



Cranefield College

Prospectus 2010

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CHAPTER 1

CRANEFIELD'S VISION, MISSION AND GUIDING PRINCIPLES

1.1 Vision and Mission

Cranefield's vision is to provide top-quality private higher education in Africa and internationally, and, in respect of the former, to remain at the cutting edge of new-economy leadership education in coping with the complex demands of a continent in transformation.

Our mission is continuously to improve the quality of our learning programmes and services to meet our students' (and, where applicable, their employers') needs, in order to add economic and social value to society as a whole.

1.2 Values and Beliefs

Fundamental to the success of Cranefield are the following basic values:

We endeavour to be committed, to have a positive attitude at all times, and to nurture behaviour where trust, cohesion, integrity, transparency and ethical practices are allowed to flourish.

In the context of maintaining staff members' excellent team spirit, we strive for a culture of involvement and empowerment where each team member takes full responsibility for the role that he or she fulfils, and is continuously exposed to learning. Our human resources provide the creativity and innovation that guide perceptions about our qualities in the marketplace.

The contents of our learning programmes, and the manner in which we present these to our students, are the end result of our combined efforts. We are judged according to perceptions regarding the quality that we maintain. Ensuring total quality in all our endeavours so as best to serve the needs of all our clients, is a value that influences every part of our service delivery.

1.3 Guiding Principles

Our main aim is to focus on service excellence to our internal and external customers, and to measure the performance of delivery processes for assessment of strategic benefits. Quality is uppermost in our minds: to achieve stakeholder satisfaction, the quality of our learning programmes and services must enjoy the highest priority.

We firmly believe in following a systems approach to managing our processes, and in achieving innovative learning and continuous improvement in everything we do. Dedication to continuous improvement is uppermost on our minds: we strive for excellence in respect of everything we do, including quality, service and quick response.

Staff empowerment and involvement are entrenched: we encourage high-performance teamwork and promote good human relationships and trust among our employees, as well as between our staff and our students. Through a culture of trustworthy support sponsored by our leaders, we ensure open communication and a free flow of information.

Improved technology is essential for effectiveness and efficiency: incrementally improved technology is favoured, while human resources are constantly retrained to master innovations.

Our students and their employers are the focus of everything we do: we are focused on delivering improved learning programmes and services to our stakeholders on a

continuous basis, and to deliver them better than any competitor locally or internationally.

The Department of Education, the Council on Higher Education, SAQA and our students' employers are our partners: together we must create and sustain mutually beneficial relationships to enhance the quality of learning programmes and services to our students.

CHAPTER 2

RULES, REGULATIONS AND CODE OF CONDUCT

2.1 General

2.1.1 All students and members of staff must acquaint themselves with the code of conduct, and the rules and regulations of Cranefield College. By enrolling with Cranefield, students agree to abide by these, and acknowledge the scope of Cranefield's disciplinary powers.

2.1.2 Students shall be bound by this code and the aforementioned rules and regulations for the duration of their learning programme. Cranefield may from time to time announce additions or amendments to the rules and regulations.

2.1.3 Cranefield expects all students and members of staff to conduct themselves in such a way as to enable Cranefield to fulfil its aims effectively and efficiently, without hindrance. No student or member of staff shall act in breach of any regulation of Cranefield where he or she knows or ought to know that he or she is acting in breach thereof. Those who breach regulations will be subjected to disciplinary action, coupled with legal action where appropriate.

2.2 Admission Regulations

2.2.1 General

2.2.1.1 Possession of prescribed qualifications for admission to any learning programme does not automatically qualify a student to register for it. He or she may be requested to comply with additional requirements such as a special assignment, or an oral or written examination. The admission policy is reviewed annually, and the

admission requirements from the previous year may not apply. It is the responsibility of prospective students to keep abreast of developments.

2.2.1.2 Because of the nature of the admission procedures, deadlines are enforced strictly. All relevant documentation must be provided by the specified deadlines. Application for any programme implies acceptance by the applicant of the admission policies and procedures.

2.2.2 Submission of Documents

2.2.2.1 When applying for admission to any class-based programme, applicants must submit certified copies of their highest qualifications, and must also submit a *curriculum vitae*, which must reflect all qualifications and the latest grades received, to the Registrar (Academic). The Admissions Committee may, however, require applicants to provide certified copies relating to all courses/programmes attended at any other institution, prior to approving admission to the learning programme involved.

2.2.2.2 When undergraduate courses are still in progress at the time of application, or graduate programmes have not been completed, and are not reported on the certified copies, applicants must provide a “statement of registration” to the Registrar (Academic).

2.2.3 Accuracy of Application Information

2.2.3.1 Where it is discovered that any application information is false or misleading, the application will be invalid. This will result in immediate rejection. If the student has already been registered, withdrawal from the programme will be mandatory.

2.2.4 Recognition of Prior Learning

2.2.4.1 Recognition of prior learning (RPL) plays an important role in the process of assessing eligibility for exemption from Module Alpha as part of the AdvDipPM programme, in the absence of tertiary qualifications. For the purpose of RPL for such exemption, a student must: 1) have completed secondary school (Matric / A levels); 2) have been employed or otherwise active in the community for at least 10 years since leaving secondary school, or have gained substantial experience in the workplace and hold a position of authority and responsibility; 3) have completed credible courses related to relevant competencies at credible institutions; 4) submit a *curriculum vitae* describing his or her work experience.

2.2.4.2 Where a student has been identified by his or her employer as having leadership potential resulting from Human Resources career-path tracking, it is sufficient for him or her only to comply with 1) and 4) in 2.2.4.1 above. Every application will be assessed on its own merits.

2.3 Misconduct

2.3.1 **General.** In line with section 2.1.3 above, misconduct on the part of students or members of staff can take the form of any conduct that amounts to inappropriate interference with the functioning or activities of Cranefield, or anyone associated therewith. The following particular provisions highlight some noteworthy specific instances of misconduct. Misconduct against which appropriate disciplinary action can be taken therefore includes, but is not limited to, the following:

2.3.2 **False or misleading information.** No student shall falsify or misuse any certificate or other document and/or knowingly make any false statement in the course of his or her endeavours with Cranefield. The discovery of any false statements or

fraudulent omissions at any time (including in the application process; see 2.2.3.1 above) may lead to cancellation of or preclusion from registration.

2.3.3 Research Ethics. Cranefield requires all those who undertake research, both staff and students, to practise sound research ethics both to ensure the highest quality of research and to avoid the potential for misconduct. Such misconduct can *inter alia* be in the form plagiarism (see section 2.3.5 below) or any other form of deception, or in the form of the violation of the rights of others (including unauthorised use of confidential information and involving persons in research without their informed consent). If a student has any doubts or questions regarding ethics, he or she should discuss the matter with his or her supervisor. Further guidance can also be found in the M7 study material, which is available to all graduate researchers at Cranefield.

2.3.4 Subsequent use of original work. Although copyright in any assignment, dissertation or thesis by an enrolled student of Cranefield vests in him or her, it is mandatory for such student-author to inform Cranefield of any subsequent use of the material, and to acknowledge his or her supervisor(s) and Cranefield therein. Failure to do so shall constitute a breach of contract with Cranefield.

2.3.5 Plagiarism. If in the assessment of any assignment, dissertation or thesis, it is found that any piece of work is similar to or the same as that of another student at Cranefield or of any other unacknowledged author, a student will receive 0%. In severe cases, students can be barred from all future studies. In mild cases, a warning will be issued, and the opportunity of doing a supplementary examination may be granted. Students must take great care to ensure that they acknowledge their sources, and that they do not use others' words or ideas without clearly indicating this.

2.3.6 Antisocial behaviour. Action will be taken against any student or member of staff who engages in behaviour or language that is violent, offensive and/or causes distress. Moreover, where such a person causes damage to the property of Cranefield, or

commits any other criminal offence or causes other damage in respect of Cranefield or its students or staff, appropriate legal action will be taken.

2.4 Fees

2.4.1 Action will be taken against students who fail to pay their fees at the appropriate time. The following particular provisions must be abided by:

2.4.2 Where a course is based on multimedia distance learning (MDL), the full amount for the module for which a student is enrolled shall be paid prior to receipt of the learning material (unless instalments apply, by special arrangement).

2.4.3 Where a course is class-based, and a company/sponsor is responsible for payment, the full amount for the module shall be payable on or before the first lecture day where a company/sponsor pays. Where a student is personally liable for course fees, he or she must pay the amount seven days prior to the first lecture day (or earlier). Where a company/sponsor pays, **the onus remains on the student to produce proof of payment** via fax, email, or other appropriate means.

2.4.4 Under highly exceptional circumstances, arrangements can be made with the Administration to submit payment shortly after the first lecture day. A student who, for any reason, still has outstanding fees by the third lecture day will not be admitted to the examination.

2.4.5 A student who attends only one lecture day shall be liable for a cancellation fee of 50% of the full tuition fee.

2.4.6 A student who attends lectures but fails to submit his or her assignments shall still be liable for part of the full module fee (which amount will be specified in the study guide for the module).

2.4.7 A student who fails to pay the fees will not be allowed to attend the following module, and will not receive any study material.

