

[Print](#)**2.1 Programme name, level, SAQA credits and registration**

**CHE Reference Number:** H/PR402/E001CAN

**Programme name:** Advanced Diploma in Organisational Leadership

**NQF level:** Level 7

**Number of SAQA Credits:** 120

**Minimum duration (years) for completion - Full Time:** 1 year

**Minimum duration (years) for completion - Part Time:** 2 years

**Is the qualification registered by SAQA on the NQF?** Yes

**SAQA Registration Number:** 71361

**Please enter the date of registration with SAQA:** 2012-07-01

Please indicate all delivery sites for the proposed programme. (Tuition Centres to be used for Distance Education should not be listed in this form.)

**Sites for your Institution**

Corporate head office

**This programme is offered at these sites**

Corporate head office

**2.2 Programme details**

Year	Site(s) of delivery	Headcount enrolment	Number of diplomates/graduates
2007			
2008			
2009			
2010			
2011			
2012	Birchwood Hotel	09	0

## 2.3 Details of the person who will be the primary contact during the accreditation process.

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<b>Surname</b>	Dobkins
<b>Name</b>	Gary
<b>Title</b>	Mr
<b>Designation</b>	Academic Head
<b>Postal address</b>	P O Box 4210 Durbanville 7551
<b>Physical address</b>	1st floor, Park Central Building 21 New Street Durbanville 7551
<b>Fax no.</b>	021 9755488
<b>Telephone no.</b>	021 9750311
<b>E-mail address.</b>	gary.dobkins@towerstone.co.za

## 2.4 The programme and its context

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### 2.4.1 Describe how the programme aligns with the mission and goals of the institution.

TowerStone is an organisational development company specialising in leadership empowerment and development.

We offer a coherent learning approach that empowers leaders to shape well balanced corporate citizens, who are better able to contribute to the organisation.

The Advanced Diploma in Organisational Leadership is a tool that will empower leaders with the knowledge, skills and applied competence to provide opportunity for personal growth, gainful economic activity and rewarding contribution to the organisation in which they are involved.

### 2.4.2 Describe how the programme fits with national, regional and local priorities.

This programme aims to provide organisations in South Africa with competent leaders that can occupy positions up to the level of executive/senior management in both the public and private sector and thus broaden the leadership base of our knowledge-based economy enabling sustainable development and growth and reduction of talent attrition to global markets.

The concept of Brand Ambassadorship as a means to organisational excellence in our public and private sector clients will increase production output which in turn will increase economic growth, job creation and strong leadership qualities.

Leadership development empowers our students to address the critical business risks of talent retention, succession planning, and organisational commitment.

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### 2.4.3 Is this programme offered through distance education? Yes

**2.4.3.1 Is the programme accredited for delivery by distance education Yes****2.4.3.2 What is the rationale for delivery through distance education to the intended target learners?**

Facilitated tuition for our learning programmes are delivered at the site of the students employer's premises, or at a learning venue of their choice.

Students are employed at large multinational corporates with a footprint across Africa and internationally. Students are provided with comprehensive, appropriate learning materials to enable them to study independently. Group discussion and interactive sessions are conducted on site at venues arranged by corporate clients where a number of students are enrolled. Students can also form study groups to facilitate student-student interaction and enhance the standard of the discussion groups.

**2.4.4 What is the organizational structure in which the programme is designed, managed, delivered and administered? Provide this information in narrative form or upload it in the form of an organogram.**

Organogram of the institutional management and academic structures.

[Towerstone Academic Org Chart.pptx](#)

**2.4.5 Describe how the institution's planning, approval, and quality assurance processes ensure the continuing viability of the programme.**

Continuing viability of the programme is ensured through continual programme reviews at different intervals and management levels.

Ongoing curriculum development ensures that the content of academic programmes remains up-to-date with the latest information in the specific field of study:

1. Feedback is gained from students after completion of each course. This feedback is consolidated and sent monthly to the Academic Head and Client Programme Manager.
2. On completion of each subject (comprising 4-6 courses), an internal content review is held with the academic staff to address areas for improvement.
3. An annual facilitation and content workshop is held internally in December to discuss lessons learnt of the past year, and areas of improvement for content, facilitation and administration process for the new year.
4. An annual feedback report is sent to the client detailing outcomes of the review workshop (in point 3).
5. Through research of latest leadership publications, books and online research, we aim to develop 1-2 new courses per year. Since first accreditation in 2009, we have added five new courses to the academic programme: Social Intelligence, Assertiveness, Trust and Integrity, Continuous Improvement and Introduction to Risk.

Where appropriate, the input of academic staff of other higher education institutions, organisational development consultancies, specialist content developers and professional executive coaches is used.

Quality of academic content is ensured through the external moderation and examination procedure.

The relevance of academic programmes to the work environment is monitored through the input of clients, partners in commerce and industry. This includes a quarterly business workshop held with various executives and HR practitioners.

Quality of teaching is monitored via peer review and through student evaluation of lecturers as per point 1 and 2 above.

Positive and negative feedback is given to the tutor via Student Feedback forms. Feedback is distributed to all stakeholders within TowerStone. Should serious difficulties be identified improvements are made to ensure that sound teaching methodologies are maintained.

The results of students' assessments are closely monitored as a further measure of teaching quality.

Refer to additional documentation for sample feedback forms and a year end report.

**2.4.6** Describe how the institution's resource allocation ensures the continuing viability of the programme. Provide this information in narrative form or upload it in the form of a table that details the allocation of resources to the programme.

A Resource Schedule is built annually and updated regularly (see attached). The schedule ensures that all tutors are assigned to facilitate each stream of learning (5 days) for each subject (there are 4-6 course within each subject).

The Academic Administrator is a dedicated resource to all administration relating to query handling, assignment processing, library resources and record keeping together with the Office Manager. The Academic Head/ Programme Coordinator is readily available to assist the Academic Administrator with Academic related matters. External Examiners are contracted to mark assignments and handle content related queries and are required contractually to respond efficiently.

[Aveng Schedule for 2013 \(11 February 2012\).xlsx](#)

## 2.5 Programme coordination

**2.5.1** Details of the programme coordinator/manager (if there is more than one site of delivery, provide details for each site).

