



REGENT
BUSINESS SCHOOL

HONORIS UNITED UNIVERSITIES

Master of Business Administration (MBA)

Year 2

January 2020

Academic and Assessment Calendar

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1. MESSAGE FROM THE PROGRAMME COORDINATOR

Dear Student

I am delighted to welcome you back to REGENT Business School (RBS). It gives me great pleasure in addressing you as the Programme Coordinator for the Master of Business Administration. We are very excited that you have continued your studies and we hope that your studies continue to bring you enjoyment, enthusiasm and most importantly a fruitful academic learning experience.

The Master of Business Administration Degree (MBA) is the world's best known and most widely recognised management education qualification being viewed as a prerequisite to most top management positions. It provides the most comprehensive mix of modules in the field of management. Accounting and Finance, Strategic Marketing and Managerial Economics are three of the several modules that will be encountered over this twenty month Degree. The MBA also comprises a research and dissertation component.

On behalf of REGENT Business School, the Management, Staff and I wish you the very best for the final period of your studies. We continue to wish you much success as you fulfill your academic goals and as you learn more about yourself and your place in the world.

Best wishes

Prof Osman Seedat

MBA Programme Coordinator

2. PURPOSE OF ACADEMIC AND ASSESSMENT CALENDAR

The objective of the academic and assessment calendar is to clearly define the rollout for the academic year ahead, and assist the student in grasping the assessment terminology and requirements. Students will find the programme structure inclusive of the module outlines, timeframes and other important deliverables.

The calendar contains all the formative assessments that need to be completed and submitted, together with the summative assessment dates.

The assessment and academic calendar is a supplementary booklet, and it is imperative that it be referenced in conjunction with the General Handbook for the academic year.

3. CONTACT INFORMATION

3.1 RBS OFFICES

REGENT Business School offers its academic programme via the distance learning mode of delivery. All administration of academic programmes are conducted out of REGENT Business Schools Head office in Durban. The Johannesburg office provides administrative support services and helps facilitate communication between the Head Office and students.

The contact details of the offices are as follows:

Durban	Johannesburg
Physical Address: 35 Samora Machel (Aliwal) Street Durban, 4001, South Africa Postal Address: PO Box 10686 Marine Parade, 4056, South Africa Telephone: +27 31 3044626 or +27 31 826 7300 Fax: +27 31 3047303	Physical Address: 13 Frost Avenue, Sunnyside, Auckland Park, Johannesburg, 2092 Postal Address: PO Box 291353 Melville Johannesburg, 2109, South Africa Telephone: +27 11 4821404 Fax: +27 11 4825299
WEBSITE: http://www.regent.ac.za Email: studentsupport@regent.ac.za	

4. STUDENT SUPPORT SERVICES: STUDENT INFORMATION DESK (SID)

Student centric education is one of the major policy objectives of REGENT Business School. In pursuance of this policy, the institution established a dedicated office to deal with student enquiries called the **Student Information Desk (SID)**. SID is managed by a team which is committed to the principle of excellence in service delivery.

Perhaps, more importantly, SID gives intrinsic meaning and credence to the institution's motto – *“Taking The Distance Out Of Distance Learning”*. The team at SID ensures that the many challenges and problems experienced by learners at a distance are dealt with efficiently.

Furthermore, in an effort to coordinate all student queries and ensure timeous and appropriate feedback; a specially designed system has been developed with the following focus:

- Formalise all queries and generate reference numbers for future communication.
- To coordinate communication between students and different divisions of the Business School.
- To follow-up on each query and bring it to a closure.
- To identify student challenges and strategise support with a view to mitigating challenges.

The consultants of the Student Information Desk (SID) will be able to provide you with information that you require.

Once again on behalf of the management and support team, REGENT Business School would like to confirm its commitment to students to ensure that you have a rewarding and fulfilling study experience.

We wish you everything of the best with your studies. Please feel free to contact the support staff of RBS.

We are committed towards your success.

studentsupport@regent.ac.za

5. PROGRAMME STRUCTURE

Master of Business Administration Year 2	
<p style="text-align: center;">SEMESTER ONE</p> <p>MODULES</p> <ul style="list-style-type: none"> • Entrepreneurship Capstone Project • Research and Statistical Methods • Elective: <p>The electives are as follows:</p> <ul style="list-style-type: none"> • Healthcare Management • Public Sector Management • Islamic Finance and Banking • Project Management • Educational Management and Leadership 	<p style="text-align: center;">SEMESTER TWO</p> <p>The MBA semester two activity focuses on the completion of the dissertation</p>

6. WORKSHOPS

RBS will conduct workshop sessions for each module in each trimester; however the workshops are held in regions where there are viable student numbers per module. The workshops are held on weekends. Whilst it is not compulsory to attend these workshops, all students are encouraged to attend the workshops at the nearest available workshop venue. In addition to obtaining additional insight regarding the modules, students have the opportunity of meeting and interacting with other students and academics.

