
MBAC813	Financial Management	12	9
MBAC873	Research Project	54	9

Block D: MBA Year 2: Second Semester			
MBAD824	Corporate Governance	12	8
MBAD822	Marketing Management	12	9
MBAD823 **	Entrepreneurship **	12	9
MBAD825 **	Public Management **	12	9
MBAD826 **	International Business Issues **	12	9
TOTAL CREDITS FOR THIS PROGRAMME		210	
**Electives: students choose between MBAD823, MBAD825 and MBAD826			

In Table 8.5 is the design of the PGDM curriculum.

Table 8.5 PGDM curriculum

FIRST SEMESTER		
Module code	Module description	Credits (learning hours)
BLLR511	Labour Relations	12 (120 learning hours)
CCMM511	General Management	12 (120 learning hours)
CCMM515	Managerial Economics	12 (120 learning hours)
CCMM517	Financial Reporting	12 (120 learning hours)
GOPM511	Operations Management	12 (120 learning hours)
First semester credits total		60
SECOND SEMESTER		
GLOM522	Strategic Talent Management	12 (120 learning hours)
MKTM521	Marketing Management	12 (120 learning hours)
PGRE521	Research Methodology	12 (120 learning hours)
Electives – select two:		12 (120 learning hours per module)
GPRM521	Project Management	
CCMM521	Information Management	
GLOM521	Logistics Management	
GSCM521	Supply Chain Management	
BLCG522	Corporate Governance	
Second-semester credits total		60
Total credits for the curriculum		120
Note that part-time/distance students could spread their modules across two years to manage their workload. Elective modules will be offered only if there are at least 20 students registered per module per site.		

One credit is assumed to be the equivalent of 10 notional hours of learning activity. The hours spent to complete a degree could be referred to as the estimated learning time taken by the average student to achieve the specified learning outcomes of a module or programme.

Describe how the school ensures that programmes have curricula that enable students acquire local and international knowledge, that underpin general business and management practice at their respective levels.

The BS has certain mechanisms to ensure that master's level learning is achieved across the MBA. There are three distinctive areas where learning outcomes could be achieved, namely:

- The area of knowledge and understanding.
- The area of skills development.
- How to apply these competencies.

In the area of knowledge and understanding, students need to develop in-depth and systematic understanding of knowledge in management and applied areas and work with theoretical research-based knowledge at the forefront of the discipline of management to:

- Show critical awareness and the ability to synthesise information in a manner that may be innovative, utilising knowledge or processes from the forefront of their practice.
- Develop a level of conceptual understanding that will allow them to critically evaluate research, advanced scholarship, and methodologies, and argue alternative approaches.
- Demonstrate a comprehensive understanding of leadership and management decisions in the context of how they contribute to maximising value.

In the area of skills development, students need to demonstrate analytical and research skills to collect, analyse and synthesise data and information that will inform business and management decision. Students need to:

- Demonstrate the ability to apply multiple theoretical perspectives to complex managerial issues for effective problem solving and decision making in contemporary organisational environments and successfully communicate decisions and conclusions to appropriate individuals and groups.
- Apply appropriate interpersonal, professional group management skills in various team-based activities of different organisations in the public and private sectors.
- Gather and critically evaluate evidence drawn from a range of sources and draw conclusions based on their own evaluations. This is likely to include contexts of incomplete data or ambiguity.

In the area of how to apply these competencies, students need to demonstrate self-direction and originality in problem solving and act autonomously in planning and implementing tasks at a professional or equivalent level. To demonstrate this, they need to:

- Undertake analysis of complex, incomplete, or contradictory areas of knowledge and communicate the outcome effectively.
- Engage confidently in academic and professional communication with others, reporting action clearly, autonomously, and competently.

- Select appropriate leadership styles for situations.
- Be able to think and apply strategic thought leadership capabilities.

These three distinctive areas in which learning outcomes could be achieved need to be assessed accordingly via multiple methods of assessments. Each method of assessment needs to be fit for purpose on that level.

Demonstrate that key participants are satisfied with the programmes. For example, by providing a summary of the participants' evaluation of courses.

Formal feedback consists of a structured questionnaire in which the students can provide a rating (quantitative) as well as qualitative feedback. The feedback covers different sections pertaining to the instructional effectiveness of the lecturer and the module content. The parameters for evaluating course content and instructional evaluation are clearly stipulated.

All the lecturers are evaluated twice per year per module. The first evaluation is done during the study school week and the second evaluation at the end of every semester, giving two evaluations per module per semester. Thus, over the period of an MBA student's life cycle of two years, students have 26 opportunities to evaluate lecturers.

In Table 8.6 below, is an example of results of lecturing evaluations. More detail per lecturer per module is available if needed.

Table 8.6 NWU Business school-lecturer evaluations first semester-2020

MODULE AND LECTURER		SCORE
PHASE 1 LECTURERS		
MBAA 811 - Corporate Governance <i>Mr Pieter Greyling</i>	Mean (out of 10) and % 9.4 = 94%	
MBAA 812 - Operations Management <i>Dr Johan Jordaan</i>	Mean (out of 10) and % 9.4 = 94%	
MBAA 813 - Managerial Economics <i>Prof André Heymans</i>	Mean (out of 10) and % 8.1 = 81%	
MBAA 874 - Research Methodology <i>Prof Ravinder Rena</i>	Mean (out of 10) and % 6.5 = 65%	
PHASE 2 LECTURERS		
MBAC 811 - Strategy Management <i>Prof Ronnie Lotriet</i>	Mean (out of 10) and % 8.7 = 87%	
MBAC 812 - Company Project <i>Prof Tommy du Plessis</i>	Mean (out of 10) and % 9.4 = 94%	
MBAC 813 - Financial Management <i>Prof Wedzerai Musvoto</i>	Mean (out of 10) and % 7.3 = 73%	



- **Mention any dissatisfaction uncovered through participants' feedback, and how these were handled.**

To close the loop, the lecturer evaluations are statistically analysed with the additional comments and deliberated at the end of each semester. The quality control manager, programme manager of the MBA and the director are part of these discussions. Based on the results, the quality control manager, the programme manager, and the director provide feedback to the lecturer and to the students should any problems exist. The following is an example of how the feedback is handled:

At the beginning of the current academic year, graduates were asked to attend a session of reflection. Students could attend the session in person or virtually via Zoom. An external reviewer from another business school was asked to observe and deliver a report. The results indicated that the time to complete the mini dissertation is not enough and that more guidance in the Research Methodology module is vital. The outcome of the session was that the lecturer for Research Methodology was replaced and the time frame for the dissertation was adjusted to speed up the process.

8.4 Learning and assessment

Describe the teaching philosophy used in the delivery of various programmes, with an explanation about how learning is optimised linking theory and practice to achieve the intended learning outcomes.

In the first instance the teaching philosophy or as we call it the Teaching & Learning strategy is discussed. The principles for the Teaching & Learning strategy regarding **students** are as follows:

- All students over all SODs should get the same exposure.
- All students need to have internet access as the internet is widely used as pedagogical platform.
- All students need to be part of a syndicate group as teamwork is an important part of the T & L process.
- All students should have access to the eFundi platform of the University.

The principles for the T & L strategy regarding **lecturers** are as follows:

- Every module needs to have a module coordinator.

- The module coordinator is responsible for the study guide and updating its content yearly.
- The module coordinator must set up and manage the eFundi site.
- The module lecturer needs to make sure that there is a balance between theory and practice.
- The module coordinator should guarantee that the assessment of the module is according to the assessment strategy of the School.
- The module coordinator and the programme manager should ensure that the module outcomes are aligned with the programme outcomes.
- The module coordinator should guarantee that the assessment of the module is according to the assessment strategy of the School.

In the second place the link between the theory and practise is discussed. Integration in the MBA is vital and visible throughout a few stages, namely in *curriculum design*, in *teaching*, and during *assessment*. Our approach to the MBA curriculum design is to develop a well-balanced MBA, demonstrating an equilibrium between theory and practice. The basic guideline is to address about 25% fundamental functional areas that are required at managerial level, while the rest (75%) of the modules are designed to address strategic and complex management issues. During the design process input from industry, feedback from students and benchmarking exercises are gathered and performed to ensure that the curriculum is up to date, relevant and well balanced.

Our **curriculum design** sees to it that the content of each module is a mix of theory and practice. The practice part could be accomplished by pre-reading of contemporary articles, press releases and case studies. This could be followed by class discussions, short class presentations, discussions in break-away rooms or guest lectures from industry experts. Annual factory tours were interrupted by the pandemic. In the past we visited companies such as ABI, Basil Read Construction, Toyota, Safripol, Berts Bricks and Price Waterhouse Coopers.

The **Company Project**, which is our Capstone Project, is an example of not only integration, but also the combination of theory application and practical work. In the initial phase of analysing the company, students require all their fundamental theoretical knowledge of the different functional areas. Then they gain real-life information from the company and perform an analysis. The project is assessed by faculty members and industry experts, once again striving to bring balance between theory, the classroom, and the real world.

In the **Research Project** the integration between theory and practice is also evident. Fundamental theories underlying the research problem need to be well discussed and presented in an argumentative way, drawing on appropriate scientific articles. This theoretical basis underpins extensive reading and empirical investigation to gather real data to analyse the problem. Very often the students' research topics are related to real problems experienced in their work environment.

Describe the expected academic, personal and professional learning goals including keys skills, knowledge and attitudes that students are required to acquire.

The expected outcomes of all the programmes differs depending on its NQF level. All MBA graduates are expected to illustrate competencies in three areas: knowledge and understanding, applicable skills, and applied competencies.

The exit-level outcomes for the MBA programme are:

Exit-level outcome 1: Our graduates should be transformed from managers into strategic thought leaders.

Exit-level outcome 2: Our graduates should be equipped with a dynamic integrative learning experience.

Exit-level outcome 3: Our graduates should become proficient in research and problem-solving techniques and be able to analyse and solve complex management problems that impact management and leadership challenges in our community, country and continent, through ethical and innovative business research.

Exit-level outcome 4: Our graduates should be able to collaborate with stakeholders in addressing socio-economic development challenges.

Exit-level outcome 5: Our graduates should be able to apply critical thinking to develop as competitive leaders for the future.

Exit-level outcome 6: Our graduates should be able to work effectively with others as members of teams and to engage successfully with all stakeholders as a group.

Exit-level outcome 7: Our graduates should be effective and professional communicators, both written and spoken.

Learning outcomes of the PGDM programme

The programme is designed to provide students with an advanced academic understanding of management processes and higher-level thinking and problem-solving skills. The emphasis is on developing advanced professional skills for those looking to enhance career prospects and those in employment. Students on the PGDM programme should be equipped to deliver outcomes as expected on an honours level. This could be tracked by whether the learning outcomes of the qualification are on the appropriate exit levels for that degree

The learning outcomes are that students should be able to:

LO 1 Demonstrate knowledge and understanding of fundamental concepts and principles of the business world and the functioning thereof.

LO 2 Apply their knowledge and understanding, and problem-solving abilities in environments related to the field of management.

LO 3 Integrate knowledge and handle complexity.

LO 4 Reflect on social and ethical responsibilities linked to the application of their knowledge and findings.

LO 5 Think broadly and bridge gaps between theories and the actual practice of effective management.

LO 6 Function in a group, engage and communicate with other stakeholders and present their knowledge and findings.

Describe how the expected learning outcomes of each degree are translated into practical aspects of the curriculum.

All programme learning outcomes were refined under sub-headings called learning objectives for each of the outcomes. These learning objectives were first circulated to all lecturing staff. The second step was to discuss them on a staff meeting. The lecturing staff were asked whether they could relate to the learning objectives and implement them into each individual module. Assurance was needed that the content of the curriculum matches the outcomes or level descriptors of the different modules. Also, the curriculum still had to meet all the relevant NQF level descriptors, previous recommendations from students, as well as the new strategic direction of the Business School.

The next step is to perform a mapping exercise where the outcomes of each module in the programme is mapped against the learning outcomes of the programme.

- **Do the programmes have clearly defined course outlines and expected learning outcomes?**

All the programmes delivered by the BS must be on a certain NQF level, which matches certain outcome levels. As described in the process above all the learning outcomes are refined into learning objectives and then mapped with the learning objectives of each module in that specific module of a programme.

- **Are the teaching methods applied appropriate to the defined learning goals?**

Lecturers have their own approach towards the methodologies to be used for teaching their modules. They are also encouraged to be innovative in the provision of the modules they are responsible for. In the module, Operations Management, the lecturer has chosen service-learning as a teaching methodology. In the group assignment for the module, the students must select a community organisation and apply what they have learned in class to support the organisation. A mixture of constructivism and connectivism as epistemology, as demonstrated in the situational learning theory, has been adopted.

This approach complements the notion that the soft skills which an MBA graduate needs to succeed are not taught in class but are acquired in group work where students actively engage with the module content. The strategic relevance and all the theoretical aspects taught in class are also applied.

- **Is sufficient amount of practical training (including project work and internships) included to provide ample opportunities for development of both hard and soft skills, and transferable competencies?**

Most of the students studying with the BS are employed. Therefore internships are not part of the curriculum although emphasis is placed on implementation of theory in the workplace. In the final MBA year, the students have to identify a company of choice and perform the Company Project. This project is an 'Integration' exercise and students should include all their knowledge gained during the entire MBA programme to do justice to the project. This is one of our competitive advantages and relates to our vision of transforming managers into strategic thought leaders for tomorrow. The project comprises the following sections:

- Section A: **A case study** which should be written in the suggested format. The students should select any company as a 'case' to analyse.
- Sections B and C. In these sections each group perform an analysis of their selected company with specific reference to the existing strategies being followed. **Section B** concentrates on the **External Analysis** and **Section C on the Internal Analysis**.
- **Section D.** Here, the groups make suggestions on how their company could change its strategies. The group designs an implementation plan in consultation with the company representatives. This, at minimum, should include timelines, responsibilities and actions on how to implement the new strategy. As part of the project, the 'new' business model should be explained in detail.

After the completion of the Company Project, the students do a presentation to a group of examiners which include representatives of the selected companies. This presentation is an example of where the BS connects with industry by solving industry problems.

In the MBA programme, goal 7 addresses the need for soft skill development by mentioning to: "Deliver MBA graduates who are effective and professional communicators, which includes the following sub goals: Graduates need to demonstrate a well-structured, persuasive writing style and, graduates need to be able to communicate commendably and apply verbal and visual presentation skills.