Site name	Name	Title	Designation	Highest qualification	No. of years in programme	No. of years as programme coordinator	
Corporate head office	Gary Dobkins	Mr	Academic Head	Diploma	4	4	Del

Click on the 'Add' link in the rightmost column of this table in order to add a row in which to supply the relevant information. *Note that you can add multiple rows.* Add

**2.5.2** Describe the role of the programme coordinator and indicate how it is integrated within the institutional system of academic and administrative management.

The Programme Coordinator is the first point of contact for students on all programme related issues, providing them with efficient information on course related matters, coordinating responses to student queries.

This will involve:

- Liaising as required with Tutors and Students.
- Organisation of student inductions for all intakes.
- Coordinating the monitoring of student attendance and maintaining student records in student management system (FileMaker Pro).
- Maintaining comprehensive electronic and paper filing systems
- Providing general administration assistance to the Academic Head.
- Administration related to internal and external examiners and moderators.
- Arranging Continuous Improvement workshops for examiners and moderators.

**2.5.3** Describe the role played by the programme coordinator in providing intellectual leadership of the programme and in ensuring its academic coherence, professional integrity, effective delivery and the quality assurance of delivery of the programme.

The Programme Coordinator is knowledgeable on components related to qualification, assessment and quality assurance and is therefore the gatekeeper to ensure compliance with qualification standards and academic integrity.

Timeframes of the programme, including dates for submissions of assignments, is the responsibility of the programme coordinator. Deviations are escalated to management to ensure that contingency plans are effected.

**2.5.4** What provision is made for lecturer/tutor input and participation in relevant aspects of programme coordination?

Feedback is encouraged from tutors and this is done both formally and informally.

Formal process entails the completion of a Continuous Improvement Form [see additional documentation].

Information gathered is translated into improvements in programme content. Where necessary a subject matter expert is sourced. On an informal basis, an e-mail or discussion with the Content Manager takes place and relevant amendments are made.

**2.5.5** What provision is made for student input and participation in relevant aspects of programme coordination?

Students complete a Feedback Form after facilitation for each module. This feedback is consolidated and sent to all stakeholders at TowerStone. Constructive feedback received is addressed immediately. Please find sample of consolidated student feedback form under additional documents.

**2.6 Work-based learning**

Complete section 2.6 if the programme requires work-based learning as a fundamental requirement for the completion of the qualification.

Does this programme require work-based learning as a fundamental requirement for the completion of the qualification? Yes

**2.6.1** Is the work-based learning component credit-bearing? Yes

How many SAQA credits are allocated to work-base learning? 65

**2.6.2** Does the work-based learning component of the programme require formal agreements between the work-place, the student and provider? Yes

Are the required formal agreements in place? (Provide appropriate detail.) The following documents are required for the student to complete work-based learning activities:

- Permission letter: providing permission for academic progress to be shared with the employer.
- Workplace coach/mentor appointment letter.
- Five Personal Action Plans (34 credits) are reviewed and signed by workplace coach/mentor
- Individual and Group Case Study assignments (31 credits) are presented as a formal project proposal to the students executive management team.

**2.6.3** Please describe how all parties (institution, student, workplace managers, workplace mentors) are informed about guidelines on roles and responsibilities relating to ethical and educational considerations.

An annual Tutorial Letter is distributed at the outset of the programme to the student, the students employer (client) and to all members of the TowerStone team who are involved in the administration and facilitation of the programme. The Tutorial Letter outlines the assessment criteria, due dates, procedures for submission of assignments and case studies and policies affecting students. See additional documentation for a sample Tutorial Letter.

**2.6.4** Please provide details of work-based learning environments and how they relate to the purpose of the programme.

TowerStone's students are primarily management level employees of large corporate and government institutions. The programme is designed as continual development of leadership competencies of these managers, and therefore relies on the students applying the learnings in their work environment. Therefore, experiential learning through facilitated group discussions use real workplace experiences and challenges as part of the learning process. The Personal Action Plan, which is integrated into formal workplace performance evaluation processes, is a key assessment instrument to assess work-based learning. The case-study individual and group assignments further integrate this learning at completion of the programme.

**2.6.5** Who takes responsibility for placement of students in appropriate work-based learning sites, and how does the responsible person organize the placements?

Students undertake the training via their employer. The students employer nominates members of their management staff to undertake the training provided by TowerStone. Experiential learning is embedded in the programme learning outcomes.

TowerStone tutors the programme via facilitated learning at the students place of employment or a venue hired by the students employer, i.e Birchwood Hotel Conference facility.

The outcomes covered are learning outcomes of the experiential part of the learning.

**2.6.6** Are the academic and administrative staff engaged in the programme suitably informed about and the engaged in the work-based learning component to ensure that the academic, administrative and work-based learning components of the programme are well coordinated, monitored and assessed? If Yes, please provide details.

The programme is designed by TowerStone as continual development of leadership competencies for its students. Experiential discussion groups and workplace assignments are core teaching functions and rely on the students applying the learnings in their work environment. Every student is required to appoint a coach/mentor and to provide TowerStone with these details. The Personal Action Plan must be signed off by the students coach/mentor before submitting to TowerStone for marking. TowerStone only marks Personal Action Plans that have been reviewed and signed by the students workplace mentor. There is thus close interaction between TowerStone staff and the students' coaches/mentors to ensure that workplace application is continually monitored and assessed.

**2.6.7** Do the coordination, infrastructure and mentoring systems associated with work-based learning promote occupational development and professionalism? If Yes, please provide details.

Students are selected and registered based on their employers' internal talent retention and succession planning processes. Admission to the ADOL programme is a key component of their career path planning. Through the duration of the programme, performance appraisal reviews - using the Personal Action Plans which are submitted on completion of each subject - are done with the students direct line manager (who is often the appointed coach/mentor), thus including another level of management in the application of learning into the workplace. The line managers take an active mentoring/coaching role and are expected to attend an empowerment workshop before their employee attends the programme.

Improvement plans are agreed to by the student and his employer and these are monitored as part of the performance evaluation process.

This interactive, integrative approach to training and development directly translates into a highly effective mechanism for occupational development and professionalism.

**2.6.8** How is work-based learning assessed?

Through three assessment instruments as detailed above:

- Personal Action Plans (x 5)
- Individual case study assignment
- Group case study assignment

These assignments contribute 65 credits. Every student is required to appoint a mentor and to provide TowerStone with their mentors details. The Personal Action Plan must be presented to and signed off by the students line manager (who acts as a coach/mentor) before submitting to TowerStone for assessment. Personal Action Plans are submitted after the student has successfully completed all assignments linked to a respective subject and are designed to demonstrate implementation of concepts and principles across all courses within a respective subject.