6.1 WORKSHOP VENUES

COUNTRY	CITY	VENUE
South Africa	Durban	REGENT Business School 35 Samora Machel (Aliwal) Street, Durban
South Africa	Johannesburg	Regent Business School 13 Frost Avenue, Sunnyside Auckland Park Johannesburg
South Africa	East London	REGENT Business School 6 - 8 Donald Road Vincent East London
South Africa	Cape Town	Regent Business School 9 Hemlock Street;1st Floor Newlands Cape Town
Swaziland	Manzini	Lot 132 City Centre, Manzini, Swaziland Mbhabha Street Commercial Area, Manzini – Near Swaziland Milling
Namibia	Ongwediva	University of Namibia Oshakati Campus Eliander Mwatale Street Oshakati Namibia
Namibia	Windhoek	Dr Augustino Netto Drive Unit 3 Ausspann Plaza Office Park Ground Floor Windhoek Namibia

- Workshops will be **held** at the venues above **depending on student enrolment**.
- In addition, workshops could be held at venues not mentioned above depending on student enrolment.
- Workshop programmes may be adjusted on the day of the workshop.

Students should carry all study material to each workshop.

6.2 WORKSHOP STRUCTURE

Workshops will be conducted for the following modules:

SEMESTER ONE: JANUARY - JUNE 2020

- Entrepreneurship
- Research and Statistical Methods
- Elective:

The electives are as follows:

- Healthcare Management
- Public Sector Management
- Islamic Finance and Banking
- Project Management
- Educational Management and Leadership

Special Note: *Elective workshops may be conducted subject to sufficient student numbers.

Workshops will be conducted on the following dates:

SEMESTER ONE	WORKSHOP START DATE
<ul style="list-style-type: none"> • Entrepreneurship • Research and Statistical Methods • Elective 	7/8 March 2020

A DETAILED WORKSHOP SCHEDULE WILL BE UPLOADED TO THE STUDENT PORTAL

7. PROGRAMME ASSESSMENT

7.1 Each student is required to **submit one assignment (formative)** and **write one formal examination (summative)** for the elective module. Both assessments are compulsory.

- The final mark is computed as a weighted average of 50% from the formative component and 50% of the summative component.
- A student is required to obtain a final mark of at least 50% and a sub-minimum of at least 40% for both formative and summative component to pass a module.
- ***Refer to the General Handbook section, for details pertaining to Regent Business School's Assessment Policy***

7.2 For the Entrepreneurship module, each student is required to submit a report, details of which are explained in section 10.2. There will not be a written examination for this module.

7.3 For the Research and Statistical Methods, each student is required to submit a complete research proposal, details of which are explained in section 10.2. There will not be a written examination for this module.

8. FORMATIVE ASSESSMENT (ASSIGNMENTS)

8.1 ASSIGNMENT SUBMISSION GUIDELINES

The submission of assignments is compulsory. Students who do not submit an assignment for a module may be refused entry to the examination in that module. There is normally one assignment per module. The dates indicated in the assignment submission schedule are the **final due** dates. Students will be penalised if they submit assignments after the final submission date. **Hand written** assignments will not be accepted.

Ensure that an assignment cover is attached to your assignment before submitting. Please print your own assignment cover page. Assignments that do not have an assignment cover page will not be processed for assessment. A sample copy is attached at the back of this academic and assessments calendar.

8.2 Mode of Submission: Upload via “myRegent” Portal

- Assignments must be submitted on or before the assignment due date indicated in the assignment schedule.
- Assignments must be submitted by upload via the “myregent” online portal.
- Ensure that you upload your assignment using a laptop or computer. Uploading of assignments via a mobile device or tablet is not supported.
- Assignments must be submitted as a single **PDF** file.
- Students are required to contact REGENT Business School should you experience challenges in uploading on or prior the due date.
- A student who achieves a mark of less than 60% will have another attempt at improving his/her grade by means of a re-submission.
- All resubmitted assignments are capped at a maximum mark of 60% in the event of the student achieving a mark that is higher than 60%.
- Please refer to **the student portal** for a guide on uploading the assignments.