- **How does the school seek to instil its core values in students?**

The main strategic direction of the BS will always be grounded in ensuring academic excellence and the quality of all our programmes, as well as the implementation of a growth strategy in its executive education and research activities. All the strategic goals will be executed with our core values in mind.

Our parent university, the NWU, is committed to functioning as a unitary, integrated, multi-campus university that enables equity, redress and globally competitive teaching and research across all three of our campuses. The core activities, teaching-learning and research are intertwined with community engagement and innovation available to all students.

The NWU emphasises that it offers more than just education: we offer people a place in the world. This is reflected in our University Anthem: '... where the willow trees grow, and the thorn tree spreads its shade, there you will grow in knowledge'

In the dream of the NWU, the concepts of engaged scholarship, social responsiveness and an ethic of care also feature prominently. The NWU fosters engaged and caring staff and students

and cultivates in them the following foundational values, based on the constitutional values of human dignity, equality and freedom:

- Ethics in all endeavours
- Academic integrity
- Academic freedom and freedom of scientific research
- Responsibility, accountability, fairness and transparency
- Embracing diversity

The NWU BS and all our programmes align with the dreams and values described above, but the BS has its own approach and application of these policies to ensure equality and diversity for all. The essential components of the programmes are intertwined with CE and work-integrated learning. We care for our staff and students and embrace the foundational values mentioned below:

VALUES

Explanation of BOTHO/UBUNTU

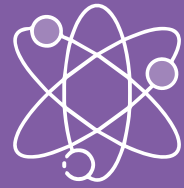
Botho/Ubuntu can best be described as an African philosophy that emphasises the notion of ‘being self through others’. It is a form of humanism which can be expressed in the phrase ‘I am because of who we all are’.

The key distinctive qualities of this traditional philosophy are clearly expressed in:

- Humaneness
- Gentleness
- Hospitality
- Generosity

The NWU Business School is committed to:

**Excellence in
our core
business**



**Academic
integrity**



**Ethical
behaviour and
good
governance**



**Botho / Ubuntu
– building
communities**



**The notion of
social justice**



- **How does the school expect to assess this for each of its programmes?**

To assess whether the programmes and the curricula meets the criteria based on our values as described above, the PGDM with its different modules are used for illustration. **The module descriptors of the respective modules** addressing these criteria are highlighted in *light turquoise* in Table 8.7 below.

Table 8.7 **Module descriptors addressing responsible management and sustainability**
(Match highlighted in light turquoise)

PGDM LECTURERS FOR 2021			
FIRST SEMESTER			
MODULE CODE	MODULE		LECTURER
BLLR511	Labour Relations	MODULE DESCRIPTORS	Prof. Christoff Botha (full time, time, Mafikeng and distance)
• Demonstrate an integrated knowledge of and engagement in the management of employment relations and a critical understanding and application of managerial procedures and methods relevant to the employment relation.			
• Critically interrogate multiple sources of knowledge, such as CCMA cases, journal articles and case law, within the field of employment relations, and critically evaluate and review that knowledge and the manner in which the knowledge was produced.			
• Demonstrate an understanding of the complex nature of knowledge transfer from managing elementarily employment relations on the work floor to managing complex employment situations such as strikes.			
• Select, evaluate and apply a range of different but appropriate managerial and negotiations skills and scientific methods of enquiry in managing disciplinary aspects to reflect on and then address complex or abstract problems and contribute to positive change within a practice.			
• Critically judge the ethical conduct of others within different cultural and social environments and effect change in conduct where necessary.			
• Accurately, coherently, appropriately and creatively present and communicate innovative and new professional methods to management with an understanding of and respect for intellectual property conventions, copyright and rules on plagiarism.			
• Operate effectively within a team/system and/or manage a team/group/system in any given discipline-related context and demonstrate logical and critical understanding of the roles of all players/persons/elements of the team/group/process, taking responsibility for task outcomes and applications of appropriate resources.			
• Demonstrate self-regulated learning skills in managing employment relations for lasting labour peace in the workplace.			
• Specific module outcomes			
• Demonstrate a comprehensive and systematic knowledge base regarding the different roles of parties in a tripartite relationship, the role of trade unions in employment relations, and the various methods of managing discipline.			
• Analyse and evaluate aspects regarding employment relations (abovementioned theory) and solve complex problems in this regard.			
• Ethically communicate different aspects of employment relations gained through research, individually or in groups.			

MODULE CODE	MODULE		LECTURER
CCMM511	General Management	MODULE DESCRIPTORS	Prof. Alfred Henrico (full time, part-time, Mafikeng and distance)
yy Demonstrate a comprehensive and systematic knowledge base of management processes, the business environment, management information systems, decision making, ethical policy and practice, and business culture. - Analyse and evaluate management aspects (abovementioned theory) and solve complex problems in this regard. - Communicate ethically by means of relevant information technology those management aspects you have become acquainted with individually or in groups when performing research and completing assignments.			
CCMM515	Managerial Economics	MODULE DESCRIPTORS	Mr Anton van Wyk (full time, part-time, Mafikeng and distance)
- Demonstrate a systematic knowledge of macro- and micro-economics. - Apply the general principles of economics to business models. - Analyse contemporary economic phenomena in the market and evaluate these against the existing knowledge (theories or norms). This implies the ability to make interpretations based on that phenomenon (explanatory ability). - Apply research skills when solving specific empirical problems in the South African economy and particular identified international economic events. - Communicate effectively in individual as well as syndicate groups the results of any selected and prescribed assignments. - Demonstrate the ethical principles implied in most of these management issues. - Illustrate value judgements relating to economic decision making and normative economic enquiries. - Apply the concept of the so-called triple bottom line in practice.			
CCMM517	Financial Reporting	MODULE DESCRIPTORS	Dr Martin Botha (full time, part-time, Mafikeng and distance)
- Understand financial statements. - Analyse and interpret financial statements in order to make management decisions. - Fulfil your stewardship function as manager by means of reporting financial information to stakeholders. - Understand how the role of financial accounting as the collection and processing of transactional information leads to financial reporting.			

MODULE CODE	MODULE		LECTURER
GOPM512	Operations Management	MODULE DESCRIPTORS	Prof. Nelda Mouton (distance and Mafikeng) Prof. Louis van Staden (full time and part-time)
- Identify the elements, purpose and scope of Operations Management (OM) and understand how to improve productivity in an organisation. - Identify a strategy that will assist your organisation in achieving competitive advantage through operations. - Explain and apply the concepts underlying Total Quality Management (TQM) and define the costs associated with an organisation in the service industry. - Identify the features common to all forecasts and differentiate between quantitative and qualitative forecasting techniques. - Identify and define the life cycle of a product and understand the design process of new product opportunities. - Identify and define the different process strategies and the various techniques used in improving the process strategy of an organisation; also explain the different factors that determine effective capacity. - Recognise the general procedure for making location decisions and the factors affecting these decisions, identifying modern trends in location strategies and understanding methods of evaluating location alternatives in a service organisation. - Explain the importance of HR within OM, identify and define job design, job specialisation and job expansion opportunities in an organisation. - Identify and define the underlying elements of Supply Chain Management (SCM) and explain whether to purchase or produce a product. - Identify the requirements for effective inventory management and determining the costs associated with inventory, listing the benefits of a JIT system within an organisation. - Explain how to aggregate scheduling is done and identify the demand and capacity options operation managers have at their disposal. - Provide an overview of the materials requirements planning (MRP & MRP II) concepts, explain what a master production schedule (MPS) is, identify and define a project, understand the different elements of a project, and define the role and characteristics of a project manager.			
SECOND SEMESTER			
MODULE CODE	MODULE		LECTURER
GLOM522	Strategic Talent Management	MODULE DESCRIPTORS	Mrs Tsidi Khumalo (full time, part time, Mafikeng and distance) Dr Retha Scholtz (full time)
- Demonstrate a comprehensive and systematic knowledge of strategic talent management from the perspective of work and organisational psychology/behaviour theories and evaluate, integrate and apply the relevant themes of this subject of study practically. - Identify, analyse, and solve complex and real-world problems within an ill-defined workplace context, specifically about unlocking human potential to create high-performance workplaces. - Identify the factors and trends that influence job performance and make use of this information to improve the job performance of employees. - Apply research skills when solving problems of the South African and international work environment through insight, advanced information retrieval and processing skills and effectively present and communicate research results using the resources of academic discourse. - Demonstrate the ability to manage learning tasks professionally, autonomously, and ethically at individual and group levels.			

MODULE CODE	MODULE		LECTURER
MKTM521	Principles of Marketing and Advertising	MODULE DESCRIPTORS	Prof. Hein Prinsloo (full time, part-time, Mafikeng and distance) Dr Carinda Williams (distance)
• Demonstrate an integrated knowledge of and engagement in the marketing environment, the marketing mix and marketing strategies and a critical understanding and application of marketing theories relevant to marketing. • Critically interrogate multiple sources of knowledge (clarify) within the field of marketing, and critically evaluate and review that knowledge and the manner in which the knowledge was produced. • Select, evaluate and apply a range of marketing skills and scientific methods of enquiry to reflect on and then address complex or abstract problems and contribute to positive change within a practice. • Critically judge the ethical conduct of others within different cultural and social environments and effect change in conduct where necessary. • Present and communicate innovative ideas regarding marketing issues accurately, coherently, appropriately and creatively. • Operate effectively within a team to solve marketing problems, monitor the team's progress and take responsibility for task outcomes and the application of appropriate resources.			
PGRE521	Research Methodology	MODULE DESCRIPTORS	Prof. Verona Leendertz (full time, part time, Mafikeng and distance)
• Understand and apply the fundamentals of research design and methodology. • Conduct a literature review for your project. • Evaluate different research designs and methodologies. • Design and develop a qualitative or quantitative research project. • Present business or social research projects.			
Electives – Select 2			

MODULE CODE	MODULE		LECTURER
GPRM521	Project Management	MODULE DESCRIPTORS	Prof. Yvonne du Plessis (full time, part time, Mafikeng and distance)
• Distinguish between project management and general management. • Describe the characteristics and process of projects and project management. • Apply critically and systems thinking in the planning, execution and monitoring of projects. • Develop a project baseline plan/project charter. • Apply the principles, practices and methodology of IPMA ICB4 and PMI body of knowledge. • Analyse and evaluate a project in terms of critical success factors. • Manage a project team from start to end of a project. • Explain stakeholder relationship management. • Practically execute a business project by utilising the project management philosophy, principles, practices and methodology as a team.			
CCMM521	Information Management	MODULE DESCRIPTORS	Mr Johan Coetzee (full time, part-time, Mafikeng and distance)
• Demonstrate a comprehensive and systematic knowledge of information management, with special reference to the information needed by managers to effectively carry out their planning, control and decision-making responsibilities. • Identify, analyse and solve complex and real-world problems in an ill-defined context. • Demonstrate advanced information retrieval and processing skills and effectively present and communicate research results using the resources of academic discourse. • Demonstrate the ability to manage learning tasks autonomously, professionally and ethically.			
GLOM521	Logistics Management	MODULE DESCRIPTORS	Prof. Jan Meyer (full time, part-time, Mafikeng and distance)
• Demonstrate advanced integrated knowledge in applying and evaluating an integrated logistics system's logistics and process components. • Interrogate and evaluate the operational and engineering logistics issues of the ILS. • Demonstrate an advanced insight into the complexities in applying the Integrated Logistics Support Management environment through the systematic analysis of the existing ILS processes within an enterprise and develop tacit knowledge of the purpose of value optimisation by applying the quality continuum. • Demonstrate advanced knowledge of key Integrated Logistics Support Management principles to optimise the ILS performance by applying tacit and explicit knowledge. • Analyse and critically reflect on current cross-functional processes to continuously improve the internal value chain of the organisation. • Propose a change of ILS Management strategies within a changing environmental context through new or improved processes with the aid of analysis and evaluation of qualitative and quantitative performance metrics for resources for decision-making purposes. • Develop analytical and decision-making skills for dealing with complex conceptual problems ethically by identifying the deltas in the supply chain and support functions.			

MODULE CODE	MODULE		LECTURER
GSCM521	Supply Chain Management	MODULE DESCRIPTORS	Prof. Louis van Staden (full time, part-time, Mafikeng and distance)
• Demonstrate advanced integrated knowledge in applying and evaluating the logistics and process components of the supply value chain. • Interrogate and evaluate the inbound and outbound logistics issues of the supply chain. • Demonstrate an advanced insight into the complexities in applying the SCM environment through the systematic analysis of the existing supply chain processes within an enterprise and develop tacit knowledge for value optimisation by applying the quality continuum. • Demonstrate advanced knowledge of key SCM principles to optimise value chain performance by applying tacit and explicit knowledge. • Analyse and critically reflect on current cross-functional processes to continuously improve the internal value chain of the organisation. • Propose a change of SCM strategies within a changing environmental context through new or improved processes with the aid of analysis and evaluation of qualitative and quantitative performance metrics for resources for decision-making purposes. • Develop analytical and decision-making skills for dealing with complex conceptual problems ethically by identifying the deltas in the supply chain and support functions.			
BLCG 522	Corporate Governance	MODULE DESCRIPTORS	Mr Pieter Greyling (full time, part-time, Mafikeng and distance)
• Demonstrate a thorough understanding of the theories, principles, philosophies and models of corporate governance. • Demonstrate a general knowledge of the legal system applicable in South Africa, legal principles and concepts relating to commerce, and business entities' management. • Apply the various principles and codes in the formulation of policies and practices within the organisation to ensure best practices from a national and international perspective.			

To measure whether the values as mentioned above have any impact, is difficult. But through feedback and testimonials of students, it could be evident.

Testimonial of Buckle Myburg

I am the Pharmacy Manager of the MMHS group in Klerksdorp, North West Province. I graduated from the PU for CHE in 1991 with a B. Pharm degree. Our group consists of three hospitals and my main duties are to manage all pharmaceutical services, procurement, and billing. I am also a member of the EXCO. Before entering the corporate world I was the owner of my own pharmacy. With entering the corporate world I realised that I lack certain managerial skills.

In 2019 I decided to enrol in a course that will benefit me as a Manager and improve my skills and empower me. After discussions with my CEO and research on different courses I decided on the PGDip in Management. The decision was made due to the content of the PGDip course. The content covers a lot of different subjects that has a lot of value and practical application in the workplace.