The Individual and Group case study assignments are integrative assessments that require the student(s) to select an actual workplace challenge or project, and apply leadership skills and concepts to resolve or deliver the challenge/project. The assignments are reviewed internally by the students employer and presented as a formal project proposal to an executive panel before submitting to TowerStone for final assessment.

## 2.7 Programme design

### 2.7.1 Programme design details

Title of course/unit	Core (C) / Elective (E) unit	NQF level	SAQA credits	No. of contact hours	No. of notional hours of study	
Leadership Theory	C	Level 7	30	48	300	Del
Leadership and Management	C	Level 7	20	56	200	Del
Organisationa Diversity	C	Level 7	35	64	350	Del
Organisational Acumen	C	Level 7	20	40	200	Del
Customer Strategy	C	Level 7	15	16	150	Del
Click on the 'Add' link in the rightmost column of this table in order to add a row in which to supply the relevant information. <i>Note that you can add multiple rows.</i>						Add

Please upload course/unit outline which includes outcomes and assessment methods.

**Curriculum Document Towerstone Adv Dip in Org Leadership 2013.pdf**

### 2.7.2 How is the programme design aligned with the prescribed level and purpose of the qualification?

Qualifiers will demonstrate knowledge, skills and applied competence in the field of study and a number of functional leadership fields that provide opportunities for continued personal growth, gainful economic activity and rewarding contributions to the organisation in which they are involved specifically and society in general. A candidate qualified at this level can perform those activities associated with a functional leader within an organisation.

The programme aims to empower people to unlock their own and team members' potential. The programme is a catalysts in empowering people to become great leaders by:

- unlocking their potential,
- retaining their talent,
- nurturing their talent pipeline,
- sustainably developing their leaders,
- aligning staff values to that of the organisation and

- utilising change management to their advantage.

**2.7.3** In the case of professional programmes, how does the programme design articulate with the professional/occupational purpose of the qualification? (In the case of a professional qualification include as an Annexure a letter from the professional council regarding the approval of the programme.)

The qualification should articulate horizontally into a new HEQF Cognate Degree and vertically to a new HEQF Cognate Postgraduate Diploma. Entry level into a Degree to be determined by the institution in question.

**2.7.4** In the case of programmes that include elective units, describe any rules of combination that govern students' choices of elective units. Include details of how the rules of combination are communicated to students.

One year programme. No rules of combination. All modules are compulsory.

**2.7.5** How does the programme make provision for learner support and for the learning needs of the target student intake?

The academic and administrative task team oversee the process through which enrolled students receive academic support through the following functions:

- Students have direct access to tutors for any content/learning queries
- Students have direct access to the Academic Head and Academic Administrator for any programme and support queries
- Students can, on request, have access to online course material
- Remote videoconference tutorial sessions are arranged on request for students working out of South Africa
- Consulting support to the students' employer to recommend leadership collaboration functions such as an Alumni and Intranet discussion forum.
- Provision of integrated academic development and support of enrolled students by ensuring effective and clear communication between TowerStone and students.
- Students with special needs are catered for and are required to liaise with the Programme Coordinator to request necessary accommodations.
- Where required, the referral of enrolled Students to qualified professionals psychotherapeutic support at the cost of the Student.

## **2.8 Student recruitment, admission and selection**

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**2.8.1** Describe the admission and selection criteria for the programme.

The entrance requirement of the programme is an appropriate Diploma or Bachelor's Degree. A minimum of two years of general management experience is recommended but not mandatory.

An RPL policy of not more than 10% of student intake applies.

Students are nominated by their employer for the programme. TowerStone ensures that the nominated students have the necessary entrance criteria and supporting documents before completing the registration process.

**2.8.2** Describe the procedures in place to ensure that admission and selection criteria are clearly documented and communicated to applicants.

These requirements are outlined in the application for registration form. Necessary supporting documents i.e copy of ID, highest qualification and RPL documents are required before the student is registered successfully.



**2.8.3** Describe the procedures in place to ensure that recruitment, admission and selection of students take into account the institution's equity plan. Include appropriate details.

Selection criteria is dependent on the students' employer together with the admission requirements of the programme. The employer uses criteria outlined in their internal equity plan, leadership competency and performance management framework.

Once an agreement has been made with the employing company, the students are identified for participation in the programme. It is incumbent for TowerStone to ensure that student selection and recruitment is coordinated closely with the students employer to ensure equity plan and the academic registration requirements are upheld.

**2.8.4** What measures are taken to ensure that the number of students selected for the programme is compatible with the learning outcomes of the programme, the infrastructure available for its delivery, its capacity to provide sound professional preparation in the area of specialization, and the needs of the target market for qualifying students?

Once the student has accepted the employer's nomination, an admission form is completed and submitted to TowerStone and if students have met all the necessary entrance criteria, TowerStone then, in conjunction with the employer's human resources department, compiles a facilitation/tuition schedule. Once this has been finalised the schedule is submitted to the students along with a list of recommended reading and preparation required.

The venue for facilitation/tuition is selected by the client based on the numbers of attendees. The venue needs to be conducive for open adult interaction and shared experiences e.g. through the use of round tables and brainstorming sessions.

**2.8.5** Does the programme makes provision for admission via RPL? Yes

How many students have been admitted via RPL?

3

What criteria have been applied to RPL admissions?

RPL is used for short courses or in house courses completed by potential students. In order to apply for access to the programme via RPL, the following must be submitted:

Proof of attendance and certification to a related short course in an equivalent field related to leadership development, psychology, sociology, or Human Resources. The following criteria are used:

- NQF Level 6-8
- Outcomes and assessment criteria
- Currency and relevance of learning material
- Validity of Institution

**2.8.6** Does the programme make provision for advanced credit, via RPL, for courses/units in the programme? Yes

How many students have been granted advanced credit? 01

What is the limit for advanced credit as a percentage of the total programme credit value? 60

What criteria have been applied to the granting of advanced credit?