It is imperative that the General Handbook be further referenced on the assignment rules and guidelines for submission of assignments.

9. PRESCRIBED/RECOMMENDED READINGS

Based on the publication of new editions as well as ongoing curriculum review and development, the prescribed/recommended list of textbooks is subject to review and/or change on a regular basis. The latest edition of each book should be used.

MODULE	PRESCRIBED BOOKS (P) and RECOMMENDED READINGS (R)
Entrepreneurship	<p>Rwigema, Urban and Venter (2011) <u>Entrepreneurship: Theory in Practice</u> Second edition. Oxford. (P)</p> <p>Nieman G and Nieuwenhuizen (Editors) (2014) <u>Entrepreneurship A South African Perspective</u> Third edition. Van Schaik. (R)</p> <p>Strydom J. (2012) <u>Entrepreneurship and how to establish your own business.</u> 4th edition Juta. (R)</p> <p>Van Aardt I, Bezuidenhout S, Bendeman H, Booysen K, Clarence W, Massyn C, Naidoo P, Swanepoel E and Van Aardt C (2014) <u>Entrepreneurship and New Venture Management</u> Fifth edition. Oxford. (R)</p>
Healthcare Management	<p>Muller M, Bezuidenhout M and Jooste K. (2011) <u>Healthcare Service Management Second edition.</u> Juta (P)</p> <p>Martin V and Henderson E (2010) <u>Managing Health and Social Care.</u> Routledge. (R)</p>
Public Sector Management	<p>Venter A and Landsberg C (Editors) (2014) <u>Government and Politics in South Africa.</u> Van Schaik (P)</p>
Islamic Banking and Finance	<p>Abdul-Rahman Y (2014) <u>The Art of RF (Riba-Free) Islamic Banking and Finance</u>, 2nd Edition. Wiley (P)</p> <p>Usmani MT (2005) <u>An Introduction to Islamic Finance</u>, Maktaba Ma`ariful Qur`aan, Karachi (R)</p> <p>Usmani MI (2002) <u>Meezanbank's Guide to Islamic Banking</u>, Darul-Ishaat, Karachi (R)</p> <p>Joosub S (2010) <u>Shari`ah Analysis of Shares</u> Self-published (R)</p>
Project Management	<p>Kerzner H (2013). <u>Project Management: A Systems Approach to Planning, Scheduling, and Controlling.</u> Wiley and Sons (P)</p> <p>Clements JP and Guido J. (2012). <u>Successful Project Management. 6th Edition.</u> Cengage Learning</p> <p>Heizer J. and Render B (2012). <u>"Project Management" (Ch. 3) in Operations Management. 10th Edition.:</u> Pearson Education</p> <p>PMI (2004) <u>A Guide to the Project Management Body of Knowledge (PMBOK Guide). 3rd Edition.</u> Project Management Institute.</p> <p>Schwalbe K (2009) <u>Introduction to Project Management. 2nd Edition.</u> Cengage Learning.</p>

Educational Management and Leadership	Coleman M and Glover D (2010). <u>Educational Leadership and Management Developing Insights and Skills</u> . Open University Press (P) Van Deventer, I. (2016). <u>An Educators guide to school management –leadership skills. 2nd Edition</u> Van Schaik Publishers (R)
Research and Statistical Methods	Saunders M, Lewis P, and Thornhill, A. (2009). <u>Research Methods for Business Students. 5th edition</u> . Pearson Education. (P) Zikmund et al, (2009). <i>Business Research Methods</i> . 8 ed. Thomson South-Western, USA. (R) Wegner T, <u>Applied Business Statistics: Methods and Applications, 5th Edition</u> . Juta (R)

All prescribed textbooks may be purchased from Shesha Books or any other accredited bookseller. You can contact Shesha Books on +27 31 3322702 or email sales@sheshabooks.co.za for further details.

10. ASSIGNMENT SCHEDULE

MODULE	ASSIGNMENT SUBMISSION DATE
<u>Elective</u> <ul style="list-style-type: none"> Healthcare Management Public Sector Management Islamic Finance and Banking Project Management Educational Management and Leadership 	18 March 2020
<u>Research and Statistical Methods:</u> <u>Final Submission Dates</u> Topic Submission Proposal submission	20 March 2020 30 April 2020
<u>Entrepreneurship</u> Report Submission	04 May 2020

10.1 ASSIGNMENT QUESTIONS: (SEMESTER ONE)

10.1.1 HEALTHCARE MANAGEMENT

[100]

QUESTION ONE

[20]

Read the following article and answer the questions that follow

NHI will do more harm than good

Proposed national health insurance will not improve efficiency and reduce costs, but will be a magnet for fraud and corruption

Universal health coverage is an important goal, which SA can attain with the right policies. However, the proposed national health insurance (NHI) will do far more harm than good (NHI will help create a more equal, productive society, October 24).

