



REGENT
BUSINESS SCHOOL

HONORIS UNITED UNIVERSITIES

Master of Business Administration (MBA)

Year 2

January 2019

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 2019

- 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	02 March 2019

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 	25 March 2019
<u>Research and Statistical Methods:</u> <u>Final Submission Dates</u> Topic Submission Proposal submission	16 March 2019 29 April 2019
<u>Entrepreneurship</u> Report Submission	02 May 2019

10.1 ASSIGNMENT QUESTIONS: (TRIMESTER ONE)

10.1.1 HEALTHCARE MANAGEMENT

[100]

QUESTION ONE

[60]

Read the following excerpts and answer the questions that follow :

ADDRESS BY PRESIDENT CYRIL RAMAPHOSA TO THE NATIONAL HEALTH INSURANCE CONSULTATIVE MEETING

CSIR, TSHWANE

24 AUGUST 2018

President Cyril Ramaphosa believes that the proposed National Health Insurance (NHI) Bill can and will be a success, as it will provide "good quality health care" for all, irrespective of their background, race or creed." Everyone should have access to healthcare based on need, and not money. When it comes to health, there should be no differentiation," Ramaphosa told stakeholders and the media at the Council for Scientific and Industrial Research (CSIR) in Pretoria on Friday morning. The president met with stakeholders for a consultative meeting under the theme "Working towards good quality healthcare for all", where the aim was for stakeholders to emerge from the meeting having collectively considered and exchanged ideas about the proposed reforms in the legislative and regulatory framework of South Africa's healthcare system.

Stakeholders from the health sector, community leaders, health professionals, non-governmental organisations, trade unions and community organisations were in attendance. In his address, Ramaphosa emphasised how health should be seen as an investment. Ramaphosa, however, also acknowledged how the shortage of professionals had compromised the health sector.

A report by the Office of the Health Standards Compliance (OHSC), tabled in Parliament, stated that health facilities which were inspected, on average, met less than 50% of the required standards. In dealing with the challenges raised in that report, we need to use this meeting to exchange ideas on how we can address the severe shortage of essential employees, such as doctors and nurses, and support staff such as radiographers, porters and others. Our health professionals, who constitute the backbone of the public health care system,

have often indicated that they are overworked and exploited as a result of staff shortages occasioned by the exodus of their colleagues to the private sector. We must accept the reality that the quality of service cannot be improved by a fatigued and demoralised workforce.

The challenges related to the shortage of medical equipment as well as theatre and intensive care unit beds in our public hospitals also requires urgent attention. The massive backlog of operations in our hospitals owing to the dysfunctionality of our operating theatres must also be dealt with. Our doctors must not be put in the brutal position of having to fight among themselves, seeking to convince one another on who must be operated on first, and by implication, who must be allowed to perish. We must change this situation. We must be clear that the resources needed to provide quality health care services represent investment rather than consumption, particularly if you consider the benefits of a healthy population and a productive workforce. (Source : Enews24)

QUESTION ONE

- 1.1 Discuss the aims and objectives of the NHI in South Africa (15)
- 1.2 The transformation of the healthcare system into the NHI in South Africa requires a transition to new management methods and structures. Discuss the challenges facing the healthcare industry that require attention in healthcare management and policy making in South Africa at the national level. Include in your discussion how each will impact on the implementation of the NHI in South Africa. (25)
- 1.3 Discuss, using relevant examples, how managers in healthcare organisations can manage the change process necessary to move towards collaboration and integration of the NHI system. (20)

QUESTION TWO

[20]

Having been recently appointed to as a manager, in a healthcare organisation you are concerned about the lack of training in the organisation. Provide details of how you would investigate training needs and formulate a proposal for an increase of funding to the Board of Directors of the organisations.

QUESTION THREE

[20]

Advances in technology have always influenced the patient experience, but the rise of telemedicine completely changes the provider-patient relationship.

With reference to this statement, discuss how telemedicine changes healthcare administration.