2.4.8 A student who repeats a module shall again be liable for the full module fee (except in the case of MDL, where a discount applies).

2.4.9 Fees paid electronically must be accompanied by the invoice reference number, and the Administration must be informed of such a transfer by fax or email.

2.4.10. In the case where a company is liable for tuition fees, the VAT registration number must be provided with registration.

2.5 Class attendance

2.5.1 Where a course involves class attendance (therefore not based on MDL; see further 3.1.3 below), at least an 80 percent average attendance of lectures and group discussions is required. This accords with the directives of the Council on Higher Education.

2.5.2 It is absolutely essential to attend the first lecture day of any class-based course. A student who fails to attend the first day will be compelled to wait for the next cycle of the module to attend the first day so as to be able to continue in sequence. It is then also in the ordinary course compulsory to attend all other lecture days to be admitted to the examination, unless there are exceptional circumstances.

2.5.3 In exceptional circumstances, a student who, for reasons beyond his or her control, misses out one of the abovementioned other lecture days (not the first), may be granted special permission for the absence. In such a case, the student must inform the Administrative Manager, Ms Karen Pretorius (admin@cranefield.ac.za), in writing, preferably in advance. This information will be placed on record.

2.5.4 In the event of the situation contemplated in 2.5.3 above, a student must ensure 100 percent attendance at the group sessions in order to be admitted to the examination. A student who misses more than one lecture day shall be liable for the cancellation fee stipulated in 2.4.5 above. Depending on the reasons involved, special arrangements can be made to repeat the module.

2.6. Submission and Assessment of Assignments, Dissertations and Theses

2.6.1 All examinations are moderated by a second examiner (who may be internal or external).

2.6.2 All dissertations and theses are assessed and graded by a first examiner (the supervisor/promoter), and, where there is a co-supervisor or joint promoter, moderated by him or her as second examiner, and then finally also assessed by an independent external examiner.

2.6.3 Adherence to submission dates for individual and group assignments, and dissertations and theses, is strictly required. In the case of assignments, any student who fails to submit on time and provides a valid reason (supported by a medical certificate, for instance) could, however, be granted an extension for submission. Nevertheless, any late submission will generally result in having to wait until the assessment of supplementary examinations for the late assignment to be assessed. This means that the student in question will receive his or her results considerably later.

2.6.4 In the case of dissertations and theses, late submission cannot be accepted, and a student who fails to submit on time, for whatever reason, shall have to submit for the next available submission deadline. The submission deadlines for dissertations and theses are 1 December (for March graduation) and 1 June (for September graduation) of every year.

2.6.5 All individual assignments, dissertations and theses submitted for examination, shall contain the following signed declaration: “I, the undersigned, hereby declare that this [assignment/ dissertation/thesis] is my own work. It has not been previously submitted for any other [examination/degree].”

2.6.6 A declaration of participation in the group sessions, signed by each member of the group, must be included in all group assignments.

2.6.7 Unless a course is based exclusively on multimedia distance learning (MDL), hardcopies of assignments must be submitted.

2.6.8 Whether a degree is being completed through MDL or otherwise, at least two ring-bound hardcopies of the dissertation or thesis must be submitted for examination. Where there are more than two examiners, the candidate will be required to submit further copies. Where improvements to a dissertation are recommended by the external examiner, such improvements must be made within six weeks of notification, and must be resubmitted for perusal. This would be applicable only in the case of minor improvements (see 2.7.5 below regarding the possibility of resubmission following rejection of the dissertation/thesis).

2.6.9 If the dissertation or thesis is accepted, two hardbound copies (with the student's name, the title, and the year of submission on the spine and cover) of the dissertation or thesis must reach Cranefield's Administration on or before a specified date (of which the student will be advised), before the final awarding of the degree.

2.6.10 An article prepared for publication, as well as an electronic version of both the article and the dissertation/thesis (on CD-ROM), must accompany the hardbound copies referred to in 2.6.9 above. The CD-ROM must be enclosed in a cover that indicates the title of the dissertation/thesis and the name of the student. The calendar year of submission must also be indicated thereon.

2.7 Supplementary Examinations, and Re-evaluations

2.7.1 A student who, due to reasons beyond his or her control, fails to submit an examination assignment on time will have the opportunity to do a supplementary examination (subject to payment of the prescribed fee, depending on the course), for which a full mark will be awarded. Details (and supporting evidence) of the reasons for such failure must be submitted to the Administration and will be placed on record. Confidentiality of any personal information is assured.

2.7.2 A student who without a valid excuse fails to submit the required examination assignment on time (or submits and fails the examination, but achieves a mark above 40%) will still have the opportunity to do a supplementary examination (subject to payment of the prescribed fee, depending on the course). The result of this, however, is then only pass (50%) or fail; there is no longer the opportunity for achieving a higher mark.

2.7.3 A student who fails to undertake or to submit the supplementary examination on time will fail, but will as a matter of course have the opportunity to repeat the module (subject to 2.4.8 above).

2.7.4 All supplementary examinations relating to class-based courses must be submitted at, or posted to, the Administration in Pretoria. Those for MDL courses may be submitted electronically.

2.7.5 A student who fails an examination, or fails to attain a distinction, may, by paying a fee, apply to the Registrar (Academic) for a re-evaluation by the internal examiner and, should the original result be upheld, by the external examiner. This application must reach the Registrar (Academic) within 14 days of the results being released. If the student failed the examination but achieved a mark above 40%, he or she may instead elect to undertake a supplementary examination (see 2.7.2 above). In the case of dissertations and theses, resubmission of an improved manuscript (where the student

would otherwise fail) is allowed only under exceptional circumstances by special permission of the Principal.

2.7.6 Should a student be of the opinion that any assigned mark is not a true reflection of his or her ability, he or she may request a discussion with the relevant lecturer. The aim of such a discussion would not be to change the assigned mark, but rather to provide insight regarding the reasons for the mark. Should the student wish to have the mark re-evaluated, he or she can follow the procedure in 2.7.5 above.

2.8 Academic records

2.8.1 Cranefield shall keep comprehensive records of the academic achievement of all its past and present students.

2.8.2 Cranefield shall make available to any enrolled student or past student, on request, a transcript of his or her academic record, and, where required, a further copy of his or her degree/diploma certificate(s) subject to the payment of the relevant fee.

2.9 Additional Courses not part of Degree/Diploma Programmes

2.9.1 Cranefield reserves the right, in line with section 28 of the Regulations for the Registration of Private Higher Education Institutions, 2002, to present courses/programmes of recreational or general public interest, in the areas of its academic and professional competence, which do not purport to lead to any qualification registered on the NQF.

2.9.2 The courses contemplated in 2.9.1 will not be marketed as being accredited or approved by the CHE or registered by the Department of Education.

2.10 Settling of Disputes

2.10.1 If a dispute arises between a student and lecturer regarding the assessment of that student, or a related matter, such dispute should be settled informally between the parties wherever possible. The lecturer will provide explanations, and the student will be given the opportunity to state his or her point of view and to ask the questions that he or she wishes to ask. Most matters should be easily resolved with this simple process.

2.10.2 If a student is not satisfied with the explanations provided by the lecturer, he or she can then formally (in writing) bring the matter to the attention of the Administration. Confidentiality is assured in as far as possible. The Administration will then arrange for another lecturer (in the same specialised area) to evaluate the matter. Where the dispute involves an examination, this lecturer would generally be the second (independent) examiner. The student can elect to arrange a meeting with that lecturer, or can view his or her brief report on the matter. If there is any need for further action, the lecturer can make such recommendation to the Principal, who will then take the final steps to resolve the matter.

2.10.3 Where the recommendation mentioned in 2.10.2 is not made, and the student is still dissatisfied with the outcome, he or she can formally (in writing) request the Principal to settle the dispute.

2.10.4 All procedures shall have regard to the principles of natural justice, and administrative-law remedies shall as a matter of course be available to any party who is dissatisfied with the final decision of the Principal.

2.11 Disciplinary Procedure

2.11.1 The Principal of Cranefield College, has, in terms of section 3.2 of Cranefield's Statutes, the responsibility of attending to matters related to the maintenance of

discipline, and has the power to authorise cancellation of registration (i.e. expulsion) of any student on disciplinary grounds, following due process. Where relevant, the Principal must also represent Cranefield in legal action against such student.

2.11.2 Any member of staff of Cranefield may, if he or she esteems it necessary, order a student whose conduct is in his or her opinion in breach of Cranefield's code of conduct, to withdraw from any facility affected by the conduct in question. The matter must then be brought to the attention of the Principal, and taken further.

2.11.3 A complaint of misconduct either by one student against another or by a member of staff against a student, or vice versa, shall be made to the Principal. It will be endeavoured to resolve complaints informally by consultation between the student(s) and staff concerned, facilitated by the Principal. Where this fails, however, a formal complaint, in writing, must be submitted to the Principal, who will then take appropriate disciplinary action against the individual(s) concerned (following a hearing, where necessary).

2.11.4 Disciplinary action against members of staff shall be conducted according to the South African laws governing the relationship between employer and employee.

2.11.5 A student who is awaiting the outcome of a hearing may be suspended for a reasonable period of time, pending the outcome.