In 2020 I started the contact sessions but that changed after the outbreak of the Covid-19 pandemic. We had to move over to online class and exams. I completed my Diploma with distinction at the end of the year.

The course gave me a new perspective on different aspects of management and a holistic picture to be a good leader and manager. The most important aspect that was addressed was the importance of good, effective and responsible leadership with values and ethics.

Demonstrate how the school seeks to improve the programme participants' learning skills and inculcate a culture of continuous learning.

To improve the learning skills of our students, the BS refers them to the Centre for Teaching and Learning (CTL). CTL fosters excellence and innovation in teaching and learning and is dedicated to research-informed guidance and support to students in the contemporary higher education context. With expert support and a hands-on approach, CTL support students on their path to academic success. It offers students support through reading development, supplemental instruction (SI), mentoring and tutoring programmes, and academic advising. The link to the CTL services is:

<http://services.nwu.ac.za/ctl>

Our students are encouraged to participate in events organised by the school to foster a culture of lifelong learning. Every year during our second study school (Winter School) we select a theme for that year's study school to address contemporary aspects to enhance our delivery. During the study school we host a Prestige Day which supplements the specific theme, and profound guest speakers are invited to elaborate on the theme. In this event we include current students and our alumni to strengthen our connections with them and add value to their lifelong learning experience.

Describe how the school utilises appropriate assessment methods for different expected learning outcomes.

The assessment strategy aims to assess the programme and the students in an appropriate way to confirm whether the program goals and the module outcomes have been accomplished. A wide range of assessment methodologies are utilised to complement the skills required of experienced and effective managers in the workplace. The assessment strategy incorporates two different approaches to pursue this purpose.

In the first instance the *formative assessment* schedule is developmental and aims to track the participants' progress throughout the program and modules. It includes ongoing feedback which could comprise group work, exercises and discussions, presentations individually or in groups, relevant study visits and other exercises to develop interdisciplinary thinking skills and approaches to problem solving through the core integrative modules on the professional MBA Programme.

In the second instance *summative assessments* are normally used at the end of the module or the MBA journey. The summative assessments are used to evaluate students' skills more formally by using primarily a numerical assessment model to ensure that it is the students' own work. On MBA level the students must do some serious reflecting and critical thinking to bring together the information from an entire module or programme. These could include work-based projects where appropriate, student presentations, and other forms of controlled assessments including the extensive use of reflective statements and Portfolio of Evidence (POE's).

Describe the monitoring processes incorporated into the assessment methods, listing the key milestones of progression towards successful completion of programmes.

Student assessment and feedback are accommodated according to the diversity in the modules and different learning processes. As the NWU BS is under the rules of the NWU University regarding academic quality and integrity the BS needs to adhere to the rules pertaining The Guidelines for Master, Post Graduate studies of the university (the general rules for Post Graduate studies).

The BS supplements these rules with our own student guidelines for the MBA and the PGDM programmes. Our guidelines include the following items:

- A balance between individual assignments, group assignments, formative, and summative

assessment, POE's and exams are necessary.

- The rule pertains that at least one module per semester is assessed with a Portfolio of Evidence (POE). During Covid 19 the number of modules assessed by POE's have increased.
- Admission to the examination is subject to satisfactory progress with the module content and it is expected from a student to earn a participation mark in each module of at least 40%. A participant with a participation mark lower than 40% does not have admission to the examination.
- To pass a module, a participant needs a final mark of 50% or more. In the modules, the weight of the participation mark is 40%, while the remainder of the final mark is made up from the examination (therefore a weight of 60%). A sub-minimum of 45% must be achieved in every examination of a module to pass the module.
- To pass the mini dissertation/ research project, a final mark of 50% is required.

Review of assessment standards

The way to assess and the assessment standards need to be in line with the purpose of our MBA programme, namely, to transform managers into strategic thought leaders by contributing to the students' general intellectual development. As this is a very subjective item to measure the quality control processes that we put in place need to be efficient to ensure the goals are accomplished. As the NWU BS is in terms of academic standards and quality control under the control of the university, we must adhere to their quality control measures and assessments standards as well.

In the BS we also have quality control procedures in place and the review of the assessment's standards are part of these processes. The MBA quality control is done by the Manager Quality control of the BS. The Quality manager together with the MBA programme manager and the deputy director Teaching & Learning make sure that the MBA modules and its outcomes are aligned with the goals of the MBA programme. This is done in combination of the different module coordinators.

The second phase of the review process is at the stage where the examiner sets up the assessment scheme and guarantee that it is in line with the learning outcomes. The learning outcomes per module should once again resonate with the programme outcomes.

The internal or external moderator check the quality and standard of the assignment or the paper and ensure the quality and level of the outcomes. At least one module per semester, per MBA year are moderated by an international moderator.

The process for moderation is as follows:

1. At a specific date the paper, assignments, or POE, as well as the 2nd opportunity papers need to be ready for moderation.
2. The documents with the study guide, with the different themes and the learning outcomes are send to the moderator.

3. The moderator checks the level and quality of the assessment and make sure that it is well balanced, and on the correct outcome level and meet the study unit outcomes.
4. If the moderator suggests changes to the paper or the memorandum it need to be rectified.
5. Once the assessments are completed, the lecturer has to grade in within 7 days and send it to the moderator
6. A detail memorandum or rubric/guidelines for moderation is attached. The complete package with at least 10% of the marked papers is send to the moderator.
7. This package includes the grades and the averages of the whole cohort.
8. The moderator sends it back to the lecturer within 7 days with suggested adjustments if any.
9. At the end of each semester the MBA lecturers, the programme manager, and the manager of quality host an exam committee meeting where all the grades of every student are discussed and evaluated holistically.

Deferral/Referral policies

- A re-examination (2nd opportunity) is awarded if a final mark of at least 45% as well as a sub-minimum examination mark of 40% has been achieved. A re-examination could also be considered by the examination committee if a final mark of 50% has been achieved but an examination mark of not less than 35% was achieved.
- A student has only two opportunities to repeat a specific module.

The University and the BS will terminate a student's studies:

- After not completing the MBA within the required maximum of three years.
- After not passing any module within the required two formal registration years per module.
- Should the student fail to successfully complete all the modules within the specified period, studies are terminated. This also includes the completion of the dissertation as a research project.
- Once a student's studies have been terminated, he or she is not allowed to apply or to register again for the MBA at the School.

A participant starts with the MBA programme at the beginning of the calendar year (with phase 1 of the MBA programme) and studies according to the order of the programme (except where rules may permit it to be otherwise). Three modules are presented in each of the semesters per year of the MBA programme.

If a participant needs to discontinue his/her studies for whatever reason, a motivation must accompany such a request to the Director: NWU Business School. If the request is granted, it would be valid for a maximum of one academic year, where after the application must be renewed and permission needs to be granted again. A participant must complete his/her MBA within three years after first registration.

A participant who is catching up on some modules will under no circumstances be allowed to do more than three modules per semester: in other words, the two second registrations plus one extra module. It is the discretion of the MBA programme manager's examination committee to decide upon admission to second examination opportunities.

Regarding electives, only one module can be chosen between Public Management, International Business Issues and Entrepreneurship. The chosen module can only be offered to a group of least 15 students and more in that academic year.

Merit or distinction policy

To obtain the MBA degree *cum laude* (with distinction), the participant must:

- Complete the degree within two academic years.
- Obtain an average of at least 75% for all the modules; and
- Achieve 75% for the mini-dissertation.

Mini-dissertation

A dissertation of 20 000 to 25 000 words entailing an analysis of a real business or public management-related problem, to be completed by all students. As in the case of academic modules, a student may only register twice for the mini-dissertation before the MBA studies are terminated.

Feedback to students

In every module, students must receive formative feedback on individual and group assignments. This feedback contains the marked assignment, with comments, a marking sheet or a detailed memorandum. The marked assignments are normally handed out during contact sessions, while the lecturer discusses common problems and corrective steps. The assignments must be graded after being written or submitted, within 2 to 3 weeks depending on the next scheduled classes.

Any issues relating to the specific assignment grade will be dealt with at the contact session where feedback will be given to the module participants in class. No correspondence will be allowed after this feedback session. Students will be required to sign an attendance register upon submitting their assignments in class. If the lecturer has made other arrangements, the assignments may be submitted online on the eFundi platform.

Students must keep all assignments that have been marked in a safe place until examination



results have been verified – in case of a dispute, no changes can be made without proof. If an assignment mark is disputed, the original assignment must be presented to the module lecturer – photocopies are not accepted.

Edited assignment covers (where the marks or module code have been changed) will not be accepted. No complaints/disputes will be considered 24 hours after marks had been made available.

When the module has been completed, the final grades and assessments have to be sent for moderation. The moderation pack includes the detail memorandum, or rubrics/ guidelines for marking and the moderator has seven days for moderation. In the moderation pack all the marks need to be completed for the whole cohort with an indication of the average marks per module.

Unmoderated marks are normally published on the eFundi platform with the following information: the module name, student numbers, grades and weighting of the assessment. At the end of each semester the exam committee has a meeting where all the marks of all modules are discussed per student. This provides a holistic picture of performance per student and an overall performance per module.

After the exam committee the final grade for a module is uploaded on the university's central administration system. Students can access their final grades via the student portal. No marks/ grades may be supplied over the telephone, in person or via e-mail.

- **Mechanisms to ensure consistency in marking**

To ensure consistency in the marking of examination papers or assignments, various mechanisms are applied. Every examination paper should adhere to and test knowledge according to module outcomes and grade descriptors. Every module has an external moderator and, in some instances, international moderators. Before the assessment take place, the exam paper or POE is moderated with its memorandum or rubric to assist marking. It is expected from all moderators to moderate at least 10% of the examination papers or POE's according to the marking sheet or memorandum provided. After each semester's examination, the examination committee meets to oversee the overall results and to evaluate the throughput rates.

8.5 Sustainability of programmes

Summarise the evidence that the school can sustain its programme portfolio over a reasonable period, as outlined in its strategic plans.

The BS is confident about sustaining its programme portfolio, as well as its personal component. By referring to the tables already presented in Standard 5, the numbers illustrate that more students apply in comparison to those enrolled by the school. The tables below are applicable to our core formal academic programmes. At the end of October, when this report was compiled, the applications have already been substantively more than those of the previous years.

Table 8.8 MBA Intake for the previous three years

<i>Current Intake 2022</i>		
Applications	Offers	Enrolments
426	125	105 to date
<i>Previous Intake 2021</i>		
Applications	Offers	Enrolments
242	108	88
<i>Previous Intake 2020</i>		
Applications	Offers	Enrolments
231	97	83

Table 8.9 PGDM intake for the previous three years

<i>Current Intake 2022</i>		
Applications	Offers	Enrolments
1060	854	310 to date
<i>Previous Intake 2021</i>		
Applications	Offers	Enrolments
1404	748	537
<i>Previous Intake 2020</i>		
Applications	Offers	Enrolments
1330	751	403

- **List any challenges or gaps and how these may be resolved.**

The gap that has been identified is to explore our way forward in terms of the mode of delivery for the MBA programme. The vision is to move to a more blended approach. A curriculum panel has been established some members of the alumni, the advisory board and professors of practise to help the school to certify that our curriculum is still relevant.

Supporting Documents

To be included in the self-review report as appendices:

Appendix 8.1 List of degree programmes offered in the current and last three years. (Refer to Table 8.1)

Appendix 8.2 List of non-academic programmes offered in the current and last three years. (Refer to Table 8.2)

To be presented at the workstation:

Programme brochures and prospectuses.

Minutes of curriculum and programme review meetings.

Samples of students' course evaluation forms.

Samples of students' assessments.

Course portfolios

Other documents in support of this standard, and that provide helpful insight to the AABS Accreditation Team.



STANDARD 9: RESEARCH

The school has a clear strategy that shows a combination of academic and practice-oriented research within its context. The school has a culture that supports the implementation of its research strategy.

This is demonstrated by the volume and quality of research output produced by the school members, as well as external research grants generated, and the impact the research makes.

Research in this context refers to rigorous academic studies targeted at the academic community, as well as to professional or practice-oriented studies focused on solving real-life business problems.

AABS recognises that the African business environment, though diverse, is sadly characterised by corruption, political instability, high youth unemployment, inequality and relatively low cross-border trade amongst other issues. Therefore, it is expected that business schools in Africa show a commitment, through relevant research, to gaining knowledge of their environment, and focusing efforts towards addressing significant issues.

The evaluation of research will focus on its impact within Africa. Schools should be able to demonstrate how their research knowledge is used and disseminated, and what effect it has on society. The school's commitment to research will also be assessed, as evidenced by its strategies and supportive policies.

AABS will also assess the volume and quality of publications. It should be evident how the whole range of research activities raise the profile of the school and the quality of its programmes, and ultimately improves business and management practice. Resources and measures in place to enhance capacity and ensure that research can be sustained will also be assessed. The following are key areas to be assessed.

9.1 Positioning within the school

Describe the school's strategy for research, the range of activities covered under this strategy, and the outcomes.

The School's stated research strategy according to our strategic plan, as explained as strategic goal 3, is presented below:

Strategic goal 3: Solution-driven research

Providing relevant and innovative business research solutions based on sound ethics which impact management and leadership challenges in our community, country, and the African continent.

In order to achieve the above strategy, as far as the School is concerned, the following sub-goals were identified:

- Deliver innovative and impact-driven business research built on ethical scholarly engagement.
- Mobilise resources to enable a supportive research-enabled environment.
- Create a research-oriented culture which enhances the research profile regarding total research outputs in accredited national and international journals, as well as in business-related forums and media.
- Develop the research competence of academic staff and students to become thought leaders who can address relevant management and leadership challenges within our communities, country and the African continent.
- Establish integrative business management and leadership research focus areas that are multidisciplinary.
- Establish collaborative international business research relationships through active partnerships.

The Business School's research is organised by its Research Office although it needs to adhere to the Faculty of Economic and Management Sciences for certain quality control approvals such as the ethics process. The NWU Business School Research and Innovation Committee (NWUBS-RIC) is a standing subcommittee of the NWU Business School Board. This committee monitors and promotes the quality of postgraduate research programmes and provides guidelines for quality research outputs in the school.

This committee monitors and promotes the quality of postgraduate research programmes and provides guidelines for quality research outputs in the school.

This committee is mandated to:

- Plan research output programmes for Master's and PhD qualifications to be offered within the school.