- NQF Level 7
- Outcomes and assessment criteria
- Currency and relevance of Qualifications
- Validity of Institution

## 2.9 Staffing

### 2.9.1 Academic staff teaching the programme

<b>Name</b>	Doreen Nel
<b>Designation</b>	Senior Tutor/Lecturer
<b>Full-time (F)/part-time(P)</b>	Full Time
<b>Date of first appointment at the institution</b>	2007-04-01
<b>Qualifications</b>	BA (Hon) Psychology BA (Hon) Psychometry Diploma in Personnel Management (IPM) Certificate for effective Trainer Skills (FSA) Diploma in Train the Trainer (Damelin) Presentation Skills (Dynamic Presentations) ICS – Competency Modelling CTT International Trainer – Cultural Transformation Training – Richard Barret Trainer on DNA Leadership and the Care and Growth Model Qualified in the international Hermann Brain Dominance Instrument (HBDI)
<b>Number of years of teaching the programme</b>	5
<b>Courses/units taught</b>	Leadership Theory: - Living the Brand - Leadership in your organisation - Levels of Leadership - Emotional Intelligence - Trust and Integrity  Leadership and Managment: - Effective Communication - Delegation and Reviewing - Effective Decision Making - Creative Thinking - Planning and Organising - Strategic Thinking  Organisational Diversity: - Social Intelligence - Coaching & Mentoring - Leading Diversity and Change - Building Teams & Relationships - Optimising Conflict  Organisational Acumen: - Project Management - Negotiation Skills - Business Finance - Introduction to Risk - Continuous Improvement  Customer Strategy:

- Understanding the Customer
- Customer Centricity

Delete Entry

**Name** Alistaire Lategan**Designation** Senior Tutor**Full-time (F)/part-time(P)** Full Time**Date of first appointment at the institution** 2009-08-01

**Qualifications** BA Degree in Bible Theology – International Correspondence Institute Brussels  
 Diploma in Bible and Theology – Cape College of Theology – Cape Town, South Africa  
 MA Degree in Ministerial Studies (Leadership) – Global University  
 Director of Development – Cape Theological Seminary – Cape Town, South Africa  
 Mentoring Licensed Facilitator - Mentoring Business Coach International

**Number of years of teaching the programme** 3

**Courses/units taught** Leadership Theory:  
 - Living the Brand  
 - Leadership in your organisation  
 - Levels of Leadership  
 - Emotional Intelligence  
 - Trust and Integrity

Leadership and Management:  
 - Effective Communication  
 - Delegation and Reviewing  
 - Effective Decision Making  
 - Creative Thinking  
 - Planning and Organising  
 - Strategic Thinking

Organisational Diversity:  
 - Social Intelligence  
 - Coaching & Mentoring  
 - Leading Diversity and Change  
 - Building Teams & Relationships  
 - Optimising Conflict

Organisational Acumen:  
 - Project Management  
 - Negotiation Skills  
 - Business Finance  
 - Introduction to Risk  
 - Continuous Improvement

Customer Strategy:  
 - Understanding the Customer  
 - Customer Centricity

Delete Entry

**Name** Annemarie Viviers**Designation** Senior Tutor**Full-time (F)/part-time(P)** Full Time**Date of first appointment at the institution** 2009-08-01

**Qualifications**

- BA Social Work (4 year course) - University of Potchefstroom, South Africa
- Dipl. Marriage Guidance and Counselling - UNISA
- N.Higher Dipl Management Practice (HR and General) 4 year course - - Vaal Triangle Technicon, Vanderbijlpark
- Certificate in Group Process Consultation - UNISA

**Number of years of teaching the programme** 3

**Courses/units taught**

Leadership Theory:

- Living the Brand
- Leadership in your organisation
- Levels of Leadership
- Emotional Intelligence
- Trust and Integrity

Leadership and Management:

- Effective Communication
- Delegation and Reviewing
- Effective Decision Making
- Creative Thinking
- Planning and Organising
- Strategic Thinking

Organisational Diversity:

- Social Intelligence
- Coaching & Mentoring
- Leading Diversity and Change
- Building Teams & Relationships
- Optimising Conflict

Organisational Acumen:

- Project Management
- Negotiation Skills
- Business Finance
- Introduction to Risk
- Continuous Improvement

Customer Strategy:

- Understanding the Customer
- Customer Centricity

Delete Entry

**Name** Andre Ford**Designation** Senior Tutor**Full-time (F)/part-time(P)** Full Time**Date of first appointment at the institution** 2008-04-01**Qualifications** Higher Diploma in Business Management (DMS) HD Bus M

**Number of years of teaching 4**  
**the programme**

**Courses/units taught** Leadership Theory:

- Living the Brand
- Leadership in your organisation
- Levels of Leadership
- Emotional Intelligence
- Trust and Integrity

Leadership and Managment:

- Effective Communication
- Delegation and Reviewing
- Effective Decision Making
- Creative Thinking
- Planning and Organising
- Strategic Thinking

Organisational Diversity:

- Social Intelligence
- Coaching & Mentoring
- Leading Diversity and Change
- Building Teams & Relationships
- Optimising Conflict

Organisational Acumen:

- Project Management
- Negotiation Skills
- Business Finance
- Introduction to Risk
- Continuous Improvement

Customer Strategy:

- Understanding the Customer
- Customer Centricity

Delete Entry

**Name** Alexa Zengeni

**Designation** Tutor

**Full-time (F)/part-time(P)** Full Time

**Date of first appointment at** 2011-01-01  
**the institution**

**Qualifications** Bachelor of Commerce, Human Resources Management, UNISA,  
2003

**Number of years of teaching 2**  
**the programme**

**Courses/units taught** Leadership Theory:

- Living the Brand
- Leadership in your organisation
- Levels of Leadership
- Emotional Intelligence
- Trust and Integrity

Leadership and Managment:

- Effective Communication
- Delegation and Reviewing
- Effective Decision Making

- Creative Thinking
- Planning and Organising
- Strategic Thinking

## Organisational Diversity:

- Social Intelligence
- Coaching & Mentoring
- Leading Diversity and Change
- Building Teams & Relationships
- Optimising Conflict

## Organisational Acumen:

- Project Management
- Negotiation Skills
- Business Finance
- Introduction to Risk
- Continuous Improvement

## Customer Strategy:

- Understanding the Customer
- Customer Centricity

Delete Entry

**Name** Cornell Solomon**Designation** Senior Tutor**Full-time (F)/part-time(P)** Full Time**Date of first appointment at the institution** 2012-02-15