2.11.6 All procedures shall have regard to the principles of natural justice, and administrative-law remedies shall as a matter of course be available to any party who is dissatisfied with the final decision of the Principal.

CHAPTER 3

CRANEFIELD COURSES AND QUALIFICATIONS

3.1 General

3.1.1 Introduction

All Cranefield degrees and diplomas are accredited by the Council on Higher Education. All courses are presented in English. Some are based on class attendance, and others are available through multimedia distance learning (MDL). The MDL-based courses are available to students in any country, provided that they are proficient in English and have basic Internet access.

Courses that of necessity require class attendance are currently offered in various locations in South Africa and Europe. Specific availability in any geographical area depends on the course involved. Please see the details of the individual courses below (3.2).

3.1.2 General Approach to Learning Programmes

3.1.2.1 Introduction

The andragogic (adult learning) approach is followed in all Cranefield's courses. This means that the emphasis is on *learning* instead of *teaching*. Where class attendance is required (see 3.1.3 below for the alternative situation), it is essential for students to prepare themselves thoroughly for each session by studying the prescribed text and recommended reading material. This facilitates on-the-spot processing of large amounts

of information, and also promotes meaningful class participation. Classes take the form of presentation and discussion, rather than conventional lectures.

Both theoretical understanding and practical skills in application are promoted, and then assessed, in all Cranefield's programmes. The emphasis is on hands-on problem solving, and an integrative approach to the subject matter in question.

The key features of Cranefield's learning programmes are:

1. the analysis of realistic case scenarios from a solid theoretical foundation, providing practical solutions and insight in applying knowledge and skills in dealing with those case studies;
2. the development of independent, lifelong learning skills on the part of students;
3. the use, wherever possible, of syndicate groups as a means of stimulating peer interaction (developing both knowledge and interpersonal skills), promoting teamwork, and facilitating broader and deeper learning (due to the nature of action learning, where peers share and challenge ideas and knowledge); and
4. the continuous exposure of students (for the most part) to their work situations and environment while they are acquiring the knowledge and skills central to the programme; they hence have the opportunity to start applying these in their field of practice immediately as they acquire them.

3.1.2.2 Group Learning

In all class-based courses, students are divided into syndicate groups for the purpose of group learning. Every group must appoint among themselves a coordinator, who will have the responsibility of coordinating activities, and, where applicable, of delivering the group presentation in class. Whether in relation to virtual (Internet-based) meetings or face-to-face meetings, attendance/participation reports must be submitted to the Administration, indicating the form and frequency of meetings, and confirming each member's participation/attendance.

In a group-learning environment, the ability to communicate effectively with other syndicate members is an essential skill. Students should be able to provide feedback in a constructive and supportive manner to each other in order to improve individual and group performance in a team setting. The ability to present materials learned during individual study to the group in a clear and articulate manner, based on evidence, is an important asset in group learning. It is also important that syndicate members must be cooperative and supportive of each other, and share knowledge and resources freely among themselves. How to make creative use of the energy of “louder” members, and how to encourage the participation of “quieter” members in a group, are examples of the type of group skills that are essential for a successful team.

Syndicate members should be able to set individual objectives, while respecting and participating in the setting and fulfilling of the objectives set by the group. When they have been assigned the problem case study, they will discuss and argue the issues involved. Students must weigh the factors, probe the underlying issues, compare the advantages and disadvantages of different alternatives, and develop courses of action and solutions (see further 3.1.2.3 below).

Cooperation in syndicate teamwork ensures that maximum benefit is derived from the overall learning experience. In class (where applicable) and in syndicate groups, Cranefield students benefit exponentially from the varied backgrounds and perspectives of their fellow students, learning from each other as well as from the lecturer.

In cases where a student is undertaking an MDL course (see 3.1.3 below), he or she will also, where relevant, be encouraged to join a group for the purpose of group learning. However, since it may be very difficult for some in more remote areas to become involved in group activities, group involvement is not compulsory on the MDL courses. Nevertheless, if they so elect, MDL students will be provided with the details of fellow students who are available to join a group. These students may decide to use Internet technologies such as Skype, videoconferencing and email to communicate with each other, but are encouraged to meet, where possible.

3.1.2.3 Case-based Learning

In any applied discipline it is vitally important to be able to define problems (often with limited information), to suggest what further analysis is necessary (or indeed possible), and to devise and to implement a reasonable action plan to resolve the problems at hand.

The case method is aimed at developing the student's ability to apply sound theoretical knowledge and fine-tuned practical skills in confronting and solving real problems. Cases are often based on first-hand accounts of real situations, taking as their subjects problems that stem from many interdependent factors. Students must analyse the case, identify the problem, examine the contributory causes (where relevant) and possible solutions, and consider alternative courses of action before arriving at a suitable conclusion and recommendation.

The case method requires the student to learn by doing. For this reason, Cranefield always bases any case scenario to be analysed and reported on, on realistic problems (usually incorporating a combination of actual past events) so that the student may recognise that decision-making under real conditions is not an exact science, and that the results of actions in professional practice are often far less precise than academic theory might suggest.

The overall result of Cranefield's case-based and group-learning methods is a unique learning experience that transcends the mere assimilation of facts, techniques and methodology.

To assist students in achieving the required outcomes, the generic and subject-specific *learning outcomes* are stipulated in the study guide for each course.

3.1.3 Multimedia Distance Learning (MDL)

Registration for Cranefield's first two MDL courses opened towards the end of 2007, and there are now many students who are benefiting from this convenient and efficient learning method. Any individual in any part of the world with access to the Internet can register at anytime for the "Project Management: Perspective, Planning and Implementation" short course (see further 3.2.2 below) and the "Professional English Skills" short course (see further 3.3.2 below). These can be taken concurrently. A third short course is available ("Advanced Writing Skills") for those who have passed "Professional English Skills" with a mark of 60% or higher (see further 3.3.3 below). Two fast-track versions of the Project Management and Professional English courses are also now available (from the beginning of 2009) for groups of two to six students (see further 3.2.1 and 3.3.1 below).

Looking towards the future, it is anticipated that a number of integrative continuing professional development (CPD) programmes in, amongst others, Law and Management, Law and Psychology, and Law and Medicine, will be launched by 2012, spearheaded by Dr Roche Steyn.

MDL allows the student to benefit from a variety of media, with minimal set-up requirements. The MDL approach requires a student to have basic Internet and email access, and the facility for DVD playback. Our MDL courses are designed to give the student maximum flexibility in choosing when, where and how he or she wishes to learn. Our assessment system for MDL courses will also allow a student to submit examination assignments electronically (where relevant), within a flexible period of time.

In our MDL system, the student has regular contact with the lecturer, who will provides feedback on exercise assignments, and is also available to answer specific questions about the work. Details of assignments appear in the study guide for each specific course. There is no compulsory group assignment on the individual MDL short courses,

but students are encouraged to join syndicate groups wherever possible for the purpose of enriching each other and enhancing the learning process (see 3.1.2.2 above).

In summary, the combination of online support from the lecturer, comprehensive textbooks (where applicable) and audiovisual materials, available online resources, and contact and collaboration with fellow students (where applicable), makes for a diverse and flexible learning experience that is as enriching as it is convenient.

3.2 Courses and Qualifications in Project and Programme Management

3.2.1 Project Management: Perspective, Planning and Implementation (Fast-track, Team-based MDL Course: 3 weeks)

3.2.1.1 Scope and Structure

The fast-track course covers fewer details than the class-based and MDL short courses in Project Management (please see 3.2.2 and 3.2.3 below), but is more intensive (due to its fast-track nature). By virtue of the design, you should spend about half the amount of notional hours on this course than you would on the 3-month course (although you complete it in about quarter the time).

The structure of the course is in broad terms the same as that of the 3-month course (please see 3.2.2 below). The study material is the same as for the MDL short course (except that there is, of course, a different study guide). The most important principles and techniques have been selected for the syllabus, and incorporated into a one-day group study session (using the study guide, and prescribed textbooks and DVDs), followed by a team exercise assignment, and a final group examination assignment (based on two or more case studies).

3.2.1.2 Duration and Assessment

After 2 hours of individual preparation time (in the days preceding the one-day session), the student undertakes the one-day full-time session with his or her group. An able facilitator/coordinator, nominated from the group, has the task of ensuring that discussions run smoothly and within the times stipulated in the minute-by-minute guidance provided in the study guide.

Numerous important discussions relating to the principles and techniques studied are scheduled throughout the day. Notes made during these discussions are later submitted in a document to the lecturer for his perusal. A practical formative exercise is also undertaken (with step-by-step guidance from the study guide and DVDs) on the day, and the baseline plan resulting from that exercise is submitted to the lecturer for evaluation.

The short group exercise assignment is received at the end of the one-day session. The group has 1 week to complete the assignment. Upon submitting the assignment, the group receives the final examination assignment (for which the group then has 2 weeks).

Each student is awarded a certificate upon successful completion of the course. The certificate states that the student has successfully completed **the team-based MDL course in "Project Management"**, and, where the group achieves a distinction, this is clearly so indicated.