- Monitoring progress of postgraduate students' research progress.
- Oversee the implementation of the research component of the Post-graduate Student Management System (PGSMS) within the school.
- Quality assurance of the postgraduate research programmes by means of recommendations to the NWU business school board.
- Implementation of policy for Research and Innovation.
- Oversee the implementation of policies and processes regarding the student academic lifecycle administration in the postgraduate environment (Higher Degree Administration).
- Collaborate with Faculty regarding ethical matters and oversee the operations of the School Research Ethical process.
- Ensure alignment of research activities and processes across all sites of delivery.

How does the research strategy align with the school's mission?

The Mission of the BS rests on three pillars and is aligned with the mission of our parent institution. The three basic levels of involvement are: *high quality education, supported by research and the commercialisation of expertise, consistent with international standards and best practices.*

The second pillar in the mission, namely research, links with the School's research strategy to: **provide relevant solutions that impact management and leadership challenges in our community, country and continent, through ethical and innovative business research.**

Academic research and publications which are relevant and innovative remain two of the key factors that drives the research strategy of the BS.

• What facilities and systems are in place to encourage research in the school?

To fulfil our mission of providing relevant solutions which impact management and leadership challenges in our community, country, and continent, through ethical and innovative business research, the following facilities and systems have been introduced:

- The research office has been restructured.
- All research-related initiatives have been clustered into niche areas.
- More research outputs that emphasise the following issues have been strengthened:
 - Research on strategic thought leadership.
 - High-quality, industry-oriented research.
 - Research that addresses the needs of the community and the country and economic development, all related to the UN Agenda 2030 SDG, and the
- Establishment of two scientific committees as part of the research office.
- The School has developed four research clusters to enable a more focused guidance for research at both MBA and doctoral level.

- The research outcomes of the module in the MBA programme were reviewed and processes were put in place to optimise quality in outcomes.
- The critical cross-field outcomes (e.g., leadership, employability, thought leadership, scholarly engagement) were addressed as part of the revised research module deliverables articulated above.
- The organisational structure of the Business School was amended to accommodate a dedicated research manager.
- The School runs its Research Scientific Committee and manages its research outputs and income, including but not limited to research performance targets and research support to academics (study leave, conference and publications support).
- The PhD programme has implemented a four-phase approach to the management of students in the pipeline as follows: (a) pre-selection meeting with presentation of doctoral abstracts/ideas, (b) pre-registration for six months and paid-up costs for full mentorship towards proposal development culminating in a colloquium, (c) presentation of research methodologies, and (d) presentation of research findings/outcomes.
- **List any challenges faced in enhancing the research capacity, and the strategies for tackling them.**

In table 9.1 below, the challenges are identified, complimented by the strategies to address these challenges.

Table 9.1 Research challenges

The following challenges have been identified:	Strategies for tackling them
The collaboration with F-EMS regarding ethical matters and oversee of the operations of the School's Ethical application process.	Provide training for students and supervisors regarding the ethics application and ethics process.
Administrative alignment of research activities and processes across all sites of delivery.	The alignment of the processes could be smoother if all functions are centralised on one campus.
A concern is the capacity in terms of faculty members available for supervision	Determine the minimum and maximum research enrolment in Master's and PhD candidates as allowed by capacity in the school.

- **Identify research opportunities present in the operating environment that the school can take advantage of, and its strategies for maximising these opportunities.**

The PhD programme of the school has growth opportunities. The BS has numerous PhD applicants, students enrolled and graduates over the past couple of years. The PhD program has grown so substantively that we must cap our numbers. The School is investigating ideas to expand the PhD programme.

We also accommodate Post Docs to work in the BS. The purpose of the Post Doc fellowship

is to make funding available to attract recently qualified researchers to the NWU BS, to enable them to develop their own research skills as an introduction to a full-time academic career. The aim is to promote and stimulate research activities, including postgraduate supervision and education within the school.

The Covid-19 pandemic, all the issues linked to climate change, socio-economic challenges, and opportunities in the mining and agriculture sector, are all strategic related research opportunities to take advantage of.

Describe how the school's research policy encourages research relevant to the local context.

We can refer back to our research strategy, namely, to: **provide relevant solutions that impact management and leadership challenges in our *community, country* and continent, through ethical and innovative business research.**

To encourage relevant research, the research has been grouped into clusters, each with its own cluster leader. The research is organised into four research clusters, namely Human Resource Management, Financial Management, General Management and Entrepreneurship, each with its own focus areas to compliment the mission and strategic goals.



- Name any measures (such as grant schemes, remuneration criteria, administrative policies) adopted to stimulate research reflecting national and regional challenges.

A separate research office with support staff has been established to accelerate the activities related to research. This office administers the MBA student research, PhDs, extraordinary research professors, post doc students, and faculty research.

Overall, the office manages the distribution of relevant incentives, merit systems, and

research grants. Apart from that, the office communicates with other international institutes willing to collaborate with our School in research activities. With our research clusters and the different focus areas in mind, our research vision is to conduct and disseminate research that impacts business and management practice through collaboration with government, industry, and the social sector.

Describe how the research function is incorporated into the school's activities including individual faculty workloads and the organisational structure of the research function.

The Business School's research is organised by its research office although it needs to adhere to the F-EMS through the office of the Faculty Dean: Research, for certain quality control approvals such as the ethics process. The research office monitors and promotes the quality of postgraduate research programmes and provides guidelines for quality research outputs in the school.

Based on the research strategy, there are three main objectives for the School's research activities. The first is to increase the volume and quality of research outputs. The second is to increase the distribution of research results to the benefit of our students, to our economic and industry partners, to our country and the continent. The third is to develop more collaboration with external partners.

In addition to teaching load, all faculty members (core and adjunct) are expected to supervise at least three dissertations per MBA year, accounted to approximately six per year over the two years of the MBA programme. Most of the senior staff are responsible for supervising PhD students as part of their workload. The School also requires the equivalent of at least one article output per

faculty member per year. As per agreement with the director, academic staff are granted one day per week as research/consultancy leave.

- **List any programmes that include student training in research.**

To expand and to stimulate the throughput rate of research related activities, a series of workshops were designed for facilitation throughout the year on proposal writing, literature review, data analysis methods and article writing, among other things.

Apart from the faculty, the students are encouraged to participate in a wide range of research activities, e.g., Research Days as part of the MBA curriculum, workshops, and assistance to turn their dissertations or PhD's into articles. Overall, the BS strive to produce quality PhD's apart from the strong competencies it has in providing quality training.

- **Comment on the available research capacity.**

A concern is the capacity in terms of faculty members available for supervision. As mentioned before, apart from the teaching load, all faculty members (core and adjunct) are expected to supervise at least three dissertations per MBA year, accounted to approximately six per year over the two years of the MBA programme. Part of the workload is supervising PhD students, and the School also requires the equivalent of at least one article output per faculty member per year.

Although we do have a comprehensive list of external examiners/extraordinary professors that can be utilised as examiners or supervisor for both the MBA dissertations as well as PhD student's theses, the number of permanent faculty remain a constraint.

Describe what value research contributions have in faculty evaluations and promotions.

Based on the POLICY ON THE PROMOTION OF ACADEMIC EMPLOYEES (3P/3.6) of the NWU, the performance of a candidate for promotion, is evaluated in the following four areas:

1. Teaching and learning, including postgraduate supervision
2. Research, innovation, artistic or creative activity
3. Leadership, management, and service to the university
4. Social responsiveness

Although clear evidence of strength in teaching and learning need to be proofed, postgraduate supervision and research outputs play a major role in promotions.

List the funding sources including any organisational sponsorship, grants, subsidies, and other sources of research funding.

The BS does have a few options available for funding of students. Due to the Schools excellent relations with various corporate companies, they contribute in terms of funding or sponsoring towards the development of the School. Annually, corporate companies such as Sanlam, Old Mutual and PPS (all significant companies in the financial sector) sponsor accolades, for example, the gold medal for the best MBA student and the best dissertation. Aspen Pharmacare annually avails an amount to sponsor MBA students' tuition fees.

Mainly, research funding is administered by the NWU's Department of Research Support. The Research Support Department is an integral part of the core business of the North-West University (NWU) and plays an important support role in achieving strategic goal 2 of the institution, namely to 'Intensify Research and Innovation'.

The main objective of the department is to offer support to researchers and academics across the three campuses of the NWU. There are various support and training programmes within the department that focus on emerging researchers, young and upcoming researchers, and established researchers at the university.

Several programmes also support masters and doctoral students. The department also ensures that all researchers at the NWU receive information on funding opportunities that are available on national and international platforms. Our support services comprise four primary processes, namely Research Capacity Development, Quality Improvement of Research, Management of Research Funds and Management of Research Outputs Information.

Refer to the University's website for a list of research funds and grants. <http://services.nwu.ac.za/research-support/research-funding>.

9.2 Research output

Describe the distinctive areas of research expertise and major research achievements in the last three years.

Provide a selection of top research publications in the last three years.

The BS organises its areas of research into the clusters mentioned before. When considering areas of expertise, we do take our strategic direction into account, but also must attain the students' needs. Most of the time, student's select research topics that are directly related to provide solution to problems in their companies or institution. In Table 9.2 below is the research outputs for the previous four years.

Table 9.2 Research outputs

Year	Refereed Journal Articles	Books	Book Chapters	Conference papers	Total
2017	15	0	2	27	44
2018	25	1	3	27	56
2019	32	1	1	35	69
2020	22	0	1	3	26

There has been an increase of 36% in research outputs from year 2017 up to 2019. In 2020 it has dropped as a result of COVID-19 and the cancellation of many conferences.

The detail research outputs for 2018, 2019, and 2020 are part of the attachments

9.3 Research impact

Demonstrate how the school's research can be considered relevant in solving African challenges and societal problems.

In strategic goal three, the BS also mentions its intentions to do **research** to benefit the African continent. Strategic goal 3, reads as follow:

"Providing relevant and innovative business research solutions based on sound ethics which impact management and leadership challenges in our community, country, and the African continent".

As mentioned above, the BS drives to expand research linked to the continent. Below is a table identifying some research outputs addressing challenges and societal problems in Africa.

Table 9.3 List of research addressing challenges and societal problems in Africa

Author	Title	Journal/Book
Du Plessis, Y Saurombe, H. A.	An integrated managerial framework towards implementing an ecotourism culture in Zimbabwe	Scopus Journals
Rena, R	An evaluation of the effectiveness of training on small entrepreneurship development in Windhoek, Namibia	Chapter in book.
Coetzee, C J.	Electronic banking adoption intentions of banking clients in rural areas of Central Africa	13th IBC Proceedings
Lekunze, J.N.	Growth oriented African-centred agriculture, cooperatives, and policy reforms: Towards poverty alleviation and food security	Chapter in book Grid-locked African economic sovereignty
Mbukanma, J.	Factors affecting low performance of junior learners in a developing country: Southern Region of Botswana	Scopus Journals Educational Management
Du Plessis, Y Gumbo, C.	Culture and leadership qualities promoting international joint venture success in Botswana manufacturing industry	IBC Conference paper
Prinsloo, J. J	The effects of ICT within the SME environment of the Borolong area of Botswana	IBC Conference paper
Bisschoff, C.A.	Feeding Africa – A Theoretical Review	IBC Conference paper
Prinsloo, J.J. & Sechele-Mosimanegape, P.	Competitiveness of Botswana as a tourist destination	IBC Conference paper
Mbukanma, J.	A conceptual interface between electronic banking and knowledge of bank products and services for Nigerian banks and their customers	2020 - IBSS Journals
Netswera, F.G.	Insights from EU Policy Framework in Aligning Sustainable Finance for Sustainable Development in Africa and Asia	2020 – Scopus Journals

- **What new knowledge has the school, through its faculty and or students/alumni, produced and implemented in the last three years that address challenges or exploit opportunities locally?**

Show how research results are disseminated in the local or wider academic and business communities.

Refer to Table 9.4 for these publications.

Table 9.4 Research for business communities

Author	Title of research output	Type	Date	How is it disseminated	Indicate contribution
Du Plessis, Y. & Blom, T.	Organisational silence: why a selected group of South African middle managers do not speak up.	Article	2020	<i>Management Dynamics: Journal of the Southern African Institute for Management Scientists</i> , 29, pp 38 –51	Discussed the outcome with PGDip class and MBA research students. PhD research on Whistleblowing intentions.
Ssekitoleko, P. & Du Plessis, Y.	Unravelling the makings for entrepreneurial success: A case study of the Maponya business in South Africa.	Article	2021	<i>Southern African Journal of Entrepreneurship and Small Business Management</i> 13(1), a424. https://doi.org/10.4102/sajesbm.v13i1.424	True African output to be discussed in MBA research.
Kazeroony, H. & du Plessis, Y.	The Ph.D Mindset- Decoupling Passion from Research	Book	2021	https://www.infoagepub.com/products/The-Ph-D-Mindset Distribute to Library and PhD students. Ph.D. candidates will use the book for its theoretical and practical insights, explaining each challenge along the doctoral journey with relevant examples. The book will have a fourfold purpose, a thought initiator, a process guide, practical support, and a reference book on specific parts of the doctoral journey. It also includes essays of successful Ph.D. candidates and lessons learned.	Includes PhD Journey of our students in Last chapter.
Bisschoff, C.A., Asvat, R. & Botha, C.J.	Measuring the performance of a private higher education institution in South Africa.	Article	2021	<i>International Journal of Management in Practice</i> , In press. (Scopus)	International academic contribution to performance management. Applied restructuring of private business school. Managerial interventions in business school in SA.

Author	Title of research output	Type	Date	How is it disseminated	Indicate contribution
Bisschoff, C.A.	<i>Editor in Chief.</i>	Book	2021	Proceedings of the International Business Conference	Subsidy bearing accredited publication Published reference works for African audience Editorship contributing to school faculty image
Bisschoff, C.A.	Measuring and managing brand loyalty of banks' clients.	Article	2020	<i>Banks and Bank Systems</i> , 15(3), 160-170. doi:10.21511/bbs.15(3).2020.14 (Scopus)	Global impact Contributes also to African body of knowledge Published reference works international banking audience
Bisschoff, C.A. & Joubert, W.	Brand loyalty towards online accommodation booking platforms.	Article	2020	<i>Innovative Marketing</i> , 16 (2), 1-14. doi: 10.21511/im.16 (2).2020.01 (Scopus)	Global impact Contributes also to African body of knowledge Published reference works international banking audience
Bisschoff, C.A. & Barnard, H.	A model to measure service quality of pharmaceutical wholesalers.	Article	2019	<i>Journal of Economic and Behavioural Sciences</i> , 11(3):23-38, July/August. (IBSS)	Global impact Contributes also to African body of knowledge Published reference works international banking audience
Rehman, S.M., Bisschoff, C.A. & Botha, C.J.	A Model to measure Academic Performance of Private Higher Education Institutions.	Article	2019	<i>Journal of Contemporary Management</i> , 16(2):178-200. (DHET)	Global impact Contributes also to African body of knowledge Published reference works international banking audience

Provide evidence that the research output is applied to the local or wider business community with results, including technology-based innovations, new educational materials, government policies, methodologies and so on.