**Qualifications** - BA Psychology -Rand Afrikaans University  
 - BA Psychology (Hons) - Rand Afrikaans University

**Number of years of teaching the programme** 1

**Courses/units taught** Leadership Theory:  
 - Living the Brand  
 - Leadership in your organisation  
 - Levels of Leadership  
 - Emotional Intelligence  
 - Trust and Integrity

## Leadership and Managment:

- Effective Communication
- Delegation and Reviewing
- Effective Decision Making
- Creative Thinking
- Planning and Organising
- Strategic Thinking

## Organisational Diversity:

- Social Intelligence
- Coaching & Mentoring
- Leading Diversity and Change
- Building Teams & Relationships
- Optimising Conflict

## Organisational Acumen:

- Project Management
- Negotiation Skills
- Business Finance
- Introduction to Risk
- Continuous Improvement

Customer Strategy:

- Understanding the Customer
- Customer Centricity

Delete Entry

**Name** Hope Zigwari

**Designation** Tutor

**Full-time (F)/part-time(P)** Full Time

**Date of first appointment at the institution** 2013-02-01

**Qualifications** - BA (Human and Social Studies community development)-University of South Africa - (UNISA).  
- Diploma in Information processing

**Number of years of teaching the programme**

**Courses/units taught** Leadership Theory:  
- Living the Brand  
- Leadership in your organisation  
- Levels of Leadership  
- Emotional Intelligence  
- Trust and Integrity

Leadership and Managment:

- Effective Communication
- Delegation and Reviewing
- Effective Decision Making
- Creative Thinking
- Planning and Organising
- Strategic Thinking

Organisational Diversity:

- Social Intelligence
- Coaching & Mentoring
- Leading Diversity and Change
- Building Teams & Relationships
- Optimising Conflict

Organisational Acumen:

- Project Management
- Negotiation Skills
- Business Finance
- Introduction to Risk
- Continuous Improvement

Customer Strategy:

- Understanding the Customer
- Customer Centricity

Delete Entry

<b>Name</b>	Reward Ngcobo
<b>Designation</b>	Senior Tutor
<b>Full-time (F)/part-time(P)</b>	Full Time
<b>Date of first appointment at the institution</b>	2012-02-01
<b>Qualifications</b>	- Diploma Theology - Christian Bible Training College - Diploma in Business Management - Varsity College
<b>Number of years of teaching the programme</b>	1
<b>Courses/units taught</b>	Leadership Theory: - Living the Brand - Leadership in your organisation - Levels of Leadership - Emotional Intelligence - Trust and Integrity  Leadership and Management: - Effective Communication - Delegation and Reviewing - Effective Decision Making - Creative Thinking - Planning and Organising - Strategic Thinking  Organisational Diversity: - Social Intelligence - Coaching & Mentoring - Leading Diversity and Change - Building Teams & Relationships - Optimising Conflict  Organisational Acumen: - Project Management - Negotiation Skills - Business Finance - Introduction to Risk - Continuous Improvement  Customer Strategy: - Understanding the Customer - Customer Centricity
	Delete Entry
Add - Academic staff member	

**2.9.2** What procedures are in place to ensure that academic staff, both full-time and part-time, are provided with sufficient time and opportunity for the development of curriculum, course/unit design, learning materials, assessment, and the necessary learner support?

The programme is deployed through facilitated tuition sessions of 20 students at a time in a workgroup.

In terms of the learning activity composition 224 hours of direct contact per student is required.

Thus, each tutor must schedule 224 hours per workgroup over the 24 month duration of the programme for direct contact.

In addition, each student is required to spend an additional 338 hours in experiential learning. So for each workgroup, the student is responsible for scheduling 338 hours over the 24 month duration of the programme for experiential learning.



In summary, each workgroup will require 224 hours of the tutors time during the 24 month period, i. e one working week per month i.e. each tutor must have a maximum allowance of 80 students per year. The student:staff ratio of 25:1 will be maintained for contact sessions, irrespective of the number of students in the cohort. Maintaining this ratio is the optimum number perceived to be effective in the teaching model.

**2.9.3** Provide details of academic staff workload allocations, together with details of staff development activities conducted during the last three years.

A Resource Schedule is created annually and is updated regularly. The resource schedule allots time to facilitated workshops per course and allocates a tutor to each time slot (stream).

Staff development activities are outlined in the Training and Learning Development Budget [provided under Additional Documents].

Please also see the resource schedule uploaded in Additional Documents.

The schedule is updated every 3 months. The Training and Development budget (R & D Budget), is calculated annually.

**2.9.4** Administrative and support staff involved in the programme

<p><b>Name</b> Maxine Jackson</p> <p><b>Designation</b> Content Manager</p> <p><b>Full-time (F)/part-time(P)</b> Full Time</p> <p><b>Qualifications</b></p> <p><b>Number of years involved in 2 the programme</b></p> <p><b>Function(s)</b> - Owning the content management function - Owning the content development process. - Supporting the sales proposal process.</p>	Delete Entry
<p><b>Name</b> Stephanie Nelson</p> <p><b>Designation</b> Academic Administrator</p> <p><b>Full-time (F)/part-time(P)</b> Full Time</p> <p><b>Qualifications</b> - Certificate in Fundamentals of Human Resources, Industrial Relations and Training Management (Damelin Education Group) - Diploma in Project Management (Damelin Education Group) - Basics in Total Quality Management Certificate (UNISA)</p> <p><b>Number of years involved in 1 the programme</b></p> <p><b>Function(s)</b> - Administer the admission process.Administer the registration of students.Log student details and achievements onto internal student management- and Edudex systems. - Provide academic advice and disseminate information. - Administer the Recognition of Prior Learning (RPL) process, credit accumulation and transfer (CAT) process.Coordinate the assessment results process, ensuring quality and accuracy of database. - Establish and maintain accurate students files and academic records.</p>	

- Monitor student records to ensure compliance to academic regulations and programme requirements for graduation.
- Administer the certification process.
- Issue academic transcripts.
- Administer allocation of student assignments to examiners for marking and moderation.
- Coordinate invoicing process for examiners.
- Administer enhancements to student management system to ensure accurate reporting of student related data.