NHI proponents (in the presidency's policy unit and NHI "war room") assert, without evidence, that the NHI will end queues, improve efficiency, reduce costs, promote innovation and contribute to economic growth and socioeconomic stability".

The reverse is true. Waiting times will double, as they have in (wealthy) Canada under its broadly similar "single-payer" system. Emigration will reduce the number of health professionals, increasing the burden on those that remain.

Costs will rise sharply, if only to pay for the huge bureaucracy needed to administer NHI controls over fees, prices, medicines, treatment protocols and medical technologies.

Centralised top-down planning will stifle innovation and erode efficiency. Stock-outs and already defective maintenance will worsen as suppliers wait for payment from the NHI, the only permitted purchaser countrywide.

The NHI fund's enormous revenue (about R450bn a year at the start) will be a magnet for fraud and corruption. Major additional taxes will also have to be imposed on a small and already overburdened tax base, ostensibly to fund the NHI. But without legislation ring-fencing this additional revenue for NHI purposes (the Treasury is averse to ring-fencing), the extra monies will soon be diverted to public service wages or more bailouts for state-owned enterprises. Reduced choice, diminished quality, long waiting times and increased taxes will give the skilled middle class yet more reason to emigrate, curtailing economic growth, making it harder to sustain the social wage, and adding to destitution and despair.

Section 27 of the Constitution does indeed require the state to "take measures" to expand access to health care. But it says these must be "reasonable" and match "available resources". The NHI fails both these crucial constitutional tests.

Dr Anthea Jeffery

<https://www.businesslive.co.za/bd/opinion/>

- 1.1 Discuss the aims and objectives of the proposed National Health Insurance (NHI) in South Africa. (10)
- 1.2 Discuss the challenges relating to the implementation of NHI and indicate (with reasons) whether you agree with the contention that the "NHI will do more harm than good". (10)

QUESTION TWO

[20]

Hattingh and Jooste (2017:271) state that the need for cost containment in healthcare systems cannot be over emphasised, but rather than giving much concern, structural designs should also be put in place to check the administration of quality care. This could be in the form of short-term reforms to reduce costs and/or long term changes to improve performance, according to Clemens et al (2014:6).

With reference to this, discuss the factors contributing to higher costs for healthcare

QUESTION THREE

[20]

Quality healthcare organisations rest on a solid foundation of well-defined and well-communicated organisational values. These values are a customer/patient- focused involvement as well as organisational systems that support quality efforts for continued improvement.

With reference to this discuss the role of health leaders in managing quality in healthcare organisations.

QUESTION FOUR

[20]

The redirection of the health care system towards district-based Primary Health Care (PHC) has been the cornerstone of transformation in the public health sphere in post-1994 South Africa.

With reference to this discuss the concept, philosophy and strategy of PHC, focusing on its purpose in the health system of a country.

QUESTION FIVE

[20]

There is not a country in the world that is not facing major health workforce challenges.

Worldwide there is a so-called crisis in human resources for health (HRH). (Van Rensburg et al, 2012:361)

With reference to this, discuss the nature and dimensions of the HRH crisis.

END OF HEALTHCARE MANAGEMENT ASSIGNMENT

10.1.2 PUBLIC SECTOR MANAGEMENT [100]

QUESTION ONE [20]

Bason (2010) uses the term public sector innovation to refer to “the process of creating new ideas and turning them into value for society”

With reference to this, discuss the impact of innovation on the public sector

QUESTION TWO [20]

Social media provides the voice, in other words, social network and media connect company or organisation with its audience. Nowadays, social networking plays a significant role in any organisation. It is much easier for the private sector to be linked with the social media, rather than for the public sector

With reference to this, discuss the potential impact of social media on the public sector, including in your discussion the potential pitfalls of linking the public sector with social media.

QUESTION THREE [20]

Critically discuss the following statement:

“Private and public sector management differ only in context, but this difference is significant.”