A specific type of research, not yet mentioned before, is **contract research**. Doing contract research upon request is an ideal way for the School's staff to be interactive and engaged in industry. One example is the CEO of Richards Bay Alloys (RBA) who approached the School regarding worrying aspects of the current state of the ferrochrome industry, which needed objective market research.

The boundaries of this project were determined by the project's sub-deliverables. The scope of work was to give a scientific and objective opinion on chrome ore tax considering the status of traditional chrome ore mining, local beneficiation, and the effect of cheaply produced UG2 by-products.

Strategic considerations included a reflection on whether this is an attractive industry for the South African economy. The content analysis had to be weighted towards the factors that were most relevant to the market/business of RBA and the net impact on the South African economy. A SLA was signed for this contract research.

Another example, illustrating the School's application of research activities, and the outreach to government, is the research sponsored by the National Economic Development Department into the **township economy in the North West Province** compared to the mainstream economy.

- **Provide evidence that the school undertakes and monitors activities to disseminate research output in its local context.**

Table 9.5 Research output in the local context

AUTHOR	TITLE	JOURNAL AND DATE
JACKSON, LTB	Job characteristics, job satisfaction and work engagement of employees in a municipality in South Africa	IBC 2017: International Business Conference Proceedings
PRINSLOO, JJ	The effects of ICT within the SME environment of the Borolong area of Botswana	IBC 2017: International Business Conference Proceedings
RENA, R	A comparative analysis of business efficacy between private and public sector	IBC 2017: International Business Conference Proceedings
JUTA, LB	The Impact of Training and Development on Employees' Performance in Ngaka Modiri Molema District Municipality	2019 - DHET Journals
LEKUNZE, JN	Using the Fixed Effect Model (FEM) to determine the effects of the South African National Health Insurance (NHI) policy on public health expenditure	2018 - Scopus Journals
RENA, R	Case Study on the Patterns of Irregular Expenditure in Tswaing Local Municipality of Northwest Province in South Africa	2018 - Scopus Journals
DU PLESSIS, Y	Exploring factors affecting talent retention in a selected state-owned enterprise in the North West Province	IBC 2018 - 12th International Business Conference
RENA, R MBUKANMA, I	The effect of financial control on personal savings behaviour: An exploratory study of Mahikeng Municipal employees	IBC 2018 - 12th International Business Conference
PARSONS, RWK	Good Capitalism, Bad Capitalism: The Role of Business in SA	Book
BOTHA, PA BLOM, T MODIPANE, PI	Employees' perceived effectiveness of the performance management system at a North-West provincial government department	2019 - DHET Journals
DU PLESSIS, Y TAWANA, BAK	A comparative analysis of the antecedents and consequences of employee satisfaction for urban and rural healthcare workers in KwaZulu-Natal province, South Africa	2019 - DHET Journals
MEYER, JA	Improvement of Infrastructure Delivery Through Effective Supply Chain Management at Northwest Provincial Department of Public Works and Roads	2019 - DHET Journals

AUTHOR	TITLE	JOURNAL AND DATE
MEYER, JA MUSHUNJE, M	Assessment of Antenatal Maternity Service Quality at Mafikeng Provincial Hospital, South Africa	2019 - DHET Journals
MEYER, JA	uMshwathi Municipality's procurement planning and its effect on service delivery	2019 - DHET Journals
MEYER, JA	ICT Adoption Model within the Police Services in South Africa to Support eGovernment in Service Delivery	2019 - DHET Journals
PRINSLOO, JJ	The significance of electricity supply sustainability to industrial growth in South Africa	2019 - Scopus Journals
RENA, R MBUKANMA I	The Relationship between Political Stability and GDP Growth: A Comparative Analysis of the Bric's Nations	2019 - IBSS Journals
BISSCHOFF, CA	Feeding Africa – A Theoretical Review	IBC – 13th International Business Conference Proceedings
JACKSON, LTB BEUKES, B	Job Stress, Burnout and Intentions to Quit: Case Study of a Technical Vocational Education and Training College in the North West Province	IBC – 13th International Business Conference Proceedings
LEKUNZE, JN GAOBEPE, BD	Public-Private-Partnership Projects: Risks Management Associated with Agricultural Projects in South Africa	IBC – 13th International Business Conference Proceedings
NETSWERA, FG	Faecal Sludge Management and Improvement of Water Usage Within the Municipality of Polokwane	International Conference on Public Administration and Development
LEKUNZE, JN	Growth oriented African-Centred Agriculture, Cooperatives and Policy Reforms: Towards Poverty Alleviation and Food Security	Grid-locked African Economic Sovereignty: Decolonising the Neo-Imperial Socio-Economic and Legal Force-fields in the 21st Century
PARSONS, RWK	Preface & 'The Political Economy of giving Economic Advice	Book

Describe measures taken to spur dissemination of results to the local and regional environment, including knowledge transfer and joint application development with local actors.

Research is not limited to publications in scientific journals, but also manifests in publications in popular press and online media. It is difficult to report on each popular media engagement, TV interview or press release. However, the NWU Communication Department does hold some statistics on popular media interactions. Statistics as published for the whole university indicate that the most prominent three faculty members are all linked to the BS. The following is a brief summary of the interactions with popular media from some of the School's faculty.

Table 9.6 Popular press and media coverage report: Jan.–Dec. 2020

Name	Inserts (no.)	Advertising Value Equivalent (AVE)
Prof. Raymond Parsons	605	R41 695 315
Mr Theo Venter	297	R33 657 038
Prof. André Duvenhage	261	R16 415 841

Average and numbers of AVE signify the monetary value if we had to pay for space or airtime. It is also linked to the number of listeners or readers. Prof. Raymond Parsons was the most prominent spokesperson in this period. More detail is available in [Appendix 3.6 \[Popular press articles.\]](#)

Supporting Documents

To be included in the self-review report as appendices:

Appendix 6.1 List of selected research materials published in the current and past three years.
(Insert list)

List of research funding sources (grants, endowments, chairs, etc.) in the current and past three years.

To be presented at the workstation:

Electronic or hard copy samples of research materials listed.

Other documents in support of this standard, and that provide helpful insight to the AABS Accreditation Team.



STANDARD 10: IMPACT ON AFRICA

The school makes an impact in line with its aspirational mission and vision statement. It is a role model in sustainable, responsible, and innovative practices that meet the needs of its stakeholders, and in so doing contributes to advancing the African continent. This is demonstrated by concrete activities through which the school members have positively influenced business and economic practices in Africa

This standard should summarise the evidence that the school is contributing to inclusive economic and social development in Africa. Here, schools are asked to highlight their purpose and their influence on business, governments, and society.

Impact is the decisive AABS accreditation quality assurance measure because it evaluates the accomplishments of the school in relation to its mission, the needs of stakeholders and the society.

Evaluation of its impact enables the school to see what to improve, in order to continue creating value for stakeholders.

The school should endeavour to demonstrate its impact by listing and describing specific initiatives through which it has influenced the business community, governments, and the larger society. It should also show how it has influenced students' careers through employment or entrepreneurial ventures in critical sectors of the economy. It should be clear at the end of the report what effect the school is having on its country.

Furthermore, the school should show how it acts as a role model for other higher education institutions.

It should demonstrate how as a leading business school, it contributes to the social and economic

development of its immediate and larger societies. Through the work of students, graduates, faculty and staff, the school should endeavour to show how it provides leadership and can be considered a change agent for addressing societal challenges. The following are key areas to be assessed.

10.1 Students

Describe how the school measures its impact on students in accordance with its mission.

- **How does the school measure the value it adds to its programme participants in respect of the issues and challenges relating to the African continent?**

Part of the BS's strategic goal 6, refers to our strategic direction considering Internationalisation and Africanisation.

Strategic goal 6: Internationalisation/Africanisation

Proactively expanding and maintaining international and African collaborative relationships.

To indicate our commitment towards our newly formulated strategy, a new corporate identity was established for the BS, with a new logo confirming its footprint as an African business school. In this regard, we strive not only to establish and strengthen our African partnerships and networks through collaboration, but also to become accredited with the Association of African Business Schools (AABS).

In the research outputs (students and faculty) we strive to accomplish our strategic goal 3, namely, to be a solution-driven BS, providing relevant and innovative business research solutions based on sound ethics which impact management and leadership challenges in our *community, country, and the African continent*. Specifically referring to sub goal 3.4:

To develop the research competence of academic staff and students to become thought leaders who can address relevant management and leadership challenges within our communities, country, and the **African continent**.

In standard 9, where research is addressed, the BS has explained its involvement in the African continent.

- **What are its main achievements to date?**

The NWU BS has made a definite decision to expand our footprint in Africa. Although still a novel direction, much has been accomplished so far.

New initiatives such as the monthly *Think Tanks*, *Business in Africa webinars*, and *African Bon-Bon's* were developed to stimulate critical thinking and reasoning, foster reflexivity, debate possible solutions to challenges and identify research areas pertaining to the AU Agenda 2063 and UN Agenda 2030 Sustainable Development Goals (SDG) in Africa.

The Business in Africa lecture and discussion forum was established where specific *socio-economic challenges* related to UN Agenda 2030 are addressed with internal and external stakeholders.

The NWU BS is a member of the African Institute Supply Chain Research Group (AISCR).

With our new logo of the African footprint, we strive to become more relevant for Africa and its unique challenges. In this regard, issues of *economic development and corruption* are pertinent. **The African Bon-Bons** is one initiative aimed at addressing these issues.

To illustrate our commitment towards expanding in Africa and addressing its unique challenges, find some of the titles of the African Bon-Bons below:

- The role of traditional leaders in our communities / Kgosi Mabe
- Digital revolution in Africa / Dr Alistair Mokoena
- From jobless to iconic self-initiated job creator – An informal African reality / Alexis Eluta Mbomba
- Some of the skills issues of Africa / Prof. Frednard Gideon, University of Namibia: Pro-Vice-Chancellor
- Changes and lurking opportunities in the female consumer market segment / Prof. Morné Roberts-Lombaard
- A futuristic glance at business skills transfer and education in Africa / Prof. Ahmed Shaikh
- Impact of COVID-19 on Kenya's economy / Dr Mary Mwanzia
- How to improve public relations in Arica / Mr Sam Mashele
- Combatting corruption in the Sub-Saharan region – Practical lessons learnt / Mr Nic Harris



- Small scale farming and agricultural value chains: Lessons from Zimbabwe / Commissioner Ted Muzoroza
- Water scarcity in Africa / Prof. Lobina Palamuleni
- African sports development challenges for business executives / Dr Jacques Faul

Demonstrate how the school promotes employment and entrepreneurship of its graduates in critical sectors of the local economy, and in alignment with the school's mission.

As most of our students are already employed, the school does not promote any employment opportunities, but rather focus on innovation and creativity in their workplace. In the MBA programme we do have a module, "Entrepreneurship", which is specifically designed to stimulate students' innovation and creativity.

- **Small Business Advisory Bureau (SBAB)**

Our SBAB focuses on the training of small to medium business owners. Through the SBAB and its services, the BS can once again strengthen our industry involvement. The SBAB has a strong incentive towards *entrepreneurship* and training potential consultants to contribute to the much-needed economic development in South Africa. As part of our provision to alumni, they can follow a business consulting course in collaboration with the Institute of Management Consultants. Find more information at the following link:

<http://commerce.nwu.ac.za/sbab>

The SBAB has been contracted for consecutive years to do research about fuel pricing in Botswana and Namibia, two neighbouring African countries. The Ministry of Mineral Resources in Botswana appointed the SBAB to perform the retail margin of fuel survey. The same kind of survey was needed by the Ministry of Mines and Energy in Namibia. Every year the SBAB visits about 50 filling stations per country to collect their financial information regarding their fuel sales to determine what the retail margin should be for fuel in their respective retail sectors.

10.2 Management education

Demonstrate how the school considers it is transforming the management education sector in its country, region and in Africa.

The BS is actively involved in different fields to make an impact in the education sector. The different fields of impact in the education sector can be distinguished as: formal programmes (MBA and PGDM), a variety of Executive Education programmes, research, consultancies, conferences, and lifelong learning opportunities.

Formal education: As the BS would like to grow its footprint in Africa, the plan is to expand our links with universities in Africa. Our African initiative has extended with negotiations and collaborations with universities and specifically academics in our neighbouring countries. Such engagements could be executed in a mixture of possibilities such as student interactions, supervising PhDs, moderation of research projects or modules, or collaboration between lecturers. Below in Table 10.1 is a list of links that the BS has with universities in Africa.

Table 10.1 Links with universities in Africa

Institution	Name of Contact Person	Email Address / Telephone Number
Midlands State University, Zimbabwe	Prof. Laurine Chikoko	chikokol@staff.msu.ac.zw
College of Finance, Management and Development (CFMD) Ethiopian Civil Service University, Ethiopia	Prof. Ramakrishna Gollagari	profgrk@gmail.com +251 96 6843749
Namibia University of Science and Technology	Prof. Hylton J Villet	hvillet@nust.na
University of Namibia	Albert Kamuinja	akamuinja@gmail.com
University of Botswana	Dr Malebogo Bakwena Dr Theophilus Tshukudu	thokweng@ub.ac.bw heophil700@gmail.com +267 355 2229
African Institute for Supply Chain Research	Prof. Ambe Marcus	ambeim@unisa.ac.za
University of Ghana Business School	Prof. Robert Eno Hinson	linkedin.com/in/robert-ebo-hinson-phd-dphil-4986232a
Makerere University Business School, Uganda	Prof. Jolly Kabagabe Byarugaba	jkabagabe@mubs.ac.ug
Makerere University Business School, Uganda	Dr Annet Nabatanzi-Muyimba	anabatanzi@mubs.ac.ug
Central University, Ghana	Prof. Bill Buenar Puplampu	bpuplampu@central.edu.gh
National University of Lesotho	Prof. Beatrice Ekanjume-Ilongo, & Prof. Phomane Peter Khaola (MOU)	b.ekanjume@nul.ls pp.khaola@nul.ls
University of Namibia	Deputy Vice-Chancellor, Prof. Frednard Gideon	fgideon@unam.na

The BS, in the first place, endeavours to add value to our country's local challenges. On the African continent we have strong relations with specifically our neighbouring countries Botswana, Zimbabwe, Namibia, and Lesotho. We are planning a special drive for PhD students, of which Botswana and Zimbabwe are already well represented.