3.2.1.3 Availability and Fees

The course is available to any group of two to six persons in any country. You may register online at any time. The general international fee is £435.00 (this includes all materials, online support, assessments and examination, and courier to the student's door). In line with the vision and mission of Cranefield College (please see 1.1 above),

in order to support the development of Africa, persons based in Africa may pay the lower all-inclusive fee of R4250.00.

3.2.2 Project Management: Perspective, Planning and Implementation (Individual MDL Short Course: 3 to 4 months)

3.2.2.1 Structure and Scope

This course not only comprehensively covers the fundamental tools and techniques of project management, but also provides perspective on general principles of management that can be applied to most professions. The course is designed to cater both for professional project managers and for other professionals who wish to master the essentials of management for the purpose of applying these in their particular work contexts. If organisations are successfully to move away from bureaucratic practices towards being learning organisations, it is imperative for all persons, from the CEO through to every functional team member, to have a clear understanding of essential PM principles and techniques. The outline here provided is applicable to the team-based MDL fast-track PM course (3.2.1 above), the class-based PM short course (3.2.3 below) and the individual MDL PM short course (currently under discussion). The broad outline is as follows:

1) General Principles of Management: An Introduction

- A. Leadership
- B. People
- C. Communication
- D. Strategy
- E. Customer focus
- F. Employee empowerment and decentralised decision-making
- G. Continuous improvement

H. Systems thinking

I. Common mistakes and problems in organisations

2) Project Management Overview

1 Attributes of a project

2 Project life-cycle

3 The project management process

4 Benefits of project management

5 Preparing a request for proposal

6 Developing a winning proposal

7 Proposal contents

8 Pricing considerations

9 Proposal submission and follow-up

3) The Project Manager, Teams and Organisations

A. The Project Manager and Team

1 Responsibilities of the project manager

2 Skills of the project manager

3 The new-economy functions of management

4 Leading, creating, implementing and improving in the project life-cycle

5 Project team development and effectiveness

6 Conflict on projects

7 Problem-solving

8 Project communication and documentation

9 Personal communication

10 Reports

B. Types of Project Organisation

1 Functional-type organisation

- 2 Project-type organisation
- 3 Matrix-type organisation
- 4 Advantages and disadvantages

4) **Project Planning, Monitoring and Control**

A. Planning the Work:

- 1 Project objective
- 2 Feasibility
- 3 Estimating
- 4 Work Breakdown Structure (WBS)
- 5 Organisational Breakdown Structure (OBS)
- 6 Linear Responsibility Charts (LRCs)
- 7 Developing the network plan
- 8 Role of project management software
- 9 Critical path method
- 10 Schedule barcharts
- 11 Cumulative budgeted cost (CBC)

B. Working the Plan:

- 1 Project monitoring and control
- 2 Trade-off analysis
- 3 Cost-benefit analysis (scope changes)

5) **Scope Management**

- 1 Effective change control systems
- 2 Managing change
- 3 Post-project evaluation

6) **Procurement**

- 1 Procurement Schedule

2 Procurement Cycle

7) **Projects Accounts**

- 1 Determining Actual Cost
- 2 Determining the Value of Work Performed
- 3 Cost Performance Analysis
- 4 Cost Forecasting
- 5 Cost Control
- 6 Managing Cash Flow

8) **Resource Planning**

- 1 Resource Considerations
- 2 Resource-Constrained Planning
- 3 Planned Resource Utilisation
- 4 Resource Leveling
- 5 Resource-Limited Scheduling

9) **Project Risk Management**

- 1 External risk
- 2 Internal risk

3.2.2.2 **Timing, Duration and Fees**

The course is available to any person in any country. MDL courses can be commenced at any time. Materials are dispatched on the next available dispatch date after receipt of the tuition fee (normally within one to two weeks).

The general international fee is £535.00 (this includes all materials, online support, assessments and examination, and courier to the student's door). In line with the vision and mission of Cranefield College (please see 1.1 above), in order to support the

development of Africa, persons based in Africa may pay the lower all-inclusive fee of R5250.00. Regardless of where the student is based, the course should take around three to four months to complete.

3.2.2.3 Assessment and Awarding of Certificates

Assessment takes the form of a practical examination assignment (based on two or more case studies), which can be undertaken on the last Friday of every month (except December). The student then has two weeks within which to complete the assignment.

A certificate is awarded upon successful completion of the course. The certificate states that the student has successfully completed **the MDL short course in "Project Management"**, and, should he or she achieve a distinction, this will be clearly so indicated.

3.2.3 Project Management: Perspective, Planning and Implementation (Class-based Short Course: 3 months)

3.2.3.1 Structure and Scope

These are in broad terms the same as the MDL PM short course (see 3.2.2 above).

3.2.3.2 Availability (Time and Place) of the Programme

For the class-based PM short course (also known as "Module Alpha"), class attendance is compulsory. Please see the academic calendar on www.cranefield.ac.za for the dates of classes in Gauteng. Module Alpha is also offered in-house to organisations (in the form of focused seminars), tailored to their needs, by special arrangement. Please enquire at admin@cranefield.ac.za or +27 12 807 3990 (the main Administration).

3.2.3.3 Admission

Since this is a first course, no specific admission requirements are set, apart from basic proficiency in English. However, in order to be successful in this course, the student will have to be able to apply himself or herself at the first-degree level, and must be able to integrate theoretical knowledge with practical application. Having successfully completed secondary school (A-levels/Matric) and having gained practical management experience will generally be a major advantage. For the class-based course, it is required that a *curriculum vitae*, which illustrates work experience and any noteworthy achievements, be submitted when applying for registration. (This is not required for the distance-learning courses.) The Admission Committee will assess each application for registration on its own merits.

3.2.3.4 Assessment

3.2.3.4.1 Modes of Assessment

Assessment in the class-based course involves a formal group assignment and an individual examination assignment, each based on a case study. Students are required to submit the group assignment on the last lecture day of each module before the final month of the course (exact dates are announced for each session). The group assignment contributes 20% towards the final course mark. The format is identical to the individual examination assignment. The individual examination assignment must be submitted more or less 5 weeks after the last lecture in the final month (exact dates are announced by the lecturer, for each session), and contributes 80% of the final mark for the course.

The group and individual assignments must be neatly typed and technically presented in the form of a report to top management. These must be submitted as ring-bound hardcopies. The report must contain the following:

1. A cover page indicating the title of the case analysed and reported on, the student's/s' name(s) and student number(s).
2. A contents page, which reflects the contents of the assignment.
3. A one-page executive summary briefly describing the main problems together with the causes, and recommended solutions.
4. The main body of the assignment must contain a well-motivated solution to the case.
5. Reference to the literature that was consulted, and knowledge drawn from personal experience, must be made throughout.
6. A bibliography, which must reflect all the sources referred to, must be included.

All examinations are moderated by a second examiner (who may be internal or external). For this reason, all assignments must be submitted on time. Submission dates will appear on the examination paper. Adherence to submission dates for examination and group assignments is strictly required. The rules and regulations regarding late submission apply (see 2.6 and 2.7 above).

A mark is awarded in the form of a percentage. At least 50% is required to pass the assignment. Both the group and individual assignment must be passed in order to pass the module. A mark of 75% or more signifies a distinction.

3.2.4 Advanced Diploma in Project Management (AdvDipPM)

3.2.4.1 Structure

The AdvDipPM, which is at the new NQF level 7 (old NQF 6), consists of four modules. The first is Module Alpha, “Project Management: Perspective, Planning and Implementation”. A person who already has a tertiary qualification (and has covered the necessary work) may apply for exemption from the first module (Module Alpha). However, experience has shown that it is advisable even for such persons also first to complete this perspective-providing PM short course, since it equips them with fundamentals that prove invaluable in the workplace and on the rest of the Advanced Diploma programme. These fundamentals are very often not adequately covered in other management courses.

The first module (Module Alpha) may be taken through distance learning (see 3.2.2 above) or as a class-based module (see 3.2.3 above). The remaining three modules are class-based: Modules M1 and M2, and, for the final module, there is a choice between four. The structure of the AdvDipPM programme is thus as follows:

Module Alpha: “Project Management: Perspective, Planning and Implementation” (compulsory, unless exemption is granted on the basis of prior learning), **and**

Module M1: “Project Management: Leading, Creating, Implementing and Improving” (compulsory), **and**

Module M2: “Project Managing Organisational Performance and Innovative Improvement” (compulsory), **and** then **one** of the following:

Module M3: “Organisational Quality and Performance Management”, **or**

Module M4: “Transformational Corporate Strategy”, **or**

Module M5: “Creating High-Performance Project and Process Teams”, **or**

Module M6: “Financial Management of Corporate Projects and Programmes”.

The full AdvDipPM programme takes around twelve months to complete.

3.2.4.2 Brief Details of Modules

M1: Project Management: Leading, Creating, Implementing and Improving

This course is ideally suited for project managers, functional managers, team leaders, team members and project administrators. All modules are also offered in-house to organisations, tailored to their specific needs. In-house courses are conducted on the premises of the client organisation. Please enquire at admin@cranefield.ac.za or +27 (0)12 807 3990.