END OF HEALTHCARE MANAGEMENT ASSIGNMENT

10.1.2 PUBLIC SECTOR MANAGEMENT

[100]

QUESTION ONE

[25]

Government operations are those activities involved in the running of a state for purpose of producing value for the citizens. Public administration is a vehicle for expressing the values and preference of citizens, communities and society as a whole. Some of those values and preferences are constant, others change as societies evolve. Periodically, one set of values comes to the fore, and its energy transforms the role of government and the practice of public administration. With reference to the above extract, discuss each of the following in terms of the purpose and role of establishing governments.

1.1.1 Social contract theory (9)

1.1.2 Governmental operations (8)

1.1.3 World governments' theory. (8)

QUESTION TWO

[30]

2.1 Unpack the relationship between the public and private sector. (8)

2.2 Explain each of the following in the context of the right of a government to impose taxes, levies or duties

2.2.1 Company taxation (12)

2.2.2 Wealth tax (10)

QUESTION THREE

[25]

3.1 Discuss the relevance of the national, provincial and local government co-operating with each other in policy making. (10)

3.2 Discuss the functions that monitoring plays in the policy management. (10)

QUESTION FOUR

[20]

Municipalities are at the heart of the communities and their mandate is to provide amongst other objectives services to the people they govern.

With regard to the above statement evaluate the status, functions and objectives of local authorities (municipalities) in terms of their legislative and executive powers.

END OF PUBLIC SECTOR MANAGEMENT ASSIGNMENT

10.1.3 ISLAMIC FINANCE AND BANKING [100]

QUESTION ONE [20]

The US dollar is regarded as a reserve currency of the world. In light of this statement explain fully:

- 1.1 The Bretton Woods Agreement (10)
- 1.2 Compare and contrast what is conventional understanding of money and the Islamic concept (of what constitutes money). (10)

QUESTION TWO [50]

2.1 In the context of Islamic Finance and Banking, discuss what is meant by *Sharī'ah*-compliant and *Sharī'ah* -based. (10)

2.2 While Islamic Banks are in operation in several countries, there evolved another institution which came to be known as LARIBA RF model. In the context of this reality answer the following questions:

2.2.1 Explain the step-by-step approach of this LARIBA RF model and include the added value that it brings to the customer. (20)

2.2.2 Analyse the unique features of LARIBA RF model in comparison to the Albaraka Banking system. (20)

QUESTION THREE [30]

In the event that a Muslim wishes to purchase a motor vehicle, there are two options available, either to approach a conventional bank or an Islamic Bank.

Discuss fully these two modes of financing for a motor vehicle and state, with reasons which of the two you would opt for.

END OF ISLAMIC FINANCE AND BANKING ASSIGNMENT

10.1.4 PROJECT MANAGEMENT [100]

QUESTION ONE [30]

Construct a risk management plan for a project of your choice. Your plan should incorporate the following elements as well as a discussion on each of the stated elements:

- Define objectives (5)
- Identify risk (5)
- Quantify risk (10)
- Develop a response (5)
- Risk control (5)

QUESTION TWO [20]

Evaluate the different aspects of project planning in each of the different life cycle phases.

QUESTION THREE [20]

- 3.1 Critically review the different types of audits that can be used for projects. (10)
- 3.2 Discuss any five (5) types of pricing reports with regards to project costing. (10)

QUESTION FOUR [30]

- 4.1 Discuss how project budgeting is conducted. (10)
- 4.2 Critically discuss how a project manager can plan using Total PERT and CPM in project planning. (20)

END OF PROJECT MANAGEMENT ASSIGNMENT

10.1.5 EDUCATIONAL MANAGEMENT AND LEADERSHIP

[100]

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, discuss the functions that distinguish management from leadership in the context of an educational institution and explain the tension between leadership and management functions

QUESTION TWO

[20]

Read the article and answer the question that follows.

We still marginalise our own languages

2017-02-12 06:06

Enock Shishenge

Our African indigenous languages are eroding instead of thriving. The Pan SA Language Board has declared February to be Language Activism Month, as part of celebrations leading to International Mother Language Day on February 21. It is a positive gesture, as it signals commitment to promoting indigenous languages and multilingualism in South Africa.

The well-known obstacle that undermines the promotion and protection of indigenous languages is the colonial legacy embedded in the language which dominates daily life in South Africa: English.