QUESTION FOUR [20]

Leadership in the public sector is similar to private sector leadership in many aspects, for example with respect to social and environmental responsibility and employees’ attitudes to their immediate managers. However, there are many differences as well, such as the perceptions of top-level executive leaders, risk taking appetite of leaders, their approaches to motivation and involvement in decision-making, and individual charismatic leadership versus collective networked leadership. Many of these leadership differences stem from a difference in attitudes, approaches and challenges that these leaders face.

With reference to this, discuss the major leadership challenges facing public sector CEOs

QUESTION FIVE

[20]

Critically analyse the key differences and similarities between corporate governance in the public and private sectors.

END OF PUBLIC SECTOR MANAGEMENT ASSIGNMENT

10.1.3 ISLAMIC FINANCE AND BANKING [100]

QUESTION ONE [25]

- 1.1 Write an essay on the reasons why interest is forbidden in Islam. (10)
- 1.2 Discuss how Islamic Banks are able to mobilise funds and supply these funds to businessmen / entrepreneurs on the basis of interest-free transactions. (15)

QUESTION TWO [55]

- 2.1 Discuss the differences that exist between a *Ribā*-based Conventional Banking *Ribā*-free (RF) Banking. (20)
- 2.2 Clarify how an RF-banker would attempt to resolve the problem of non-performing Credits (Loans). (15)
- 2.3 In South Africa, Muslims who are not keen on investing in conventional banks have three interest-free institutions that they may invest in. Discuss the similarities and differences between these models and indicate, with reasons, which would be your most appropriate investment option. (20)

QUESTION THREE [20]

Riba-free (RF) financial institutions offer a variety of trade-based modes.

With reference to this, explain each of the following modes:

- 3.1 Cost-Plus Financing (*Murabahah*)
- 3.2 Commodity sale (*Salam*)
- 3.3 Sale on order (*Istisna*)

END OF ISLAMIC FINANCE AND BANKING ASSIGNMENT

10.1.4 PROJECT MANAGEMENT**[100]****QUESTION ONE****[30]**

Read the case study and answer the questions that follow:

CLARK FAUCET COMPANY**BACKGROUND**

By 1999, Clark Faucet Company had grown into the third largest supplier of faucets for both commercial and home use. Competition was fierce. Consumers would evaluate faucets on artistic design and quality. Each faucet had to be available in at least 25 different colours. Commercial buyers seemed more interested in the cost than the average consumer, who viewed the faucet as an object of art, irrespective of price. Clark Faucet Company did not spend a great deal of money advertising on the radio or on television. Some money was allocated for ads in professional journals. Most of Clark's advertising and marketing funds were allocated to the two semi-annual home and garden trade shows and the annual builder's trade show. One large builder could purchase more than 5,000 components for the furnishing of one newly constructed hotel or one apartment complex. Missing an opportunity to display the new products at these trade shows could easily result in a 6 to 12 month window of lost revenue.

CULTURE

Clark Faucet had a non-cooperative culture. Marketing and engineering would never talk to one another. Engineering wanted the freedom to design new product, whereas marketing wanted final approval to make sure that what was designed could be sold. The conflict between marketing and engineering became so fierce that early attempts to implement project management failed. Nobody wanted to be the project manager. Functional team members refused to attend team meetings and spent most of their time working on their own "pet" projects rather than the required work. Their line managers also showed little interest in supporting project management. Project management became so disliked that the procurement manager refused to assign any of his employees to project teams. Instead, he mandated that all project work come through him. He eventually built up a large brick wall around his employees. He claimed that this would protect them from the continuous conflicts between engineering and marketing.

THE EXECUTIVE DECISION

The executive council mandated that another attempt to implement good project management practices must occur quickly. Project management would be needed not only for new product development but also for specialty products and enhancements. The vice presidents for marketing and engineering reluctantly agreed to try and patch up their differences, but did not appear confident that any changes would take place. Strange as it may seem, nobody could identify the initial cause of the conflicts or how the trouble actually began. Senior management hired an external consultant to identify the problems, provide recommendations and alternatives, and act as a mediator. The consultant's process would have to begin with interviews.

ENGINEERING INTERVIEWS

The following comments were made during engineering interviews:

- "We are loaded down with work. If marketing would stay out of engineering, we could get our job done."
- "Marketing doesn't understand that there's more work for us to do other than just new product development."
- "Marketing personnel should spend their time at the country club and in bar rooms. This will allow us in engineering to finish our work uninterrupted!"
- "Marketing expects everyone in engineering to stop what they are doing in order to put out marketing fires. I believe that most of the time the problem is that marketing doesn't know what they want up front. This leads to change after change. Why can't we get a good definition at the beginning of each project?"