Learning Objectives:

1) The Project Lifecycle

- Recognise the importance of strategic alignments of project objectives and using the Balanced Scorecard.
- Identify the steps involved in the project-management process.
- Understand the systems and project lifecycle approach to project management
- Identify needs, conceptualise and select projects.
- Develop Request for Proposals (RFP) and User Requirements Specification (URS).
- Identify needs, conceptualise and select projects.
- Understand Scope of Work and Work Breakdown Structure (WBS).
- Understand the proposal preparation process and the elements that may be included in a proposal.
- Consider pricing and evaluate project risk.

2) Project Planning and Control

- Define the project objective and develop a work breakdown structure.
- Develop a network diagram and critical path of activities.
- Perform the steps in the project control process.
- Incorporate project changes into the schedule.
- Determine the planned resource utilisation of a project.
- Understand project procurement and logistics.
- Identify items to be considered when estimating project cost.
- Prepare a baseline budget, or plan, for how and when funds will be spent.
- Determine the earned value of the work performed.
- Control project costs and manage cash flow.

3) Relational Management: The key to project success

- Identify the responsibilities of the project manager.
- Learn the leadership and human skills needed to manage projects.
- Consider the various ways in which the project manager can manage and control changes in the project.
- Initiate the development and growth of teams.
- Define characteristics of effective project teams and barriers to effectiveness.
- Identify sources of conflict during the project and approaches to handling conflict.
- Apply effective time management.
- Define the characteristics of the types of organisation structures.
- Understand suggestions for enhancing project communications.
- Identify various types of project meetings and suggestions for effective meetings.
- Establish project documentation and keeping track of changes.

M2: Programme Managing Organisational Performance and Innovative Improvement

Learning Objectives:

- Understand the importance of utilising psychological climate dimensions as profound motivators in leadership.
- Illustrate the generic effectiveness criteria related to organisational design.
- Recognise that a good relationship should exist between executives and the process teams in order to achieve effectiveness and efficiency in the organisational value chain.
- Recognise the importance of creating high-performance project and process teams, while distinguishing between cognitive reasoning, conative creativity, and emotional intelligence in team members.
- Understand the balanced-scorecard-based programme-management (BSPM) system for managing strategic and innovation projects, as well as the other operational transformation processes that serve internal and external customers in the organisational value chain.
- Recognise that programme management principles are equally applied to other operational process-portfolios (non-project) in the organisational value chain.
- Recognise the importance of aligning individual project objectives and other operational process objectives with the organisation's corporate strategy in programme managing the organisational value chain.
- Distinguish between a strategic transformation project-portfolio, an innovative continuous improvement project-portfolio, and a capital expenditure (investment) project-portfolio.
- Grasp how transformation and change are programme managed in the organisation.
- Grasp strategic issues affecting organisational success, including critical success factors (CSFs), key performance indicators (KPIs) and performance management.
- Illustrate how to manage strategic organisational benefits based on CSFs and KPIs.

- Recognise the variables and actions that contribute to programme management success.
- Understand the important impact of organisational behaviour factors on programme success.

M3: Organisational Quality and Performance Management

Learning Objectives

- Understand operations management in the context of inputs, the transformation process, and product and services outputs.
- Know the eight essentials of organisational excellence advocated by the European Forum for Quality Management.
- Define operations strategy and distinguish between the process component and infrastructure component.
- Explore the sixteen principles of operations management and their influence on formulating, implementing and improving operations strategy.
- Explain the importance of demand management and forecasting as an integral part of the capacity-planning and master-scheduling cross-functional process serving internal customers.
- Illustrate that order fulfilment and procurement are both treated as cross-functional processes in the “new economy” learning organisation, the former serving external customers and the latter internal customers.
- Grasp that the partnership arrangement with suppliers is generally preferred by the majority of organisations and that the adversarial “black box” approach is no longer favoured, particularly in project-related procurement.
- Accept the importance of managing product design and commercialisation as a cross-functional project management process, and distinguish between product, service and process design.
- Distinguish between customer relationship management (CRM) and customer service management (CSM) cross-functional processes serving external customers.

- Differentiate between a total quality management (TQM) philosophy, originating from the organisational value system, and quality control (QC) actions that assure product and service quality.
- Recognise the importance of applying QC and continuous improvement actions to all organisational processes, the latter being through an innovative project approach.
- Understand the concept “flow control”, which focuses on the elimination of process waste generally referred to as “the seven deadly wastes”.
- Assure that a high level of strategic organisational performance and excellence is achieved through a balanced-scorecard-based programme-management (BSPM) systemised approach, where process output related key performance indicators (KPIs) linked to critical success factors (CSFs) are measured, and benefits of strategic importance are appraised and reviewed.

M4: Transformational Corporate Strategy

Learning Objectives

- Explore corporate strategy in a balanced scorecard context.
- Understand the three core areas of corporate strategy: strategic analysis, strategy development, and strategy implementation.
- Grasp that every strategic decision involves context, content and process.
- Learn about environmental analysis: customers, competitors and markets (the context).
- Distinguish between the prescriptive and emergent approaches to strategy.
- Analyse general resources, human resources, financial resources and operations resources.
- Understand order winners and qualifiers with respect to corporate, marketing, and operations strategy.
- Explore the creation of vision, mission, values, beliefs and guiding principles in relation to the purpose of the organisation.

- Distinguish between developing resource-based and market-based strategies.
- Recognise the importance of effective strategy evaluation and selection based on measurable critical success factors (CSFs).
- Consider appropriate strategy, structure and style for the organisational value chain.
- Understand the strategy implementation process, as well as related organisational behaviour and structuring issues.
- Recognise the importance of managing strategic transformation and change in organisations, using the balanced-scorecard and programme-management systemised process (BSPM system).
- Measure organisational performance and innovative improvement, based on CSF-linked key performance indicators (KPIs).
- Assess organisational strategic benefits through a system of appraisal and review.

M5: Creating High-Performance Project and Process Teams

Learning Objectives

- Explore human creativity: cognitive (how you reason) and conative (how you operate).
- Cope with managing individual and group effectiveness.
- Assess the impact of a combination of team profiles on project management performance - how well will the team meet its goals?
- Explore how creativity leads to understanding the group dynamic and leadership components essential for successful project management.
- Discover the latest state of the art in human resources technology.
- Learn how to prevent team cloning and productivity loss.
- Understand communication processes.
- Study interpersonal skills (creative interchange, diversity, and communication).

M6: Financial Management of Corporate Projects and Programmes

Learning Objectives

- Analyse financial statements, taxes and cash flow.
- Do long-term financial planning for projects.
- Understand the time value of money.
- Make capital investment decisions.
- Do project analysis and evaluation.
- Evaluate long-term finance opportunities.
- Analyse a project's cost of capital.
- Perform cash and liquidity management.
- Evaluate project risk.
- Calculate Net Present Value and do other project investment decisions.
- Learn about international project finance and risk.

3.2.4.3 Availability (Time and Place) of the Programme

The AdvDipPM is presented in various locations in South Africa (consult www.cranefield.ac.za), and also internationally by special arrangement.

In South Africa, M1 and M2 are presented four times per annum at Cranefield's Midrand campus (to allow for flexibility throughout the year to commence and continue the AdvDipPM, since M1 must be undertaken first and then followed by M2), but only once per annum in other locations (please consult our website). The elective modules (a choice between M3-M6) are presented only once per annum in all locations. There are three full days of lectures per module, spread evenly over the three months duration of each module.

At the main campus in Midrand, South Africa, the learning programme can be commenced in any quarter of the year; M1 runs four times per annum in the following timeslots:

Jan – March,
April - June (Repeat),
July - Sept (Repeat),
Oct - Dec (Repeat).

At the Midrand campus, M2 also runs four times per annum in the same timeslots as M1 above, and M3-M6 are there presented in the following timeslots:

M3: Jan – March.
M4: April - June.
M5: July - Sept.
M6: Oct - Dec.

For specific dates, and calendar information for other locations, please consult our website. Lectures have also been, and continue to be, presented on an in-house basis (by specific arrangement) in other countries.

3.2.4.4 Admission

3.2.4.4.1 General Requirement

Prospective students may be admitted to the AdvDipPM learning programme without already holding a degree or a National Diploma (or equivalent), provided that they successfully complete the first module (Module Alpha). They must also of necessity have passed matric/A levels, and must have appropriate practical experience.

3.2.4.4.2 Recognition of Prior Learning

A prospective student who has tertiary qualification and wishes to apply for exemption from the first module must submit clear evidence that the work has been covered in his or her degree/diploma programme (or in an ancillary course). Prospective students who are not in possession of an accredited tertiary qualification may also in some cases be considered for exemption. Recognition of prior learning (RPL) plays an important role in this process. For this purpose a student must:

- 1) have completed secondary school (NQF level 4).
- 2) have been employed or active in the community for at least 10 years since leaving secondary school, or have gained substantial experience in the workplace and hold a position of authority and responsibility.
- 3) have completed courses related to his or her competencies at credible institutions.
- 4) submit a curriculum vitae describing his or her work experience.