Delete Entry

**Name** Kristen Thuizen**Designation** PA to CEO and Academic Head**Full-time (F)/part-time(P)** Full Time**Qualifications****Number of years involved in the programme** 2

- Function(s)**
- Managing and communicating calendars and schedules
  - Managing and communicating client appointments and workshops
  - Coordinating all activities with the resource schedule
  - Managing logistics and ensuring everything is prepared for workshops.
  - Managing expenses and claims

Delete Entry

**Name** Ilse Coetzee**Designation** Office Manager**Full-time (F)/part-time(P)** Full Time**Qualifications** - Certificate in Secretarial Studies**Number of years involved in the programme** 5

- Function(s)**
- Back office / financial administration
  - Coordinating administration in support of the Content Manager
  - Admin Management of assessments
  - Resource scheduling

Delete Entry

**Name** Kim Lehanya**Designation** Office Admin/Receptionist**Full-time (F)/part-time(P)** Full Time**Qualifications** - National Diploma in Retail Management**Number of years involved in the programme** 2

- Function(s)**
- General office administration -

Delete Entry

Add - Administrative / support staff member
---------------------------------------------

**2.9.5** What procedures are in place to ensure that administrative and support staff, both full-time and part-time, are provided with sufficient time and opportunity for the development of skills necessary for the effective support of the programme?

Suitably qualified staff are employed. Staff are encouraged to continually develop their skills. Provision is made for study leave and workshop attendance.

**2.9.6** Provide details of the administrative/support staff workload allocations, together with details of staff development activities conducted during the last three years.

Staff development activities are outlined in the Training and Learning Development Budget [provided under Additional Documents].

## 2.10 Teaching and learning

**2.10.1** Types of learning activities in the programme, and number of hours a student is expected to devote to each type. (Refer to the table provided in 2.8.1 "Programme design details".)

Type of learning activity	Hours	% of learning time
Lectures (face-to-face contact with limited interaction, or technologically-mediated)	224	19
Tutorials or seminars(in groups of 30 or less)		
One-on-one consultation (lecturer and student)		
Practical academic sessions (e.g. laboratory or specialized work-venue sessions)		
Practical work-based experience (e.g. required work-based learning)	338	28
Individual self-study of specially prepared and prescribed course materials		
Independent self-study (e.g. recommended books, journal articles, multi-media, websites)	338	28
Assessment (assignments, tests, projects, tasks, examinations)	300	25

**2.10.2** What provision is made to ensure that all academic staff, both full-time and part-time, are familiar with the teaching and learning policy of the institution, and are able to apply the policy appropriately and in a manner consonant with the programme design, outcomes, mode(s) of delivery, learning materials, assessment criteria, and student profile?

All academic staff and examiners are provided with the following at their induction meeting:

- All student and teaching policies
- Independent contract (for external examiners).
- TowerStone's assessment policy.
- Tutorial Letter.
- Portfolio of Evidence (contains assessment questions).
- Model answers with mark allocations.

A bi-annual continuous improvement review workshop is held with all part-time and full-time academic staff at TowerStone.

**2.10.3** What systems, structures and procedures are in place to ensure that members of the academic staff participate in and contribute to curriculum development and the revision of learning materials?

An annual strategic planning session is attended by all tutors and academic staff. Inconsistencies gathered by the content manager throughout the year are addressed at these sessions. Facilitators/tutors provide feedback on what has and has not worked in terms of the classroom teaching process. Best practices are shared with the rest of the group - this fosters a culture of continuous improvement.

**2.10.4 What procedures are in place for monitoring, evaluating and improving teaching and learning?**

Students complete feedback forms after each stream of facilitation sessions. Feedback is consolidated and distributed to stakeholders within TowerStone. Negative feedback is addressed and improvements are instituted immediately in order to improve teaching methodologies.

Feedback received from examiners on the quality of assessment questions are addressed by improving assessment questions, mark allocations and model answers. Quality and consistency in marking is monitored consistently by the Academic Administrator and deviations are escalated to the Academic Head.

**2.10.5 How does the programme take into account the need to include focus on HIV/AIDS?**

The need for Leaders to be cognisant of prevailing socio-economic climate, and to use this insight to build stronger, more diverse teams is a core underlying philosophy of leadership theory.

HIV/ Aids is used as a key case study discussion across a number of courses, more specifically "Managing Diversity and Change" and "Introduction to Risk".

**2.10.6 What mechanisms exist for identifying and supporting weak or "at-risk" students?**

At risk students are identified via reports drawn from the student management system to track completion rates.

Inactivity is identified through these reports.

"At risk" students are contacted and individual programmes instituted based on level of inactivity in relation to the programme schedule.

Follow-ups are done periodically to motivate and assist students who experience difficulties relating to course content, assessments and time management.

Students who display obvious negative behaviours or absenteeism are addressed individually, including coordination with their employer (through their internal programme manager).

## **2.11 Post-Graduate programmes**

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Complete section 2.11 if this is a post-graduate programme.
-------------------------------------------------------------

Is this a post-graduate programme? No

## **2.12 Student assessment**

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**2.12.1** Outline activities over the last three years that have had a focus on assessment, aimed at ensuring that all academic staff, both full-time and part-time, are familiar with the assessment policy of the institution, and are able to apply the policy appropriately, and in a manner that is consonant with the programme design, outcomes, mode(s) of delivery, assessment criteria, and student profile.

- December 2010: annual content and facilitation review workshop.
- December 2011: annual content and facilitation review workshop.
- December 2012: annual content and facilitation review workshop
- June 2012: academic management team of TowerStone attended an assessment workshop held at Cornerstone (Pty) Ltd. The workshop was hosted by the head of Cornerstone and attended by some of the academic staff. Principles of assessment, best assessment methods and generic assessment criteria for higher education, were covered in the workshop.
- April 2013: workshop held for TowerStone's external examiners to outline the assessment process and to invite feedback from examiners on improvements to assessments and the assessment process. Information on TowerStone policies for assessment, marking criteria for examiners, learning outcomes, student profile and other qualification related items were covered at this workshop.

**2.12.2** Describe procedures in place to ensure that assessment (an appropriate mix, balance, weighting and assessment standard) is commensurate with the level of the programme.

As this is an outcomes-based, adult learning programme, experiential learning and workplace assessments are the focus learning instruments.

Assessment methods used in the programme include:

- Self assessment activities.
- Knowledge tests.
- Personal Action Plans
- Case studies.
- Project based assignments.