MARKETING INTERVIEWS

- "Our livelihood rests on income generated from trade shows. Since new product development is 4-6 months in duration, we have to beat up on engineering to make sure that our marketing schedules are met. Why can't engineering understand the importance of these trade shows?"
- "Because of the time required to develop new products [4-6 months], we sometimes have to rush into projects without having a good definition of what is required. When a customer at a trade show gives us an idea for a new product. We rush to get the

project underway for introduction at the next trade show. We then go back to the customer and ask for more clarification and/or specifications. Sometimes we must work with the customer for months to get the information we need. I know that this is a problem for engineering, but it cannot be helped."

- The consultant wrestled with the comments but was still somewhat perplexed. "Why doesn't engineering understand marketing's problems?" pondered the consultant. In a follow-up interview with an engineering manager, the following comment was made: We are currently working on 375 different projects in engineering, and that includes those which marketing requested. Why can't marketing understand our problems?

Source

Kerzner, H., 2003, Project Management Case Studies, John Wiley & Sons. Inc Hoboken, New Jersey.

- 1.1 Discuss with the use of relevant examples from the case study the conflict between the Marketing and Engineering Departments. (15)
- 1.2 Elaborate on the role of the Project Manager in resolving conflict. (15)

QUESTION TWO [20]

- 2.1 Discuss the challenges that could occur in the Work Breakdown Structure (WBS) decomposition process. (10)
- 2.2 Discuss each of the different types of audits that can be used for projects. (10)

QUESTION THREE [30]

- 3.1 Explain the process outputs associated with the quality planning phase of a project. (10)
- 3.2 Develop a risk management plan for a project of your choice.
(Provide a brief description of the project) (20)

QUESTION FOUR [20]

Critically evaluate the different aspects of project planning across the phases of the project life cycle.

END OF PROJECT MANAGEMENT ASSIGNMENT

10.1.5 EDUCATIONAL MANAGEMENT AND LEADERSHIP**[100]**

Read the following article and answer the questions that follow:

What is Educational Management?**VARSHA SEN**

Educational management, as the name implies, operates in educational organisations. There is no defining definition of educational management because its development has drawn heavily on several disciplines like economics, political science and sociology.

Definitions of Educational Management:

"Educational management is the theory and practice of the organisation and administration of existing educational establishments and systems."

"Management implies an orderly way of thinking. It describes in operator terms what is to be done, how it is to be done and how we know when have done. Management is not a mystique. It is a method of operation. Good management should result in an orderly integration of education and society "School management, as a body of educational doctrines, comprises a number of principles and precepts relating primarily to the technique of classroom procedure and derives largely from the practice of successful teachers. The writers in the field have interpreted these principles and precepts in various ways, usually with reference to longer and more fundamental principles of psychology, sociology and ethics." (Monroe)

Thus, educational management is a comprehensive effort dealing with educational practices. It is the dynamic side of education. It deals with educational institutions - right from the schools and colleges to universities to departments of education. It is concerned with both human and material resources. The human elements include: (i) learners/students, (ii) parents, (iii) teachers and (iv) other employees in general. On the material side there are (a) finance, (b) buildings and grounds, and (c) equipment and instructional supplies. Besides, there are ideas, laws and regulations that have a bearing on the educational process. The blending of these 'parts' into a 'whole' is educational management.

In a democratic country educational management is a necessity. The purpose of educational management is to bring pupils and teachers under such conditions as will more successfully

promote the ends of education. Superior educational management, in fact, is basic to the satisfactory functioning of democracy.

Sir Graham Balfour writes very aptly, "the purpose of educational management is to enable the right pupils to receive the right education from the right teachers, at a cost within the means of the state, which will enable pupils to profit by their learning."

Some suitable, stable elements which are properly motivated and organised in the machinery become necessary to withstand and survive the changes and upheavals caused because of changes of governments. Error of judgement can be retrieved in a farm or factory, but these can be fatal when concerned with the moulding of ideas and values of society. An efficient and sound system of educational management is, in fact, the basis of a good democracy.

As education is a major area of governmental and public management involving millions of schools, teachers and pupils, it is imperative that it should have an excellent infrastructure in line with socio-political aspirations of a people.