Where a student has been identified by his or her employer as having leadership potential resulting from Human Resources career-path tracking, it is sufficient for him or her to comply only with 1) and 4) above. The Registrar (Academic), in collaboration with the Admissions Committee, may further require that students who are exempted from Module Alpha must achieve a mark of at least 60% for Module M1, as a condition for proceeding with the remaining modules of the Advanced Diploma.

In evaluating a student for the purpose of RPL, current competencies in the field of Project Management that have been acquired by experiential learning through related studies and/or experience will also be assessed.

3.2.4.5 Assessment

3.2.4.5.1 Modes of Assessment

Assessment is based on a group assignment and an individual examination assignment, each based on a case study.

Students are required to submit a group assignment on the third contact day. The group assignment contributes 20% towards the final examination mark. The format is identical to the individual examination assignment. A declaration of participation in group sessions, signed by each member of the group, must be included.

The individual examination assignment must be submitted approximately 5 weeks after the third and final lecture session (exact dates are announced closer to the time).

The group and individual assignments must be neatly typed and technically presented in the form of a report to top management. The report must contain the following:

1. A cover page indicating the title of the case analysed and reported on, the student's/s' name(s) and student number(s).
2. A contents page, which reflects the contents of the assignment.
3. A one-page executive summary briefly describing the main problems together with the causes, and recommended solutions.
4. The main body of the examination assignment must contain a well-motivated solution to the case.
5. Reference to the literature that was consulted, and knowledge drawn from personal experience, must be made throughout.
6. A bibliography, which must reflect all the sources referred to, must be included.

All assignments must be submitted on time. Submission dates will appear on the examination paper. Adherence to submission dates for examination and group assignments is strictly required.

Hardcopies of assignments must be submitted. No e-mail copies will be accepted, except if specifically arranged with the Administration for special reasons. (See 2.6 above regarding submission rules and regulations.)

3.2.4.5.2 Evaluation Criteria for Assignments

| | |
|--|----|
| Understanding the course content | 10 |
| Problem identification | 10 |
| Analysing the causes | 50 |
| Conclusions and recommendations | 15 |
| Technical presentation: executive summary, language, illustrations, and bibliography | 15 |

Total: 100

A mark is awarded in the form of a percentage. At least 50% is required to pass the assignment. Both assignments must be passed in order to pass the module. A mark of 75% or more signifies a distinction.

3.2.5 Postgraduate Diploma in Project Management (PostgradDipPM)

3.2.5.1 Structure

The PostgradDipPM, which is at the new NQF level 8 (old NQF 7) and provides 135 credits, consists of four modules. Following recommendations from the CHE, a compulsory module (15 credits) is now part of the PostgradDipPM programme to assist students who continue with higher studies at Cranefield College in developing their English skills. The “Professional English Skills” module (please see 3.3.2) is completed concurrently with the first elective module (students receive their MDL study material at the first class, and then continue in interaction with their online lecturer). The structure of the programme is as follows:

Module ME: “Professional English Skills”,

and any **three** of the following:

Module M3: “Organisational Quality and Performance Management”, or

Module M4: “Transformational Corporate Strategy”, or

Module M5: “Creating High-Performance Project and Process Teams”, or

Module M6: “Financial Management of Corporate Projects and Programmes”.

The full course takes nine months to complete. For brief details of the modules, please see 3.2.4.2 above. The English Skills course takes around three months (through self-driven multimedia distance learning), and, as mentioned above, is completed concurrently with the first elected module of the Diploma programme.

3.2.5.2 **Availability (Time and Place) of the Programme**

The class-based modules for the programme are offered annually in various locations in South Africa (please consult our website). There are three full days of lectures per module, spread evenly over the three months duration of each module. Class attendance is essential. Each module is presented only once per annum in all locations, but may be taken in any sequence. This means that the programme may be commenced in any quarter of the year in any location, and continuity is nevertheless ensured. Please consult our website for details of dates and locations.

3.2.5.3 **Admission**

Completion of Cranefield's Advanced Diploma in Project Management, or any qualification recognised by the Admissions Committee as being equivalent, is a prerequisite for admission to the Postgraduate Diploma in Project Management. An "equivalent qualification" means any old NQF Level 6 (new NQF 7) or higher qualification **with similar content as the Advanced Diploma**. If certain subjects were not sufficiently covered, or not covered at all in the "equivalent qualification", relevant modules from the Advanced Diploma learning programme will have to be taken in addition to those of the Postgraduate Diploma learning programme. Every case will be evaluated on its own merits.

3.2.3.4 **Assessment**

The assessment information is the same as for the Advanced Diploma in Project Management (please see 3.2.4.5 above).

3.2.4 Master's Degree in Project Management (MComPM)

3.2.4.1 Structure

3.2.4.1.1 Broad Outline

The MComPM, which is at the new NQF level 9 (old NQF 8), consists of four modules, and requires that **the student must have passed the Professional English Skills MDL short course or the Advanced Writing Skills MDL short course, prior to completing his or her dissertation.** This follows recommendations from the CHE.

The four modules comprising the MComPM are as follows:

M 7: "Leadership and Management Research Methodology"

M 8: "Strategic Value Chain Management"

M 9: "Advanced Cases in Leading and Managing the Learning Organisation"

M10: Work-context Dissertation.

The course usually takes two to three years to complete, depending on the candidate's progress with his or her dissertation.

3.2.4.1.2 Brief Details of Modules

M 7: Leadership and Management Research Methodology

1) Introduction to Business Research

- Research in business.
- Addressing management problems with scientific thinking
- The research process.

- The research proposal.
- Ethics in business research.

2) The Design of Research

- Design strategies.
- Sampling design Measurement scales.

3) The Sources and Collection of Data

- Exploring secondary data.
- Survey methods: communicating with respondents.
- Instruments for respondent communication.
- Observational studies.
- Experimentation.

4) Analysis and Presentation of Data

- Data preparation and description.
- Exploring, displaying, and examining data.
- Hypothesis testing.
- Presenting results: written and oral reports.

M 8: Strategic Value Chain Management

1) The Role of Logistics in the Economy and the Organisation

- Introduction.
- Definition of Logistics Management.
- Systems Approach/Integration.
- Logistics' Role in the Economy.
- Logistics' Role in the Organisation.
- Development of Logistics Management.
- Key Logistic Activities.

- Why Should Logistics Activities Be Integrated?
- The Total Cost Concept.
- Logistics and Corporate Profit Performance - The Strategic Profit Model.
- Future Challenges and Areas for Logistics Performance Improvement.

2) Value Chain Management

- Introduction.
- Value Chain Management versus Logistics.
- Channel Structure.
- Value Chain Network Structure.
- Value Chain Business Process.
- The Value Chain Initiative.
- The Management Components of Value Chain Management.
- Value Chain Design.
- Value Chain Considerations.
- Value Chain Performance Measurement.
- Re-engineering Improvement into the Value Chain.
- Implementing Integrated Value Chain Management.

3) Managing Material Flows

- Introduction.
- Scope of Materials Management Activities.
- Enabling the Value Chain.
- Forecasting.
- Total Quality Management.
- Certifying Quality with ISO 9000.
- Administration and Control of Materials Flow.
- How DRP II Forecasts Demand.
- The Logistics-Manufacturing Interface.
- Seven Benefits of Information Technology.

- Excellence in Logistics Strategies.

4) Decision Strategies in Transportation

- Introduction.
- Traffic and Transportation Management.
- Carrier Perspectives.
- Transportation Productivity.
- Technology Issues.
- International Transportation.
- The Transportation Audit.

5) Global Logistics Strategies

- Introduction.
- Global Logistics Issues.
- "Localised" Global Distribution.
- Financial Aspects of Global Logistics.
- The Global Marketplace - Controllable Elements.
- Global Market Opportunities.
- Internet Software Cut Costs.

6) Organising for Effective Logistics

- Introduction.
- Importance of an Effective Logistics Organisation.
- Organising for the 21st Century.
- Logistics Organisational Structures.
- Decision-making Strategies in Organising for Logistics.
- New Technologies.
- Logistics Training.

7) The Strategic Logistics Plan

- Introduction.

- What Strategic Planning is.
- The Importance of Planning.
- The Corporate Planning Process Formulation of Value Chain Objectives and Strategy.
- Identification, Evaluation, and Formulation of Value Chain Structure Alternatives.
- Developing a Strategic Logistics Plan.
- Value Chain Management.
- E-Commerce.

M 9: Advanced Cases in Leading and Managing the Learning Organisation

This module consists of integrated case studies. The cases involve integrating advanced project and programme management aspects with advanced aspects of project finance and risk, leadership and organisational behaviour, prescriptive and emergent corporate strategy, business and operations strategy, as well as total quality management. Three cases are analysed and reported on, in group context.

As in the other modules, syndicates must submit a declaration of participation signed by each member. A fourth case is for examination purposes. Students are required to submit an individual examination assignment.

M10: Work-context Dissertation

The Candidate is required to complete a dissertation of limited scope, which investigates a problem-based project/programme management situation in his or her work environment. Cranefield's Dissertation Committee appoints the supervisor for the dissertation. Once the student's research proposal has been approved, he or she establishes a working relationship with his or her supervisor, and final submission must

occur on or before the 1 December or 1 June deadline in any year (please see 2.6 above regarding the rules and regulations concerning submission).