Research: In 2017 the School hosted a multi-country **African research project (named ORCA)** launch at our Mafikeng Campus represented by Ghana, Zimbabwe and Nigeria. This initiative continued and in 2018 we had discussions at the Central University, Ghana, and in 2019 in Zimbabwe. Since COVID-19 we have had biennial Zoom discussions with South Africa, Ghana, Zimbabwe, Uganda, Kenya, and Nigeria participating.

In 2018 we joined the African Research Group (ARG) discussions and webinars, chaired by Prof. Kenneth Kamoche of the University of Nottingham, UK. Here, topical challenges are debated such as decolonisation of curriculum, diversity and inclusion, and African business

leadership. These discussions provide indigenous knowledge that can be shared with our students in seminars, lectures and research.

Furthermore, since 2019, the School represents Africa on the **International Project Management Association (IPMA)** Research Group as a formal assessor of international project management academic and practice research.

- **List (not more than ten) relevant and most influential intellectual contributions in terms of journal articles, textbooks, case studies and other materials, produced in the last three years, with notes on management education.**

The following table show some of the contributions made in the field of management education

Table 10.2 Contributions in Management Education

Author	Title of research output	Type	Date	How is it disseminated	Indicate contribution
Kazeroony, H. H., Du Plessis, Y., & Puplampu, B. B.	Human and Intellectual Capital for Sustaining African Organisations.	Article	2017	The World Financial Review, 73-76. Retrieved from https://reader.exacteditions.com/issues/55318/page/73	Global impact Addressing management and leadership development pertinent to aspects in Africa
Kazeroony, H., du Plessis, Y. & Puplampu, B.	Sustainable Management Development in Africa – Building Capabilities to Serve African Organisations, 71442-4 (ebook)	BOOK	2016	Routledge Publishers: New York. ISBN: 978-138-88701-5 (hard cover) and ISBN: 978-1-315-	Addressing management and leadership development pertinent to aspects in Africa. Involved many scholars from Africa to collaborate. Recruited External examiners for MBAs & PhDs
Kazeroony, H., & du Plessis, Y.	Diversity and Inclusion: A Research Proposal Framework,	Book	2019.	1st Edition, Routledge Publishers: New York - ISBN paperback 9780367149420 and ISBN eBook 9780429054037	Related to PhD research and how to address diversity and inclusion. Discussed at AFAM and AoM Significant workshops/ seminars.
Nzozzo, J., & du Plessis, Y.	Critical success factors for integrating talent management strategies with wellness interventions.	Article	2020	SA Journal of Human Resource Management, 18, 11 pages. doi: https://doi.org/10.4102/sajhrm.v18i0.1353	Used in Current Covid pandemic. PhD delivered and Academic growth in Africa.

Author	Title of research output	Type	Date	How is it disseminated	Indicate contribution
Du Plessis, Y. & Blom, T.	Organisational silence: why a selected group of South African middle managers do not speak up.	Article	2020	<i>Management Dynamics: Journal of the Southern African Institute for Management Scientists</i> , 29, pp 38 –51	Discussed the outcome with PGDip class and MBA research students. PhD research on Whistleblowing intentions.
Ssekitoleko, P. & Du Plessis, Y.	Unravelling the makings for entrepreneurial success: A case study of the Maponya business in South Africa.	Article	2021	<i>Southern African Journal of Entrepreneurship and Small Business Management</i> 13(1), a424. https://doi.org/10.4102/sajesbm.v13i1.424	True African output to be discussed in MBA research.

Kazeroony, H. & du Plessis, Y.

The Ph.D Mindset- Decoupling Passion from Research

Book, 2021 <https://www.infoagepub.com/products/The-Ph-D-Mindset>

Distribute to Library and PhD students.

Includes PhD Journey of our students in Last chapter.

Ph.D. candidates will use the book for its theoretical and practical insights, explaining each challenge along the doctoral journey with relevant examples. The book will have a fourfold purpose, a thought initiator, a process guide, practical support, and a reference book on specific parts of the doctoral journey. It also includes essays of successful Ph.D. candidates and lessons learned. All of the above have been shared with local and international colleagues. Send to students.

Describe how these materials are disseminated.

(Please refer to Table 10.2)

- **Indicate which of these items listed have contributed to curriculum and programme development, or enhanced the quality of learning, faculty development or built expertise within the school.**

The contributions of the articles, conference papers and books are indicated in Table 10.2, in the last column. The contributions vary widely from including research output content in the curriculum, class discussions, identifying future research topics and also addressing coping mechanisms during Covid.

- **List major academic conferences where the school's faculty participated.**

The School played a leading role in initiating, establishing and organising the **International Business Conference (IBC)**. The conference is held annually at a venue in Africa and serves as a platform where faculty can meet international delegates and network among their peers. The conference is well established and in its 14th year. Since 2021 the conference is held online, which will continue until face-to-face conferences become possible.

The conference which faculty is also actively involved in, is The Southern African Institute for

Management Scientists (SAIMS) which was established in 1988 with the purpose of promoting the interests of Management Scientists in Southern Africa. SAIMS acts as a forum to discuss management education and research. For thirty-three years this organisation is a voice for Management Scientists.

- **What are its main achievements to date?**

The International Business Conference (IBC), which the NWU BS is a founder off, has established itself a true international and Africa conference. The delegates have increased every year, and simultaneously, the quality of papers. All the previous IBC conferences have met the criteria for subsidy as set by the South African Department of Higher Education and Training (DHET). The International Business Conference (IBC) has three main goals, namely:

To provide an international platform for the presentation, discussion, and debate of different academic and professional approaches and research on recent developments in an ever-turbulent business and political arena.

To provide the opportunity for academics, practitioners, and post-graduate students to have their work validated and benchmarked within the benevolent academic and professional community.

To create a pleasant and enjoyable environment to serve the first two goals where delegates can also relax, get to know their fellow academia informally, and truly build their networks.

10.3 Business community

Demonstrate how the school considers it is influencing the business community where it operates.

- **Show how the school imparts its knowledge, expertise and contributes to the understanding of business in the operating environment, locally, regionally, or beyond.**

The BS has a policy to guide us as on how to manage our links with industry. This relationship with industry (the organisational and managerial world) is also articulated in our strategic goal 5.

Strategic goal 5: Commercialisation of expertise and skills

Commercialising through industry engagement and fulfilling a public intellectual role.

- Effectively branding the NWU Business School's executive education.
- Building capacity within the executive education environment.
- Refining the quality assurance processes and mechanisms within the School.
- Capitalising on symbiotic relationships with industry.
- Expanding the community outreach and involvement of the School (faculty and students) to create value in our community.
- Increasing our engagement with industry.

Give examples of the school's engagement with industry through its faculty and or students' research, internships and consultations.

To address our strategic goals as described above, our involvement in the business community manifest in training through our executive education section, lifelong learning, involvement in Company Projects, consultancy projects and the SBAB.

Executive Education

The BS has an active executive education section which provides training to a variety of institutions. Executive Education is a vital part of the BS, and most importantly, strengthen our brand and links with industry. These links could range from independent sole proprietors and small and medium businesses to large corporates. Table 10.3 is a list of our most recent industry links.

Table 10.3 Links with executive education partners

Institution	Name	Contact Email
ADOSCAN	Adelle Naude	amnaude@mweb.co.za 083 622 6153
AfriForum	Ronald Peters	ronald.peters@afirforum.co.za 012 644 4485
Anglo-American	Derenthea van den Heever	derenthea.vandenheever@angloamerican.com 053 739 2955
AngloGold Ashanti	Natasja Muller	NaMuller@AngloGoldAshanti.com 011 637 6000
Comperio	Elsje Oosthuizen	info@comperio.co.za 011 478 5471
EBMTC / NUM	Tebogo Botlhale	finance@ebmtc.co.za 078 205 7232
Ernst & Young	Chantelle Morrison	Chantelle.Morrison@za.ey.com 011 772 5348
Eskom	Tlakale Masemola	011 516 7733
FORD	Elmarie Swanepoel	legalsa1@ford.com 012 842 2991
Fraser Alexander	Kelebogile Motshoane	Kelem@fraseralexander.co.za 011 929 3771
Kleinplaas Pype	Ferdie Huisamen	ferdie@kleinplaaspype.co.za 018 290 6085
Limpopo Impala Cricket	John Mogodi	info@cricket.co.za 011 880 2810
Mercantile Bank Limited	Dzunani Azania Ngobeni	Dngobeni@mercantile.co.za 011 302 0300
Mjila & Partners	AV Mjila	mjila@inext.co.za 053 832 1375
Nedbank	Annalise Olivier	AnnaliseO@Nedbank.co.za 011 294 1967
NWK Lichtenburg	Reinhardt van Niekerk	reinhard@nwk.co.za 018 633 1040

Institution	Name	Contact Email
PWC Namibia	Colane Esterhuizen	esterhuizen.colane@pwc.com +264 61 284 1153
Rand Mutual Admin Services	Mmasechaba Matli	contactcentre@randmutual.co.za 086 022 2132
Real People Home Finance	Simon Nhlapo	snhlapo@realpeople.co.za 010 245 8000
Real People Home Finance	Simon Nhlapo	snhlapo@realpeople.co.za 010 245 8000
Rheinmetall Denel Munition	N Jansen van Rensburg	018 299 8524
The Synthetic Latex Company	Amanda Volschenk	sales@slc.za.com 016 970 1700
VKB	Francois Sieberhagen	francois.sieberhagen@vkb.co.za 087 358 8111
VKB	Rianda Jacobs	rianda.jacobs@vkb.co.za 087 358 8111

Training partners and lifelong learning

The BS urges our students to partake in the lifelong learning offerings provided by the BS and the NWU. The BS also involves training partners to assist us in realising our vision and mission. Our training partner, the ITSI, links with our vision to transform managers in strategic thought leaders. Connections with these training partners also provide lifelong learning opportunities to our alumni.

Another partner, Thinking Fusion, has a strong focus on all aspects of leadership, and focuses on woman leadership and leadership programmes in a variety of sectors but prominently in the agriculture sector with which the BS is also linked.

The third partner, namely the IIBN, is our training partner in Russia and part of our associations with the BRICS countries. Table 10.4 shows some of our training partners with their contact details and type of agreements, to illustrate our connections with industry.

Table 10.4 Training partners

Institution	Name	Involvement	Contact email
ITSI	Mr Pieter Geldenhuys (Local)	Partner in Executive Training	pieter@itsi.org.za
Thinking Fusion	Prof René Uys (Local)	Partner in Executive Training	rene@thinkingfusion.co.za
IIBN	Dr Tatiana Vlasova (Russia)	Partner in Executive Training	tatiana.vlasova@iibn.ru

The Capstone / Company Project

Another way to connect with industry is through our MBA Company Project. In the final MBA year, the students must identify a company of choice and perform the Company Project. This project is an 'Integration' exercise and students should include all their knowledge gained during the entire MBA programme to do justice to the project. The company representatives are present when the students do their presentations and many of them has implemented the strategic plans resulted from these exercises.

Consultancy projects

In terms of consultancy projects, the following apply:

There need to be evidence of the influence and cross cross-pollination between the project and the MBA program. All management consultancy projects should result in the following:

- Raise NWU BS brand equity
- Enhance faculty competence
- Facilitate integration of theory and practice

Being involved in Consultancy projects, the degree programs of the School also benefit from the synergy between them.

Small Business Advisory Bureau (SBAB)

Through the SBAB and its services, the BS strengthen our industry involvement. The SBAB has a strong incentive towards *entrepreneurship* and training of potential consultants to contribute to the much-needed economic development in South Africa.

- **What are its main achievements to date? Provide a summary of strategic partnerships with private or public organisations including funding for research, internship/job placements for students, and so on.**

Provide a summary of regular employers of graduates and show how this demonstrates the school's impact on the business community.

The School has excellent relations with various corporate companies that contribute in terms of funding or sponsoring and other input towards the development of the School. Annually, corporate companies such as Sanlam, Old Mutual and PPS (all significant companies in the financial sector) sponsor accolades, for example, the gold medal for the best MBA student and the best dissertation. Aspen Pharmacare annually avails an amount to sponsor MBA students' tuition fees. The School also has superb relations with a number of the large corporate organisations that provide us regularly with students. Find below in Table 10.5, a sample list of the main employers and sponsors.

Table 10.5 Sample list of main employers and sponsors

ABSA	Gauteng Department of Education	PPC Cement
ADV Chambers	Gauteng Provincial Government	Pretorius Group
AECI world	Glencore Mine	Provest Group
Afri Forum	Gold 1 International Limited	Rand Water
Agriseta	Goldfield's logistics	Redspot
Anglo American	GS College	RSTP org.
Arcelor mittal	Harmony gold mine	SAB Miller
Aurum Institute	Hazel Dean Law	SASOL
BASIA	Heineken	SASSA
BB Energy	Inteligro	SCI Nitro
Biomim	JSE	Sedibeng local Municipality
Black Thari	JT Projects Services	Senwes
Buckman Laboratories	Karbo Chemicals	Sibanye Still Waters
CC Chickens	KCC	Silo Strat.
Ceramic industries LTD	Klein-Karoo Seed marketing	Stahl Cranes
City of Joburg	Kosh Com.	Standard Bank
Cricket SA	Krugersdorp Steel windows	State Security Agency
Curro	Limpopo Dept. of Education	Stats SA
Deloitte	MC Motors	Syngenta
Department of Higher Education & Training	Metropolitan	Tau Lekoa mine
DFK Agencies	MP Bodies	TUKS
DMSE	M Tech Industrial	Unitrans Motors
Element Six Abrasives SA	National Health Laboratory Service	University of Pretoria
Emfuleni local Municipality	National Horseracing Authority	Uzaza
Entru Tech	NECSA	Vaal University of Technology
Eskom	NHK	Walt
Exxaro	NW Dept of Education	We Buy Cars
Fraser Alexander	NW Provincial Government	XICON Solutions

Free State Provincial Treasury	NWU	World Bank Group
Fuller Civils	Obaro	
Gauteng Department of Agriculture and Rural Development	OFM	

Provide a summary of regular clients for non-academic programmes and show how this demonstrates the school's impact on the business community.