Will it, therefore, not be expedient to draw on the gains of management science, with some adjustment here and there, towards the vast potential of this stupendous human activity? Management, however, is a single activity, a unity, one continuous process that runs through its elements. The classification of functions is merely to facilitate identification of areas and steps which are mutually inclusive, as well as to promote better organisation of resources.

As there is ample identity between the functions, aim and objectives of management and those of an educational process, the application of the law of the former to the body of the latter, for mutual benefit of both, may be justified. The management movement must encompass teaching-learning process, as a scientifically designed classroom situation will certainly add to the performance of an educational activity. <http://www.preservearticles.com/2011122018637/what-is-educational-management.html>

QUESTION ONE

[20]

Although the terms leadership and management are used interchangeably, they mean different things. Any person who is asked to manage an educational institution is being asked a very different thing from one who is asked to lead an educational institution, and his or her approach to each of these tasks will of necessity be different.

With reference to this and the definitions of educational management in the article, discuss the functions that distinguish management from leadership in the context of an educational institution.

QUESTION TWO

[20]

Critically discuss the following statement:

“Superior educational management, in fact, is basic to the satisfactory functioning of democracy”

QUESTION THREE

[20]

The core business of education and the key reason for educational leadership and management is to ensure effective teaching and learning with the aim of maximising learner achievements.

“The purpose of educational management is to bring pupils and teachers under such conditions as will more successfully promote the ends of education”.

“Educational management is a comprehensive effort dealing with educational practices”.

With reference to these statements, discuss the role of the instructional leader in the context of an educational institution.

QUESTION FOUR

[20]

Educational management is the dynamic side of education. It is concerned with both human and material resources.

Considering this, discuss the leadership and conflict management roles of educational managers.

QUESTION FIVE

[20]

“There are ideas, laws and regulations that have a bearing on the educational process”.

With reference to this statement from the article, discuss the sources of law in education and discuss the general functions of education law.

END OF EDUCATIONAL MANAGEMENT AND LEADERSHIP ASSIGNMENT

10.2 ENTREPRENEURSHIP AND RESEARCH AND STATISTICAL METHODS

10.2.1 RESEARCH AND STATISTICAL METHODS

[100]

You are required to submit a research proposal that would be used as the proposal for your dissertation. This implies that the research proposal will be based on the study that you wish to conduct for your dissertation in Semester 2.

Please read the following steps with regards to the submission of the research proposal:

Step 1:

Prior to submitting a proposal, you are required to submit a brief topic motivation with the following details to researchadmin@regent.ac.za:

Title of Study/ Topic:

Aim of the Study:

Research Objectives:

Details of how data/information to carry the empirical research will be collected:

Please access the topic motivation writing guideline and support material (i.e. template, video) as well as the Research Proposal Writing Guideline in order to formulate the topic. Kindly note that this will be assessed by the research committee and feedback will be provided prior to moving onto the proposal stage. Hence, there may be instances where you will be required to make adjustments and resubmit. Please note that the topic motivation does not constitute a weighting towards the assessment of the module but will need to be completed and approved by the research committee to be able to move on to the next step (i.e. research proposal).

Final Submission for Topic Motivation due date : 20 March 2020

Step 2:

Once the topic motivation has been approved by the committee, you will be required to submit a research proposal.

Only move onto the research proposal stage once the topic motivation has been approved by the research committee.

Ensure to follow the **research proposal writing guide**, as well as the **research proposal template**. All research proposals should be submitted with the following documents:

- Complete **ethical clearance form**
- **Letter of Permission** (i.e. from the organization/s or institution/s under study indicating that you are permitted to conduct the study in the respective organisation/s).
- **Draft Questionnaire/ Survey** (this is the draft data collection instrument that you will use when collecting primary data from the field).

Final Submission for Research Proposal due date: 30 April 2020

Please note that all submissions should be sent to **researchadmin@regent.ac.za**

The research proposal will be assessed, and the mark allocated to the proposal out of 100 will constitute the final mark for the Research and Statistical Methods Module. A supervisor will be allocated to you once the proposal has been approved.

10.2.1 ENTREPRENEURSHIP CAPSTONE PROJECT

[100]

Entrepreneurship is defined as a process of launching, developing and running a new business. It begins as a small venture and continues to grow into a large corporate firm. Traditionally, an entrepreneur is someone who takes a lot of risks to reap rewards for the services or products that are offered.

You are required to draw up a comprehensive strategic plan (Business Plan) for an entrepreneurial venture that you have identified.