In preparing the Master's Degree research manuscript, students must pay special attention to the structure, style and technical presentation thereof. It is a basic requirement that all dissertations must be written in clear and correct language, and must contain accurate references using the correct method. Before a supervisor will allow any dissertation to be submitted for examination, such basic requirements must be met.

To ensure that the required writing standards are met, it is compulsory for every Master's Degree student at Cranfield to have passed the MDL short course "Professional English Skills", or the "Advanced Writing Skills" course, before completing his or her dissertation. Where he or she has not yet completed the course (privately or as a compulsory course during the PostgradDipPM), the course is added to the MComPM modules. Students' language skills will continue to develop in the dissertation-writing process, and this will consequently also further improve the quality of their writing in their professional contexts.

Students are generally required to communicate and meet with their supervisor(s) on a regular basis. The supervisor will, however, determine the actual frequency of communications and meetings.

3.2.4.2 Admission

Students who hold the Postgraduate Diploma in Project Management from Cranfield College, or any qualification recognised by the Admissions Committee as being equivalent, may apply for admission to the Master's Degree learning programme, successful completion of which will lead to the attainment of the MComPM Degree. A student must have achieved an average mark of above 60% for the Postgraduate

Diploma (or equivalent qualification) to qualify for admission to the Master's Degree learning programme. In addition, the chairperson of the Master's Degree panel may at his or her discretion call for an interview with the applicant.

3.2.4.3 **Assessment**

The same policies and procedures for assessment of examination assignments in the AdvDipPM and the PostgradDipPM apply to those in the MComPM. The assessment of the work-context dissertation is based on:

The student's knowledge of the subject matter;
insight into the problem being researched;
practical application of knowledge, skills and attitudes in solving the problem;
understanding the analysis and application of theory applicable to the topic;
the research methodology followed;
meaningfulness of the conclusions and recommendations;
style, structure, technical presentation, and language.

A dissertation shall be awarded a distinction if the average marks of the examiners equal 75% or higher. It is compulsory that an article prepared for potential publication in a recognised journal accompany the final submission for examination of the dissertation (see 2.6 above).

3.3 Courses in Professional/Business English

3.3.1 Essential Professional English (Fast-track Group MDL Course: 3 weeks)

3.3.1.1 Availability and Scope

The course is available to any group of two to six persons in any country. You may register online at any time. The fast-track course covers the same scope as the MDL short course in Professional English (please see 3.3.2 below), but has only two exercise assignments and a final examination assignment. It is also, unsurprisingly, somewhat more intensive than the 3-month course.

3.3.1.2 Duration, Assessment and Fees

The students start with a full-time one-day study session (using the study guide and DVDs), with no preparation required. On this first day, they start their first exercise assignment (which involves editing a piece of complex writing). The group subsequently has one week within which to submit the completed exercise assignment. (Each member must sign a declaration of participation in the group assignment). The second exercise assignment (which is individualised) is then started and completed in week two. This assignment involves each student's own writing. The group examination assignment is received at the end of week 2. The group then has one week to submit the completed assignment for examination.

Each student is awarded a certificate upon successful completion of the course. The certificate states that the student has successfully completed **the team-based MDL course in "Professional English"**, and, where the team achieves a distinction, this is clearly so indicated.

The general international fee is £225.00 (this includes all materials, online support, assessments and examination, and courier). In line with the vision and mission of Cranefield College (please see 1.1 above), in order to support the development of Africa, persons based in Africa may pay the all-inclusive lower fee of R1950.00.

3.3.2 Professional English Skills (2 to 3 months)

3.3.2.1 Introduction

Sharpening your command of English will contribute exponentially to your professional (and personal) development. The MDL short course on essential English skills is designed to enable the busy professional not to lose sight of the essentials of accurate and correct English. This course aims to equip people with essential knowledge and skills in formal English, and to cultivate an orientation of developing these in everyday practice.

The benefits of English skills in the professional context are numerous and significant:

- 1) Effective and efficient communication (most importantly).
- 2) Preventing negative perceptions due to grammatical errors and/or inappropriate tone or usage.
- 3) Enhancing the overall quality of oral presentations and written reports/documents.
- 4) Depending on your professional context, professional credibility can be promoted through your command of language in your oral and written communications.
- 5) Finally, in the academic context, language and writing skills are also indispensable in producing quality assignments, dissertations and theses.

3.3.2.2 Study Materials and Support

Study materials include a two-disc DVD set and a detailed step-by-step study guide, guiding the student through syllabus and the practical exercises. Aspects covered in the course syllabus (in relation to the benefits enumerated under 3.3.2.1 above) include:

- 1) Understanding basic parts of speech and constructions to improve overall command of the language.
- 2) Avoiding mistakes that are commonly made in real-world contexts.

- 3) Refining vocabulary (selected misused/misunderstood words).
- 4) Practical writing and editing skills.
- 5) Advice on writing assignments and dissertations/theses.

The DVD set for this course provides perspective on the most essential knowledge and skills quickly and conveniently. The student has the opportunity to complete three practical exercises (following the step-by-step study guide) before undertaking the examination assignment. The lecturer is available online to evaluate the practical exercises and to provide feedback.

The course is designed to consolidate knowledge and skills without demanding more time than is necessary.

3.3.2.3 Timing, Duration and Fees

The course is available to any person in any country (provided that he or she is already basically proficient in English). As is the case with all MDL courses, anyone may register online at any time, and materials will be dispatched on the next available dispatch date after receipt of the full tuition fee.

The general international fee is £265.00 (this includes all materials, online support, assessments and examination, and courier to the student's door). In line with the vision and mission of Cranefield College (please see 1.1 above), in order to support the development of Africa, persons based in Africa may pay the lower fee of R2250.00. This amount excludes the cost of courier in the case of countries other than South Africa. The course should take around two to three months to complete.

3.2.2.4 Assessment and Awarding of Certificates

Assessment takes the form of a practical examination assignment, which can be undertaken on the last Friday of every month (except December). The student then has

one week within which to complete the assignment.

A certificate is awarded upon successful completion of the course. The certificate states that the student has successfully completed **the MDL short course in "Professional English Skills"**, and, where he or she achieves a distinction, this is clearly so indicated.

3.3.3 Advanced Writing Skills (3 months)

3.3.3.1 Admission Requirements and Scope

This course is available to all those who have successfully completed the short course, "Professional English Skills", **or** the team-based "Essential Professional English" course, achieving a mark of 60% or higher. "Advanced writing skills" gives you the opportunity to apply yourself in attaining higher levels of skill in accurate and correct writing. It is based purely on hands-on development, relying on the interaction between lecturer and student.

The assignments undertaken are similar to those in the "Professional English Skills" course, but the advanced course is further personalised, and a higher level of mastery is expected. Aspects of style and tone can also be more closely addressed. There are four compulsory assignments:

Assignment 1 involves carefully criticising a few pages of the your own writing, after the lecturer has provided some guidelines relating to the writing.

Assignment 2 requires accurately editing the complex writing of another (provided by the lecturer).

Assignment 3 entails critically analysing extracts from a book on English usage and effective writing.

Assignment 4 involves appropriately using a selection of words.

To pass the course, you must successfully complete a practical examination assignment. Success will earn you a certificate affirming that you have successfully completed **the MDL short course in “Advanced Writing Skills”** through Cranefield College, and, should you achieve a distinction, this will be so indicated.

3.2.3.2 Timing, Duration and Fees

The course is available to any person in any country. You may register online at any time. The step-by-step study guide is sent to you online (as PDF). You may start your hands-on training upon payment of the full tuition fee. The general international fee is £275.00. In line with the vision and mission of Cranefield College (please see 1.1 above), in order to support the development of Africa, persons based in Africa may pay the lower fee of R2450.00. The course should take around three months to complete.

4 FEES AND FINANCIAL SUPPORT

4.1 Class-based Courses

Fees include all textbooks and other materials and catering on the days of the lectures. Financial support is provided by students' employers and education trusts. Arrangements for alternative payment schedules must be made in advance with Ms Rouvé Potgieter telephonically during office hours at +27 (0) 12 807 3990, or by email at rouvep@cranefield.ac.za.

Students who are personally liable for course fees must pay the full amount for the module in question seven days prior to the first lecture day, and fax proof of payment to +27 (0) 12 807 5559 or, in the case of European students, email such proof.

4.2 Courses through Multimedia Distance Learning (MDL)

Full payment of fees must be received before dispatch of the study material. In special cases, an arrangement can be made for payment in two to three installments. International students may pay by credit card, and must accordingly indicate their payment preference on the online registration form.

5 RESOURCE CENTRE

All students have access to Cranefield's virtual Resource Centre (see www.cranefield.ac.za). However, a student who requires additional library services may contact Ms Gertrude Mogoane at (012) 807 3990 or email gertrudem@cranefield.ac.za for information.

6 ACADEMIC CALENDAR

For the dates of all prospective classes and distance-learning opportunities, please consult on www.cranefield.ac.za.