Refer to Table 10.3 for a list of regular clients for non-academic programmes.

10.4 Governments

Demonstrate how the school considers it is influencing the government in the country where it operates and/or others in Africa. For example, through faculty occupying board positions in government agencies, consulting in public institutions, research, and so on.

To address our strategic goals, we can identify execution through different ways of interaction and engagement, such as our outreach to local government and the province to stimulate the much-needed economic growth in South Africa.

The Business School is an important role-player in the North West Province, with a visible outreach to the provincial and local public sector by involvement in the Chamber of Commerce and collaboration with the office of the NW premier. The Business School has MOUs with NAFCOC and AgriSETA in the North West Province. This kind of agreement emphasises our commitment to the development of local SMMEs and the agriculture sector in our province. Table 10.6 illustrates our connections with local government

Table 10.6 Outreach to local government

Gauteng Provincial Treasury	Nompumelelo Mkwazi	Nompumelelo.Mkwazi@gauteng.gov.za 011 227 9108	Provincial Government, Gauteng
Office of the Premier	Tebogo Maaraman	tmaaraman@ncpg.gov.za 053 838 2420	Premier's Office, NW Province

• What are its main achievements to date?

In the beginning of 2020 a new initiative, namely Think Tanks, was introduced to keep in touch with our alumni and support the notion of lifelong learning – while keeping in pace with the industry. Topics related to the School's involvement in local governance were:

- South Africa 2024 – a scenario perspective.
- NSFAS and the funding of tertiary education: How do we balance free higher education given the challenges facing the South African economy?
- Current affairs and possible solutions towards issues within the South African sphere.

- Discussion of book, *Recession, Recovery and Reform: South Africa after COVID-19*.
- The state of local government: Emergency interventions.
- Political stability and democracy in Africa: Opportunities and threats for business enterprises.

To exemplify our commitment towards expanding in Africa and addressing its unique challenges, find some of the themes addressed in the African Bon-Bon's, below:

Table 10.7 African Bon-Bon's

TITLE	Responsible
The role of traditional leaders in our communities	Kgosi Mabe
Digital revolution in Africa	Dr Alistair Mokoena
From jobless to iconic self-initiated job creator – An informal African reality	Alexis Eluta Mbomba
Some of the skills issues of Africa	Prof. Frednard Gideon, University of Namibia: Pro-Vice-Chancellor
Changes and lurking opportunities in the female consumer market segment	Prof. Morné Roberts-Lombaard
A futuristic glance at business skills transfer and education in Africa	Prof. Ahmed Shaikh
Impact of COVID-19 on Kenya's economy	Dr Mary Mwanzia
How to improve public relations in Africa	Mr Sam Mashele
Combatting corruption in the Sub-Saharan region – Practical lessons learnt	Mr Nic Harris
Small scale farming and agricultural value chains: Lessons from Zimbabwe	Commissioner Ted Muzoroza
Water scarcity in Africa	Prof. Lobina Palamuleni
African sports development challenges for business executives	Prof. Jacques Faul

10.5 Society

Demonstrate how the school considers it is making an impact on the society in the country where it operates.

- Describe how the school considers it is a role model institution to be emulated by other organisations in its local markets.

The NWU Business School equips individuals and organisations with a dynamic integrative learning experience, competitively priced, to a selected and defined market. Our unique selling points (USP) are:

- The NWU BS has made a definite decision to expand our footprint in Africa. Although still a novel direction, much has been accomplished so far.
- With COVID-19, more emphasis than ever before needs to be placed on the economic recovery of the country. In this regard the NWU BS prefers to focus on issues related to corruption.
- The NWU BS exports its expertise to local community organisations through its service-learning initiatives, having assisted more than 250 organisations with sustainable management skills and systems over the last seven years. This illustrates our commitment to and engagement with the community and the development of our local economy.
- Through all programmes we have a strong focus on the integration of learning content into a single cross-functional application in the Company Project.
- The NWU BS embraces the needs of the small business sector through an entrepreneurial focus in a developing country context.

With these distinctive USPs in place, we can attract students from both urban and rural areas to our three SODs, namely:

- The head office situated in the scenic academic city of Potchefstroom.
- On the banks of the Vaal River, the Vanderbijlpark Campus.
- In the capital city of the North West Province, close to Botswana, our Mafikeng Campus.
- **Describe how the school deals internally with challenges facing institutions in Africa. For example, corruption, income inequalities, job creation, and so on.**

The **Business in Africa** lecture and discussion forum was established to address specific socio-economic challenges related to UN Agenda 2030 with internal and external stakeholders.

To demonstrate our African footprint, Africa Month was celebrated in May. As part of the celebration, the BS partakes in the following initiatives:

- A success story from alumni
- International Museum Day
- Cryptocurrencies, dressed for success
- Celebrating Africa Day
- Testimonial video: Executive Education and Community Engagement: <https://www.youtube.com/watch?v=rD05dc-fw-s&t=22s>

All the above are illustrated in Photo 10.1 below.

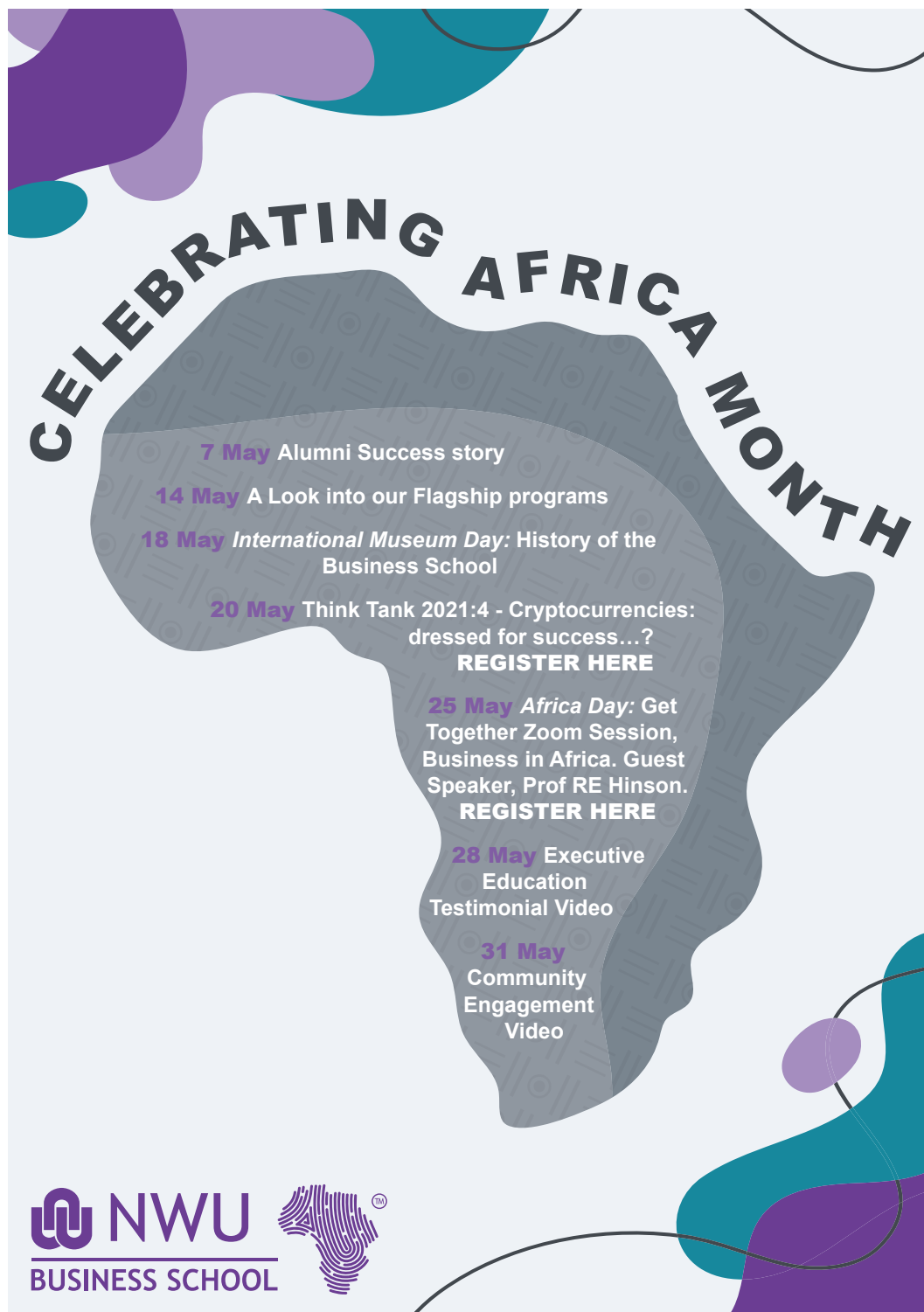


Photo 10.1 Celebrating Africa Month

- **What are its main achievements to date?**

A main achievement in *fighting corruption*, is the preparatory short learning programmes and qualifying examination that have been presented to more than 800 current and aspiring commercial forensic practitioners in South Africa. This action emphasises the strategic direction of the School, namely to address corruption, by offering the following executive education courses:

- Commercial Forensic Accounting

- Commercial Forensic Information Technology
- Commercial Forensic Investigation
- Commercial Forensic Law
- Practice and Fraud Risk Management

Another achievement is the well-attended Think Tanks. The following is an example of some of the Think Tanks that were hosted by the school.

Table 10.8 Examples of Think Tanks

Date	Title	Panel Members	Audience
2021			
18 Feb 2020	Think Tank 2021:1 - Political stability and democracy in Africa – Opportunities and threats for business enterprises	• Prof Avitus Agbor - NWU Faculty of Law • Mr Piet Le Roux - Executive Director Sakeliga	79
18 Mar 2021	Think Tank 2021:2 - The combatting of corruption in South Africa: The need for real transparency – is life style audits the answer?	• Mr Mondli Makhanya -Editor-in-Chief of City Press • Mrs Jacqui McIntyre-Louw - Deputy Director School of Accounting Sciences, NWU; Forensic Accountant • Adv Willie Hofmeyr - Previous Deputy National Director of Public Prosecutions and Head of the Special Investigative Unit and the Asset Forfeiture Unit	151
15 Apr 2021	Think Tank 2021:3 - NSFAS and the funding of tertiary education: How do we balance free higher education given the challenges facing the South African economy?	• Dr John Rowett - Founding President of the AfrikaGAINS (Global African Innovation Networks), foundation • Dr Nic Spaul - Senior Research Fellow at the Research on Socioeconomic Policy (ReSEP) group at Stellenbosch University, South Africa • Dr Leslie van Rooi - Senior Director: Social Impact and Transformation at Stellenbosch University • Prof Linda du Plessis - Vice-Principal; and the Deputy Vice-Chancellor: Planning and Campus Operations at the NWU Prof Ahmed Bawa - CEO of Universities South Africa • Dr Randall Carolissen - Former administrator of the embattled National Student Financial Aid Scheme (NSFAS). Director of Johannesburg Business School (JBS).	60
20 May 2021	Think Tank 2021:4 - Cryptocurrencies - dressed for success...?	• Mr. Chris Becker - Blockchain technologies lead at Investec • Mr. Marius Reitz - General Manager for Africa at Luno • Mr. Mike Shussler -Economist at Economists.co.za • Prof. Brandon Topham - Divisional Executive for Enforcement at the Financial Sector Conduct Authority	238

Date	Title	Panel Members	Audience
24 June 2021	Think Tank 2021:5 - 'There is no Supreme Constitution – a critique of Statist-individualistic Constitutionalism	• Prof Koos Malan - Dept Public Law, University of Pretoria • Prof Omphemetse Sibanda - Executive Dean, Faculty of Management and Law, University of Limpopo • Dr Ralph Mathekga - Political Analyst • Prof André Duvenhage - Political Analyst, North-West University	75
23 Sept 2021	Think Tank 2021:6 - The state of local government and the upcoming elections in South Africa –challenges and opportunities for small businesses	• Mr Alan Mukoki - CEO South African Chamber of Commerce and Industry (SACCI) • Mr John Dlodlu - CEO Small Business Institute • Prof Job Mokgoro - Previous Premier of the North-West Province • Mr Johannes Wessels - Urban Foundation Director for Free State & Northern Cape, Manager Rural Urban Integration Consultants	116
13 Oct 2021	Think Tank 2021:7 – The protection of whistleblowers	• Mr Herman de Beer - Managing partner - Abacus Financial Crime Advisory • Ms Devoshum Moodley - Whistleblower and Integrity activist • Mr Pieter-Louis Myburgh - Investigative journalist • Mr Wayne Malgas - Partner at Control Risks • Prof Monray Botha - Full professor in Department of Mercantile Law, University of Pretoria, labour law and corporate governance specialist • Adv JJ du Toit - Retired Deputy Director at the NPA, lead counsel at Goldstone Commission and team leader with International Tribunal for the former Yugoslavia	190
17 Nov 2021	Think Tank 2021:8 – Climate change and sustainable development ...a mirror to COP26	• Dr Crispian Olver - Executive Director, Presidential Commission on Climate • Dr Anthony Turton - Professor: Centre for Environmental Management, UFS • Prof Debra Meyer - Executive Dean of Science at the University of Johannesburg • Prof Johann Tempelhoff - Extraordinary Professor, Faculty of Humanities, NWU • Prof Raymond Parsons - Professor in Economics, NWU	99

Date	Title	Panel Members	Audience
2022			
31 Jan 2022	Think Tank 2022:1 – Rethinking Leadership at Local Government Level	• Prof Thuli Madonsela - Law Trust Chair in Social Justice at Stellenbosch University and • former Public Protector of South Africa • Prof Schalk Engelbrecht - Chief Ethics Officer at KPMG South Africa • Ms Aletta van Tromp - Business Executive for Investigations with the Auditor General of • South Africa • Mr Bongani Baloy - Previous Executive Mayor of the Midvaal Local Municipality	416

NWU BUSINESS SCHOOL

Think Tank Webinar 2022-1

Rethinking leadership at local government level

31-01-2022 10:00-12:00

SCAN TO REGISTER

Prof Thuli Madonsela
Law Trust Chair in Social Justice at Stellenbosch University

Prof Schalk Engelbrecht
Chief Ethics Officer at KPMG South Africa

Ms Aletta van Tromp
Business Executive for Investigations at the Auditor General of South Africa

Mr Bongani Baloy
Previous Executive Mayor of the Midvaal Local Municipality

Photo 10.2 Think Tank Advertisement

Describe the school's activities, if any, which demonstrate public service to the community.