The project report must have the following components:

1. A description of the organisation, including the mission and long term objectives.
2. A description of the industry in which the organisation operates including a competitive analysis and identification of key success factors.
3. A detailed SWOT analysis for the organisation.
4. Identification of and evaluation of potential growth strategies.
5. A detailed business plan

The project will be assessed in terms of the following allocation:

The project will be assessed in terms of the following allocation:			
Number	Criterion	Sub- criterion	Marks
1	Description of organisation		5
2	Organisational mission		5
3	Long term objectives		5
4	Industry description		5
5	Competitive analysis		6
6	Key success factors		6
7	SWOT Analysis	Internal analysis SW	6
		External Analysis OT	6
8	Growth Potential	Identification of potential strategies	6
		Evaluation of potential strategies	8
9	Detailed Business plan	Strategic direction provided	36
10	Report	Coherent , focused and Integrated	3
		Presentation	3
TOTAL			100

Due date for Report: 04 May 2020

11. SUMMATIVE ASSESSMENT (EXAMINATIONS)

11.1 EXAMINATION VENUES

REGION	EXAMINATION VENUE
KWAZULU NATAL (Durban)	REGENT Business School 35 Samora Machel Street (Aliwal Street)
KWAZULU NATAL (Newcastle)	The Edu Centre Qualita's, Off Sutherland Street
KWAZULU NATAL (Pietermaritzburg)	Suite 2 Maritzburg Arch 39/45 Chief Albert Luthuli Street. (Entrance through Greyling Street across Waltons)
GAUTENG (Johannesburg)	REGENT Business School 13 Frost Avenue, Sunnyside Auckland Park
GAUTENG (Pretoria)	Mancosa Office 68 Oak Avenue, Highveld, Techno Park Centurion
EASTERN CAPE (Port Elizabeth)	Mancosa Office 3 rd Floor, Greyville House Corner of Ring and Cape Road, Greencare's
EASTERN CAPE (East London)	REGENT Business School 6 - 8 Donald Road Vincent
EASTERN CAPE (Mthatha)	Trinset Zamukulugisa Industrial Site, Amendu Road, Sidwadwa View
EASTERN CAPE (Queenstown)	TBA

REGION	EXAMINATION VENUE
WESTERN CAPE (Cape Town)	REGENT Business School 9 Hemlock Street 1st Floor Newlands
MPUMALANGA (Nelspruit)	SAVF SOCIAL WORK OFFICES No 35 Murray Street Corner Murray and Britz Street (opposite Frieso Centrum)
LIMPOPO (Polokwane)	Edupark Edupark Avenue off Dorp Street (Edupark Administration Office) A Block – Ground Floor Momapati room Opposite New Peter, Mokaba Stadium (1 st Floor)
SWAZILAND (Manzini)	REGENT Business School Lot 132 City Centre Mbabha Street Commercial Area Manzini- Near Swaziland Milling
NAMIBIA (Windhoek)	Doctor Augustino Neto Drive Ground Floor Ausspann Plaza Office Park, Unit 3
NAMIBIA (Ongwediva)	University of Namibia Oshakati Campus Eliander Mwatale Street Oshakati
NAMIBIA (Walvis Bay)	THE LEARNING HUB 60 Circumferential Avenue Walvis Bay

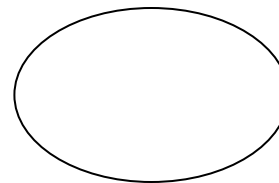
11.2 EXAMINATION DATES/SCHEDULE

MODULES	FINAL EXAMINATION	SUPPLEMENTARY/ AEGROTAT EXAMINATION
SEMESTER ONE		
ELECTIVE: <ul style="list-style-type: none"> Healthcare Management Public Sector Management Islamic Finance and Banking Project Management Educational Management and Leadership 	18 June 2020 09h00 – 12h00	23 July 2020 13h30 – 16h30

Appendix A: ASSIGNMENT COVER SHEET



REGENT
BUSINESS SCHOOL
HONORIS UNITED UNIVERSITIES



Programme	
Module Name	
Assignment Number	
Surname	
First Name/S	
Student Number	
Date Submitted	
Postal Address	
E-MAIL myregent email address@myregent.ac.za
E-Mail (alternate email address)	
Contact Numbers	Cell : Home : Work :
Alternate contact :	
Name:	
Relationship:	
Contact number:	

I _____ ID/Passport No. _____ hereby confirm that the assignment submitted herein is my own original work.

Date: _____

FOR OFFICE USE ONLY

Marks per question (Q)

Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10