Knowledge Tests and Personal Action Plans are regarded as the Formative and qualifying assessment task. Students need to prove competence (have the required 50% pass mark), for all of these before qualifying to complete the the Case Studies, which are regarded as the Summative and exit assessments. The student management system (FileMaker Pro), is used to track competencies.

Case studies are marked by examiners using marking guidelines and rubric for an intergrated exit level assessment.

**2.12.3** Describe the steps taken to ensure that assessment tasks (assignments, tests, projects) are returned to students in sufficient time to allow them to benefit from assessors' feedback.

Students are instructed via the Tutorial Letter and during facilitated workshops to submit Knowledge tests for marking within 30 days of workshop attendance.

Assignments are allocated to an a assessor within 48 hours of receipt.

Examiners are allowed 2 weeks to mark assignments.

Marked assignments are returned to students within 1 month of submission to TowerStone

Case studies are to be completed and submitted within 3 months of attendance to final workshop and on successful completion of all formative assessment tasks. Marked case studies are returned to students within 6 weeks.

**2.12.4** Describe the procedures in place for the internal moderation of assessment.

Once assessed, a 10% sample of assignments for each marking cycle is selected (a mix of poor, average and good assignments are selected).

The selection is then distributed to other examiners (peers) for moderation.

Once moderated, assessments are returned to delegates.  
The moderated result is recorded on the students record.

#### 2.12.5 Details of internal moderators over the last three years

Name	Position	No. of years as internal moderator	Courses/units moderated
Jonell Bester	Moderator	1	- Living the Brand - Leadership in your Organisation - Trust and Integrity - Creative Thinking - Strategic Thinking
Nancy Irungu	Moderator	1	- Living the Brand - Leadership in your Organisation - Trust and Integrity - Creative Thinking - Strategic Thinking

Click on the 'Add' link in the rightmost column of this table in order to add a row in which to supply the relevant information. *Note that you can add multiple rows.* Add

#### 2.12.6 Describe the policy for appointment of external examiners, and the process of external examination.

TowerStone offers a high standard of support to its students. External examiners are appointed on the basis of their qualifications and experience.

Examiners must:

- Be qualified one level higher than the qualification they are marking and;
- Have up to date knowledge on principles and practices of Organisational Leadership.
- Have a high level of integrity.
- Have expertise in principles and practice of examining and moderation

Marking Criteria:

Internal Examiners are required to mark assignments and the final summative case study examination according to the Marking Criteria as stipulated in the Advanced Diploma in Organisational Leadership Assessment Policy, Tutorial Letter and Portfolio of Evidence. See Additional Documentation

#### 2.12.7 Details of external examiners over the last three years.

<b>Name</b> Jonell Bester <b>Institution</b> CornerStone <b>Qualifications</b> Masters in Research Psychology, Bachelor of Arts <b>Relevant expertise</b> - Lecturing - Reseach - Career guidance  <b>No. of years as external examiner</b> 1  <b>Courses/units/dissertations /theses externally examined</b>	Delete Entry
<b>Name</b> Nancy Irungu <b>Institution</b> CornerStone	

<b>Qualifications</b>	Masters in International Development (Advocacy, Human Rights and Public Policy); Bachelor in Education, Business Administration and Management
<b>Relevant expertise</b>	HIV/Aids related topics Research
<b>No. of years as external examiner</b>	1
<b>Courses/units/dissertations /theses externally examined</b>	- Presented a paper on the relevance of African traditional leadership in modern african states, critiques a concept paper, commented and gave suggestions to the panel relevant to how the African modes of governance serve development and alliviate poverty. - Publications: Ngugi and Irungu et al, 2007 ICTs and higher education in Africa.
Delete Entry	
Add - External examiner	

**2.12.8** Describe the systems in place to ensure the accuracy, consistency, reliability and security of assessment results.

Internal Examiners record marks on students assessment script as well as on an assessment control sheet. The Academic Administrator uses both the physical assessment and the assessment control sheet to record results onto the students record in the student management system (FileMaker Pro).

Access to FileMaker Pro is limited to registered users.

The registered user is allocated a unique password to access the database.

A record is logged each time the administrator/registered user accesses the system or makes changes to a record.

**2.12.9** What mechanisms exist to ensure the integrity of the certification process and the validity of the certificates that are issued?

Printing and Issuing of Certificates

- The central student management system is used for certification.
- Once all final results are captured and consolidated certificates and diplomas will be printed by a designated head of department under the supervision of senior management.
- Students that are registered on the database, but have not completed the programme will remain on the system until relevant information i.e. Pass/Fail, Distinction etc, have been completed.
- Students that have completed the programme and met all the requirements will have their certificates/diplomas printed.
- Each certificate will include a unique certificate number. This certificate number will be recorded.
- A record is kept of certificates printed per department.
- Certificates will be authenticated with an institutional seal.
- Certificates will be authenticated and signed by the Academic Head.

Certificate Distribution:

- Authenticated and signed certificates are securely stored in the TowerStone head office. These are handed to the graduation coordinator on the day of graduation for distribution.

Issue of Reprints:

- The submission of an academic record signed by the Academic Head.
- A certification request form containing student details, reasons for the reprinting and a signed authorisation from the Academic Head.
- The original certificate must be returned to the registrar, along with a certified copy of the student's ID and academic results.

- If the student has lost their certification and they are requesting a reprint of their certification, the above is to be completed, along with an affidavit from the student stating the reason for the reprint and R300.00 payment or proof of payment from the student.
- All reprints must be authorised and authenticated by the Academic Head.
- All returned certificates will be recorded and then destroyed.
- All newly issued certificates will be recorded.

#### **2.12.10 What procedures are in place for the settling of student disputes regarding assessment results?**

##### **Assessment Appeals Process**

###### **Departmental Arrangements:**

The provision of outcomes, assessment criteria and feedback should reduce the incidence of students who are unsure about why they have received a particular mark. Students may approach the academic administrator and question the result for any assessment item.

If a student is still dissatisfied with the result after an explanation, he or she may request a re-mark. Different departments have their own arrangements for this process but the policy often includes provision for the mark to go up or down. Details of the departmental re-mark policy should be contained within the Tutorial Letter provided to all students. A peer of the original examiner is used in the appeals process.

Students may approach the academic administrator if they feel that their performance is not adequately represented by their final result.