In his book, *The 11 Official Languages: An Advantage for SA*, Dr Paul Nkuna writes: "Colonialism refers to the building of colonies in one territory by people from another territory." We have moved from physical colonisation to what I call a soft colonisation. The English language has successfully built its territory in our territories and continues to dominate our indigenous languages.

We seem determined to apply ourselves to becoming adept at English, at the expense of perfecting our skills in our mother tongues. In doing so, we fail to see the systemic exploitation inherent in such actions and play our part, however unconsciously, in holding back the development of our indigenous languages.

It is only through speaking our languages and learning them at school that we can change the status quo. Even in business we conduct among ourselves, we use this other language.

We pray, study and even facilitate our marriages in the colonial language. We do not associate the things that seem important in our daily lives with our home languages. Why do we continue to embrace the colonial legacy of language when we rail against every other colonial by-product? As long as there is domination of one language by another, we will always be an unequal society.

Most private and former model C schools do not offer learners the choice of an African language, and parents still rejoice in their children studying Afrikaans and English. These parents see nothing wrong with the existing state of affairs. And we Africans are complicit in maintaining this situation because we remain in a state of denial that our languages are important. What examples are we setting for our children? The answer is sadly evident: they do not take their mother tongues seriously. Regardless of the language policies which academics designed on behalf of the democratic government which came to power in 1994, little has been done to protect and promote our indigenous languages since then. The state needs to ensure that all of our country's language institutions have policies in place dealing with the development of indigenous languages.

The notion of 'an English school' should come to an end and private schools should offer indigenous languages as an integral part of their curriculums. Our languages are devalued not only by those who benefit from the colonial legacy, but also by ourselves – the ones who are disadvantaged by this. And it goes right to the top. Although President Jacob Zuma is fluent in isiZulu, his native tongue, he does not speak it at official ceremonies, despite it being one of our 11 official languages. By delivering at least one important speech in his mother tongue – or anyone of the other indigenous language – Zuma would set the example of placing indigenous languages on an equal footing with English.

Academic and activist Dr Mamphela Ramphele hits the nail on the head when she says: "Language is not only the medium of communication, but also a means of cultural heritage transmission between generations." Our languages are our heritage. If the state is serious about multilingualism, why does it not add a few indigenous languages – such as Sesotho, Sepedi or Tshivenda – to schools' lists of compulsory subjects? We need to invest in having our youth learn our languages in the way we invest in equipping schools with tablets and smart boards.

Multilingualism can be promoted in schools. For instance, in a drama class, plays written in our languages can be studied and learners can be encouraged to perform multilingual roles. Debates and public-speaking competitions can be turned into multilingual events rather than the standard English-only occasion. And the department of arts and culture, through its National Arts Council, should also fund school projects aimed at promoting multilingualism. South Africa's public and private broadcasters should offer programmes that promote our

languages. A case in point is The Papa Penny Ahee! reality show, which debuted on Mzansi Magic last month and documents the life of popular Shangaan musician Eric Nkovani.

The producers missed a golden opportunity: instead of promoting his mother tongue, Xitsonga, they got him to speak English, albeit in his own unique way. They should take examples from the producers of soapies such as Isibaya and Muvhango, where multilingualism and indigenous languages are common practice. These shows punt the power of self-expression. With the birth of democracy came 11 official languages, but only one is given official status. It is time to give indigenous languages as much clout as we do English.

Required:

Investigate the language policy as set out in the South African Schools Act and review this article in terms of those policy guidelines.

QUESTION THREE

[20]

Read the article and answer the question that follows:

Public Protector probes teachers

2017-02-12 06:01

Msindisi Fengu

Johannesburg - The Public Protector has launched an investigation into South Africa's professional body for teachers following allegations of financial mismanagement and nepotism. Public Protector Busisiwe Mkhwebane has begun an investigation into the SA Council for Educators (SACE), due to allegations that unqualified officials were appointed to positions that were not advertised. Two months ago, Mkhwebane's investigators sent a list of 20 questions to SACE chairperson Veronica Hofmeester – who is also the vice-president of the SA Democratic Teachers' Union (Sadtu) – asking for answers and documents. The official correspondence, dated 13 December 2016, a copy of which City Press has obtained, reveals allegations that:

- The chief financial officer appointed himself, without having the relevant qualifications.
- The financial manager position was created without the position being advertised.
- A Sadtu member was appointed as chief operating officer without the appropriate qualifications.
- Another Sadtu member was appointed to the communications manager position without being appropriately qualified.