To explain the school's engagement with society and to demonstrate impact, our contribution to economic growth is through our community projects. The NWU BS has a strong commitment to community engagement and exports its expertise to local community organisations through its service-learning initiatives. These outreach activities have assisted more than 250 organisations with sustainable management skills and systems over the last seven years. We reported six community engagement projects for the year 2020. Most of these projects are still active and new ones have been added in 2021.

Provide a summary of new businesses started by the school's alumni, in the last three years, which have contributed to job creation.

As mentioned before, all the students' attending programmes at the BS are already employed. Some of them did receive promotions due to their MBA or other qualifications gained at the BS.

Supporting Documents

To be included in the self-review report as appendices:

The school is allowed to make cross references to tables and lists already provided in response to previous standards.

To be presented at the workstation:

A portfolio of evidence of achievements in support of this standard such as reports, newspaper clippings, awards and so on.

Other documents in support of this standard, and that provide helpful insight to the AABS Accreditation Team.



STANDARD 11: SUSTAINABILITY

The school has sustainable plans which ensure an efficient process and continuous improvement of its existence.

This standard forms the conclusion of the self-review report and should summarise the evidence that the school is sustainable in the short and long run. Schools are asked to summarise, in this section, the evidence of their sustainability through the different AABS standards by providing indications of its commitment and assurance. The following are key areas to be assessed.

11.1 The Institution

Summarise the school's sustainability plans in the long and short run through its overall institution approach. This could be demonstrated through its strategic track record and the viability of its governance and financial structures.

Commitment to good governance and continuous improvement

The NWU BS is committed to continuous improvement and good governance. Previous quality control efforts, but specifically the contribution and involvement of AMBA, have led to a culture of self-evaluation and continuous improvement.

The NWU BS has several committees that form part of its governance structure, some internal, others external. The **internal committees** are the School Board, EXCO, Teaching and Learning, Research and Innovation, the two scientific committees, and Executive Education.

Under the auspices of the Teaching and Learning Committee, each individual programme, such as the MBA and PGDM, has its own committees, reporting to the Teaching and Learning Committee via EXCO to the School Board. The role, rules and ways of operational activities of these internal governance structures are stipulated in each of these committees Terms of References (TOR's).

The external committees are distinguished between those that act as custodians of quality control and good governance and form **part of the bigger university** and those that are **totally external**.

Commitment to sustainability

The NWU BS perceives itself as a business school committed to continuous improvement and sustainability. The contribution and involvement of AMBA in our previous two accreditation processes (the last one, where we received a five-year accreditation) have led to an ethos of sustainability and continuous improvement in our School.

The School's commitment to sustainability is visible in different approaches and perspectives. Sustainability is illustrated through how and what we teach academically, how we engage with society, and how we interact with the environment.

Academically: The School does not present a separate module on sustainability, but the concept is visible in a variety of modules such as Corporate Governance where sustainability, ethics and corporate governance are emphasised. The concept of sustainability is also an integrated component of the module Strategic Management and in the final year Company Project. Additional training courses parallel to the main curriculum are also offered to students on issues such as climate change, environmental management, environmental law, and human rights. Sustainability in different approaches, whether financial, social, or environmental, is a topic that is often part of student and lecturer research. Research topics such as integrated reporting, value creation processes, the UN Global Compact, the SDGs, ethics, corporate governance, carbon accounting, and the Six Capitals are some of the themes addressed.

Sustainability in society: The School illustrates its commitment towards a sustainable society through involvement in local community organisations in service-learning initiatives, having assisted more than 250 organisations with sustainable management skills and systems over the last seven years. This shows our commitment and engagement with the community and the development of our local economy. We collaborate with stakeholders in addressing socio-economic development challenges by embarking on the following:

- A new coaching programme, LCQ, has been offered, specifically during COVID-19, for individual students on the MBA programme.
- The School embraces the needs of the small business sector by doing research in the sector and being involved in the local community through consultations and training.
- New executive education courses have been developed for small businesses in the agriculture sector.
- The School is an important role-player in the North West Province, with a noticeable outreach to the provincial and local public sector by involvement in the Chamber of Commerce and collaboration with the office of the NW premier.
- The School has signed a valuable MOU with NAFCOC in the NW Province.

Market legitimacy, secured financial viability and institutional continuity

NWU's market legitimacy

The Business School, as part of the F-EMS of NWU, has degree-awarding powers. Competition is strong among all South African business schools; therefore, holding quality labels and accreditation by national and/or international bodies is an assurance of prestige and academic rigour.

The School is acknowledged by various governing bodies, industry organisations, ranking agencies and relevant educational associations:

National recognition

- The CHE: NWU BS is fully accredited as a higher education institution by the CHE. The CHE is an independent statutory body functioning as the Quality Council for higher education in South Africa.
- PMR.Africa rankings: PMR.Africa is an independent survey conducted among employers

of MBA graduates in South Africa. The NWU BS has received several awards and rankings over the past years.

- *Financial Mail* rankings.
- The NWU BS is part of the South Africa Business Schools' Association (SABSA).
- The NWU BS is a member of the African Institute Supply Chain Research Group (AISCR).

Financial viability

- **Funding of the NWU BS**

The School generates income from two types of business activities: formal academic programmes (main income stream) and executive programmes (external funding). Income generated by formal academic programmes consists of tuition and registration fees paid by students and subsidy from the Department of Higher Education and Training (DHET).

In the budget process of the NWU, all organisation units (OUs) compile a budget for its main income and expenditure. These budgets are discussed and approved at various levels. The surplus amount budgeted, income (subsidy and tuition fees) less expenses (including capital expenses) in the first income stream (main income) is earmarked to afford the support structures of the NWU, as full cost is not reflected per OU. In other words, indirect cost recovery is not done in respect of first income stream activities.

A portion of the unspent expenditure budget, excluding the staff cost budget, is carried forward in the form of reserves within the NWU guidelines and can be spent as seen fit by the Business School Management.

Income generated by executive programmes ('Third' and 'Fifth' income streams) contribute a 10% on turnover to NWU as indirect cost, this cost includes the use of the facilities. The remainder of the turnover is used to afford the expenses for the external activities. The full surplus is carried forward as reserves. The Business School Management team may spend the surplus within the NWU guidelines and policies of the NWU as they see fit.

- **Financial autonomy and effective control**

The School is an OU within the NWU and, as any other OU, the School Management team takes full responsibility for the planning and management of its activities and resource allocation. The School needs to adhere to the same financial policies and guidelines as the rest of the NWU, as it is an OU within the NWU and not a stand-alone entity outside the NWU.

- **Financial statements**

Below is a representation of the financial statements of the Business School for the past three years (2018, 2019, 2020 and year to date). The first statement refers to the formal academic programmes, while the second refers to the income and expenditure of the executive programmes and other external funding.

NWU BUSINESS SCHOOL

FINANCIAL STATEMENTS FOR THE FORMAL ACADEMIC PROGRAMMES (MBA & PGDM)

INCOME STATEMENTS FOR THE YEAR ENDING 31 DECEMBER				
	2018	2019	2020	2021
INCOME	R64 538 805	R72 052 615	R76 277 059	R67 640 809
Registration fees - MBA & PGDM	R2 357 910	R2 037 150	R1 341 000	R1 451 040
Tuition Fees				
Doctoral Degrees	R1 713 540	R1 304 803	R1 265 870	R1 536 165
MBA	R20 918 893	R19 732 303	R15 479 581	R14 285 505
PGDM	R8 764 090	R9 442 575	R9 889 585	R10 096 813
Subsidy				
Doctoral Degrees	R9 076 922	R6 767 647	R12 612 407	R7 137 103
MBA	R14 262 342	R22 498 955	R19 594 160	R15 555 527
PGDM	R6 991 482	R9 455 505	R14 147 493	R13 642 581
Research Outputs	R453 626	R813 677	R1 946 958	R3 936 075
EXPENSES	R33 625 798	R34 520 337	R38 209 947	R42 533 141
Program - Personnel Expenses	R25 208 106	R26 338 413	R31 714 922	R34 576 612
Program- Operating Expenses	R7 729 604	R7 395 974	R5 630 614	R7 956 529
SURPLUS	R30 913 007	R37 532 278	R38 067 112	R25 107 668

In the information below, is a breakdown of the BS's income, divided between the income from the tuition fees and the income out of subsidies, split between the MBA & PGDM. The distribution of the 2021 income figures shows that for the MBA programme 47.87% came from tuition fees and 52.13% from subsidies. The distribution for the PGDM is 41.14% from tuition fees and 58.86% from subsidy income.

MBA	2021 Income	%	PGDM	2021 Income	%	Total income from MBA & PGDM
Tuition fees	R14 285 505	47.87%	Tuition fees	R10 096 813	42.53%	R24 382 318
Subsidy	R15 555 527	52.13%	Subsidy	R13 642 581	57.47%	R29 198 108
Total	R29 841 032	100.00%	Total	R23 739 394	100.00%	R53 580 426

The income is analysed indicating the distribution between the two main income streams of the formal programmes, the MBA and the PGDM. Based in the analysis of the income from the two formal programmes, the respective contributions are 59.33 % from the MBA and 40.67% from the PGDM.

Total income from MBA & PGDM		Contribution to income
MBA	R29 841 032	55.69%
PGDM	R23 739 394	44.31%
TOTAL	R53 580 426	100.00%

More analysis of the 2021 figures, shows the percentage of personnel expenses and operating expenses as a percentage of income.

INCOME from MBA & PGDM	R53 580 426	100%
EXPENSES	R42 533 141	79.3%
Personnel expenses	R34 576 612	564.5%
Operating expenses	R 7 956 529	114.8%

Financial statements for the informal (Executive education) programmes

INCOME STATEMENTS FOR THE YEAR ENDING 31 DECEMBER				
	2018	2019	2020	2021
EXTERNAL FUNDING - EXECUTIVE PROGRAMS				
INCOME	R39 881 161	R36 010 115	R34 609 010	R25 802 224
Income	R39 881 161	R36 010 115	R34 609 010	R25 802 224
EXPENSES	R36 715 900	R30 646 376	R27 093 192	R22 315 345
Personnel Expenses	R5 925 498	R4 458 000	R2 871 211	R2 228 239
Operating Cost	R27 034 683	R22 527 357	R20 996 509	R17 886 477
Capital Expenditure	R105 855	R -	R -	R -
Contribution to SOF1	R3 649 865	R3 661 019	R3 225 471	R2 200 628
NET SURPLUS/(DEFICIT) - EXTERNAL FUNDING	R3 165 261	R5 363 739	R7 515 818	R3 478 789
PROFITABILTY	8%	15%	22%	14%
Project distribution to faculty	R480 609 (16%)	R2 895 904 (54%)	R574 982 (7.6%)	R -
Project distribution to the business school	R2 684 652 (84%)	R2 467 835 (46%)	R6 940 837 (92.4%)	R3 486 879 (100%)

11.2 The Stakeholders

Summarise the school's plans to continue to have a sustainable relationship with all its stakeholders. This could be demonstrated through the coherency of its communication and management policies and through its consistency to respond to external changes as deemed necessary.

In the previous standards, the different stakeholders and the Schools emphasis on positive relationships with all stakeholders have been discussed in detail.

To summarise, the NWU BS is totally committed to increase meaningful engagements between the BS and industry as this complements the increased rate of students attending the School. These relationships with industry and other stakeholders are the following:

- The first and critical connection with the managerial world is through our Advisory Board.
- Followed by our involvement in the province and local government to stimulate economic development.
- Community services
- Training partners and lifelong learning
- Links with other business schools or academic institutions.
- Alumni
- Current students

11.3 The Portfolio

Summarise the school's strategies for sustaining same quality programme offerings and producing research accordingly. This could be demonstrated through providing evidence-based instances of ensuring quality and continual production of research output.

Quality is assured by internal and external processes and is coordinated in cooperation with the Quality Office of the NWU. Self-evaluation, as the primary mechanism for quality assurance, is the responsibility of the chief director, programme managers, module coordinators and individual staff members.

For its academic quality, the NWU BS is responsible towards the F-EMS. In this regard the School reports to the faculty's Teaching and Learning

Committee. In connection with research-related matters the School adheres to the rules and regulations of the faculty, the faculty's Ethics Committee and the faculty's Research and Innovation Committee.

In addition, the school aims on the development and implementation of the NWU research strategy with the view to constantly improve research regarding quality, quantity, and impact. For more detail refer to the *Standard on Research*.

Several bodies are involved and contribute towards quality control at the Business School. They can be divided into four levels.

First level:	Students (feedback from students, formal and informal)
Second level:	Internal Quality Control Committee (chief director of the NWU BS, quality control manager, and MBA and PGDM programme managers)
Tertiary level (Institutional Quality Office of the NWU):	The NWU's Institutional Quality Office regularly performs quality control exercises. In 2009, an internal programme evaluation was conducted on the MBA programme, followed by an external programme evaluation in 2010 Academic Support Services of the University – Centre for Teaching and Learning (CTL) Senate Committee of Academic Standards (SCAS) Internal and external programme evaluations
Third level:	National level (DHE and CHE): The School is accredited by the DHE. The DHE quality control body, namely the Higher Education Quality Committee (HEQC), performed an evaluation during 2004. Since the 2004 quality control exercise, a totally new MBA on level 9 has been developed by the DHE. Four members of the BS faculty was involved in this process. In 2016 the 'new' MBA (at level 9) was introduced. This programme holds accreditation from the CHE.
Fourth level:	International level (international and external moderators, visiting faculty, AABS and AMBA). The School was accredited by AMBA in 2013 and in 2016. With the latest accreditation in 2021 the School received a 5 year AMBA accreditation and two year BGA accreditation.

Supporting Documents

To be included in the self-review report as appendices:

The school is allowed to make cross references to information already provided in response to previous standards.

To be presented at the workstation:

Other documents in support of this standard, and that provide helpful insight to the AABS Accreditation Team.