###### **Special Arrangements:**

Once a student has exhausted all avenues at departmental level, or if the course/subject assessment TowerStone is offering, the student may seek the advice of the Academic Head.

###### **Appeals to the Academic Board:**

If the student is still dissatisfied, and the grounds for appeal fall within the jurisdiction of the Academic Board, he or she may pursue the case at this level. The Academic Board can consider assessment related appeals made on the following grounds:

- a) improper action in the conducting of the assessment
- b) irregularity in the conducting of the assessment;
- c) negligence on the part of any person involved in conducting the assessment;
- d) discrimination against the candidate;
- e) prejudice or bias on the part of the assessor or any other person involved in determining the result to be awarded;
- f) Failure to accord sufficient consideration to any matter of specific relevance to the student making the appeal in question

#### **2.12.11 What provision is made for the development of staff as competent assessors?**

Best marking practices and guidelines for marking are addressed at the Annual Strategic Sessions. Feedback from assessors is discussed and improvements are agreed on by all staff members involved in assessment of learning.

If necessary, staff are sent to assessment specialists for training on assessment and moderation principles and practices.

### **2.13 Student retention, throughput and completion rates**

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#### **2.13.1 Details of student completion rates**

<b>Year</b>	<b>No. of students</b>	<b>No. of students who completed the</b>	<b>No. of students who completed the programme</b>	<b>Total no. of students who completed the</b>
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	enrolled	programme within minimum time	beyond minimum time	qualification
2007				
2008				
2009				
2010				
2011				
2012 9	0	0	0	

**2.13.2** What procedures are in place to improve completion rates(if necessary) and to attain appropriate demographic diversity in the student cohorts completing the programme?

"At risk" students are identified via reports drawn from the student management system that tracks completion rates.

Inactivity is identified through these reports.

Students are contacted and individual programmes are instituted based on the level of inactivity and current programme schedule.

Follow-ups are done to motivate and assist students with difficulties relating to course content, assessments and time management.

We will have the eventuality of a number of students being located throughout Africa and who require remote support and interaction. Individual web conference sessions will be scheduled for these situations.

**2.13.3** Outline any tracer studies conducted during the last three years to track the employment of graduates of the programme.

Students on the programme are nominated by their employer. Since the employer is TowerStone's client, students are traced via the employer.

To date no students have graduated - first intake of students onto the full qualification was February 2012. The students from this cohort are scheduled to graduate after February 2014.

## 2.14 Programme review

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**2.14.1** What procedures exist for the programme coordinator or the institution to undertake a regular periodic review of the programme in order to monitor its success in enabling students to achieve the required outcome levels and professional competence? Include appropriate evidence of programme review.

Tutors are required to complete the Continuous Improvement Template after each stream (set of workshop sessions for each subject). The template is sent to the Content Manager who ensures that suggested improvements are implemented.

Please refer to the following additional documents:

- Continuous Improvement Template
- Continuous Improvement Procedures for Facilitated Tuition

**2.14.2** What user surveys (graduates, peers, external examiners, employers, relevant professional bodies) does the programme conduct to ascertain whether the programme is achieving its intended outcomes? Include appropriate evidence of user surveys.

Peer review was done by Caroline de Wet of Cornerstone on the alignment of outcomes, notional hours and assessment criteria in March 2012. Suggested improvements were implemented.

An annual external review is scheduled for November of each year to ensure continuous improvement in preparation for the next cohort.

All peer reviews and reviews by subject matter experts are done electronically using the track change option in MS Word. Comments and changes are inserted within the actual content in MS Word documents. Track change versions are kept on file.

## 2.15 Self-Evaluation of the programme

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**2.15.1** If the preparation of this application included any self-evaluation of the programme, please give a summary of the evaluation process, and the bodies/persons consulted, distinguishing between internal and external consultation.

Self-Evaluation team:

Internal members:

- Gary Dobkins (Academic Head)
- Andre Ford (Programme Coordinator)
- Stephanie Nelson (Academic Administrator)

Consulted external members:

- Professor John Volmink (non- executive Chairman)
- Ms Caroline de Wet (Registrar - Cornerstone)
- Dr Paul Steyn (Academic Head - Akademia)
- Ms Marelize Ellis (Registrar - Akademia)

The application was completed by internal members in consultation with abovementioned external members.

**2.15.2** Having completed your re-accreditation application, are there any areas identified by your institution for improvement and development? Please provide a brief summary of the steps being taken to address these areas.

The following areas for improvement were identified:

- Implementation of an intranet system via the TowerStone website to provide students with access to resources (implementation date is October 2013).
- Keep abreast of accreditation cycle, and ensure tighter communication with the HEQC .
- Request the HEQC to change Institute name from TowerStone Discover to TowerStone [see company registration documents under Additional documentation].

**2.15.3** Please provide a brief account of any specific areas that you have identified as being especially good practice.

1. The focus on experiential learning, with continual reference to workplace situations and challenges, with customised case studies in the learning material makes the learning relevant and meaningful.
2. The integration of a learning journal (Personal Action Plan) with workplace performance review processes. This creates a strong bridge between learning and application of learning.
3. The mix of job functional roles at open table discussions allows active cross-pollination of experiences and ideas - commonality of experiences embeds the link between academic knowledge and workplace application.

## 2.16 Fulfillment of conditions

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*Please give details of all conditions set by HEQC and evidence that these have been fulfilled.*

**Evidence of fulfillment of institutional and programme-specific conditions.**

**HEQC Progress Report**  
**21 April 2009**

2.16

TowerStone's responses to improvements and conditions set out by the HEQC accreditation committee.

Edit

**R & D Budget**

2.9.3

Training budget 2013

2013-05-06  
08:41:26

Edit

**Company Registration**  
**Document**

2.2

Institution name change: from TowerStone Discover (Pty) Ltd to TowerStone (Pty) Ltd

2013-05-06  
08:44:46

Edit

**Continuous Improvement**  
**Processes for Facilitated**  
**Tuition**

2.14.1

Process and templates for evaluation and improvement of teaching and learning.

2013-05-07  
12:46:21

Edit

**Ammended Certificate of**  
**Registration as Higher**  
**Education Institution**

2.15.1

TowerStone's Registration Certificate

2013-05-07  
12:58:53

Edit

**TowerStone Schedule**  
**2013**

2.9.3

Schedule for Facilitated Tuition Sessions

2013-05-07  
13:03:49

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