- A relative of Hofmeester was appointed as a co-ordination manager on a contract basis with a “fat” salary.
- A performance bonus was paid to the chief financial officer, the then CEO and other senior managers between 2006 and 2010, without their performance being assessed.
- A human resources manager was appointed without the necessary qualifications.
- The chief financial officer’s personal assistant’s sister was appointed without being interviewed and later landed a job as a registration officer.

Some documents

Long-standing SACE CEO, Rej Brijraj, retired last month and has been replaced by Ella Mokgalane, who will act in the position until a replacement is appointed. The Public Protector’s spokesperson, Oupa Segalwe, confirmed the investigation, saying it was still “in its early stages” and was focused on the alleged conduct of Brijraj and SACE. Segalwe said responses for some of the questions had been received and some documents that were requested had been handed over. When asked about the allegations, Brijraj pointed a finger at SACE staff, saying the allegations could have been peddled by a “small group of unionists” while he was still CEO.

“It could be that a small group of angry staff has been going all over the place to make malicious and defamatory allegations,” Brijraj said. “We have rebellious staff – not a significant group – that has been finding fault with the council and wants to gain leverage, so that the council accedes to their demands.”

Brijraj said the group had raised some of the issues with him since 2006 and those had been dealt with. “I don’t know what benefit they will get if they succeed in collapsing the council. The council has always dealt with matters raised,” he said. Brijraj said Sadtu had influence as the majority teacher’s union in the council.

“If the dominant teacher union is not going to have a say in council, who is going to have it? Sadtu has influence. We live in a majoritarian democracy. I’m from Sadtu. You have to have a history in teaching matters,” he said. “Many of our employees come from Sadtu and other sources as well. This is just a double agenda to discredit the council and Sadtu.”

Brijraj said Sadtu deployees made mistakes, but those should not be linked to the organisation. “They don’t purposefully do wrong. This is just that people have an axe to grind and are targeting Sadtu,” he said. SACE spokesperson Thembinkosi Ndhlovu said: “SACE is not aware of any investigation so far, however, SACE has received an enquiry from the Public Protector about senior appointments.

“The Public Protector requested copies of adverts and qualifications of incumbents, and those have been provided. SACE is cooperating fully,” Ndhlovu said. By the time of going to print, Hofmeester had not responded to questions sent on Thursday.

With reference to the article, critically discuss the role of SACE in the ‘professionalisation’ of the teaching profession. Your discussion should include a recommendation (with reasons) for a course of action (strategy) for SACE to meet the identified challenges.

QUESTION FOUR

[20]

Unless there is complete stability within an organisation, there will always be the potential for discussion, some difference of opinion, downright disagreement or pernicious disharmony. Educational manager-leaders must move from the view that conflict is necessarily a negative and destructive force to recognise its potential for growth and development, although it presents a challenging situation to leaders.

With reference to this, discuss the management of conflict in educational institutions showing how effective conflict management can lead to institutional growth and development.

QUESTION FIVE

[20]

- 5.1 Explain the theory of human capital and discuss its relevance for the professional development of educators in an educational institution. (10)
- 5.2 Talent development serves many purposes in an educational institution, especially in a climate where the concern is for the provision of quality education.

With reference to this, discuss the factors that influence the need for talent development in educational institutions. (10)

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 trimester 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: 16 March 2019

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: 29 April 2019

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: 02 May 2019

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

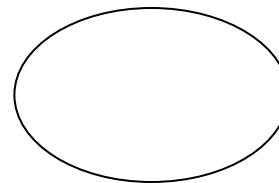
11.2 EXAMINATION DATES/SCHEDULE

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 	<p>11 June 2019</p> <p>09h00 – 12h00</p>	<p>18 July 2019</p> <p>13h30 -16h30</p>

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