7 ACADEMIC STAFF AND COUNCIL MEMBERS

7.1 Academic staff

Prof Pieter Steyn (Principal)
Pr Eng, BSc(Eng), MBA, DCom

Prof Erik Schmickl (Vice-Principal)
MA(Psych), MBL, DLitt et Phil, ITP (Harvard)

Hilary Anderson*
BCom(Hons)(Econ), MPhil (Econ), AdvDipPM

Prof Pieter van Dyk
DCom

Prof Pierre Gerber
DCom

Prof Marius Maritz*
MA, MBL, CFM (Harvard) CA (SA)

Lunga Msengana*
MComPM

Prof Dr Brane Semolic*
PhD

Dr Roche Steyn*
BLC LLB HonsBA(Psych), LLM(Med), AdvDipPM, LLD

Ernst Swanepoel*
PrEng, BSc(Eng)(Hons), MComPM

Dr Phillip Theron*
DSc (QS)

Prof Andre Watkins
PhD, DPhil, DCom, DSc

Dr Tinus de Wet*
DCom

* Part-time staff members

7.2 Council members

Dr Xolile Guma (Chairperson)
BA, MA (Econ), PhD (Manchester)

Prof Mohale Mahanyele
MBA, DBA

Prof Raymond Parsons
BCom, BA(Hons) (UCT), DCom (hc) (UPE), F.Ist.D

Dr Joyce Matube
BA(SS), BA (Hons), MA(SS), DPhil

Ms Sinnah Ramakhula
BA Soc, MBA

Mr Sekhopi Malebo
PostgradDipPM (Cranefield)

Prof Erik Schmickl (Vice-Principal)
MA, MBL, DLitt et Phil, ITP (Harvard)

Prof Pieter Steyn (Principal)
Pr Eng, BSc (Eng), MBA, DCom

For details of the International Advisory Panel, please see www.cranefield.ac.za.

APPENDIX 1: The Statute of Cranefield College

STATUTE

The Council of Cranefield College has, by virtue of the powers derived from the official registration of the Institute with the Department of Education in terms of the Higher Education Act 101 of 1997, approved a Statute, the provisions of which are set out below:

1.0 DEFINITIONS

In this Statute an expression used shall have the following meaning:

“**Act**” means the Higher Education Act 101 of 1997;

“**auditor**” means any person registered as such in terms of the Public Accountants and Auditors Act, 80 of 1991;

“**Board**” means the Board of Directors of Cranefield;

“**Chairperson**” means the person appointed as Chairperson of the College Council;

“**College**” means Cranefield College;

“**Convocation**” means the convocation of the College;

“**employee**” means any person employed full-time or part-time in a permanent or temporary capacity by the College;

“**Principal**” means a person appointed as Principal of the College;

“**Registrar**” means a person appointed as Registrar of the College; and,

“**student**” means a person registered as a student according to the applicable rules and procedures of the College.

2.0 **THE COUNCIL**

- 2.1 There shall be a Council whose members shall be appointed by the Board on recommendation of the Principal.
- 2.2 The Council shall consist of fit and proper persons who shall, as much as possible, be representative of the broader South African society, and who shall add value to the affairs of the College.
- 2.3 The powers, functions and responsibilities of the Council shall be to govern the College within the parameters of this Statute. Where this Statute is silent, or in the case of uncertainty about the lawfulness of Council's action or decision, guidance shall be sought from the Board and the general practice relating to Councils of other tertiary education institutions.
- 2.4 The term of office of members of Council shall be three years provided that the Board shall endeavour to re-appoint at least fifty-percent of outgoing members to the Council for the following term of office.

3.0 **CHAIRPERSON**

- 3.1 The Board shall appoint a fit and proper person as Chairperson of the College Council.
- 3.2 The Chairperson of the Council is the titular head of the College and shall have the following functions and powers:
 - 3.2.1 The constitution of the congregation of the College;
 - 3.2.2 The conferral of degrees and the award of diplomas and certificates of the College; and,
 - 3.2.3 The dissolution of the congregation of the College.
- 3.3 In the absence of the Chairperson, the Principal shall perform the functions and exercise the powers of the Chairperson.
- 3.4 The term of office of the Chairperson shall be three years after which he/she may be re-appointed for further terms of office.

4.0 **PRINCIPAL**

- 4.1 The Board shall appoint a fit and proper person as Principal of the College.
- 4.2 The Principal is the Chief Executive Officer of the College and shall have the powers, functions and responsibilities normally associated with such a position.
- 4.3 The Principal may, whenever he/she deems it necessary, appoint one or more fit and proper persons as Acting Principals to exercise the Principal's various powers, functions and responsibilities until not later than the next meeting of the Council.

5.0 **REGISTRAR AND ADMINISTRATION**

- 5.1 The Board may, on recommendation of the Principal, appoint a fit and proper person as Registrar of the College. The term of office and conditions of service of the Registrar shall be determined by the Board in consultation with the Principal.
- 5.2 The powers, functions and responsibilities of the Registrar shall be the same as those of a Registrar of a similar tertiary education institution.
- 5.3 The Principal may appoint any fit or proper person(s) as employees to assist the Registrar with the administrative functions and responsibilities of the College.

6.0 **MEETINGS OF COUNCIL**

- 6.1 The Council shall meet at least once per semester.
- 6.2 Proper notice of meetings shall be given to members of Council, which notice shall be given timeously and be accompanied by an agenda and a copy of the minutes of the proceedings of the previous meeting.
- 6.3 The Registrar shall be responsible for the arrangements pertaining to meetings of Council, including the compilation of agendas and the recording of proceedings of such meetings.
- 6.4 The normal legal duties and procedures relating to the approval and signature of minutes of meetings of Council shall apply and be followed by the Chairperson and the Registrar.

7.0 **PANEL OF ACADEMIC ADVISERS**

- 7.1 The Council may, on recommendation of the Principal, appoint a panel of academic advisers to the College.
- 7.2 The panel of academic advisers shall also include fit and proper persons from professional practice.
- 7.3 The functions of the panel of academic advisers shall be to advise the Principal on the academic affairs of the College.
- 7.4 The Principal shall convene and chair meetings of the panel of academic advisers.

8.0 **CONVOCATION**

- 8.1 The convocation of the College shall consist of graduates, and holders of diplomas and certificates of the College and may also include holders of honorary degrees of the College.
- 8.2 The convocation may be represented on the Council and shall form part of the alumni association of the College.

9.0 **DESIGNATION OF DEGREES AND DIPLOMAS**

The College may offer the following degrees and diplomas:

- 9.1 Advanced Diploma in Project Management - AdvDipPM
- 9.2 Postgraduate Diploma in Project Management - PostgradDipPM
- 9.3 Master's Degree in Project Management - MComPM

10.0 **COMPULSORY REGISTRATION FOR TUITION**

- 10.1 Registration with the College shall be a prerequisite for tuition in any of the courses offered by the College.
- 10.2 No person shall be allowed to enter for examination in any course offered by the College without the necessary tuition through the College in the relevant course.

10.3 The successful completion of all the prescribed courses and their examinations shall be a prerequisite for the conferral of a degree or the award of a diploma or certificate by the College.

11.0 **HONORARY DEGREES**

11.1 The Council may, on recommendation of the Principal, confer honorary degrees on fit and proper persons who have rendered outstanding services during their lifetime, provided that such conferral must add to the prestige of the College.

12.0 **CONFERRAL OF DEGREES AND AWARD OF DIPLOMAS AND CERTIFICATES**

12.1 The conferral of degrees, including honorary degrees, and the award of diplomas and certificates, shall take place only at properly constituted congregations of the College.

13.0 **DISCIPLINE**

13.1 Disciplinary action against employees and students of the College shall be conducted according to the South African laws governing the relationship between employer and employee and, in the case of students, the principles of natural justice and the other provisions of the Disciplinary Code of the College.

14.0 **ACADEMIC STAFF**

The Council may, on recommendation of the Principal, appoint fit and proper persons to the following status and positions in the College:

- 14.1 Principal Lecturer
- 14.2 Senior Lecturer
- 14.3 Lecturer
- 14.4 Associate Lecturer

The Council shall, on recommendation of the Principal, determine the conditions of service of an appointee in any of the positions mentioned above.

15.0 **EXTERNAL EXAMINERS**

15.1 The Principal shall be responsible for the appointment of external examiners for the courses in which examinations are conducted.

16.0 **APPOINTMENT OF COMMITTEES**

16.1 The Council and the Principal may appoint committees for whatever purpose it is deemed necessary to investigate any matter relating to the affairs of the College or to perform any task in connection therewith.

17.0 **FINANCES OF THE COLLEGE**

17.1 The Principal shall be responsible and accountable for the proper management and control of the financial affairs of the College and shall report to the Council on a regular basis.

17.2 The financial affairs and statements of the College shall be audited annually by an independent auditor, who shall report on the finances to the Principal and to the Council.

18.0 **TUITION, EXAMINATION AND OTHER FEES**

18.1 The Council shall, on recommendation of the Principal, determine the fees that students shall pay for registration, tuition, examinations and other services provided by the College.

19.0 **PROCEDURE AT CEREMONIES**

19.1 The Council shall, on recommendation of the Principal, determine the procedure to be followed at ceremonies of the College.

20.0 **GENERAL PROVISIONS**

20.1 The College subscribes to and shall encourage the implementation of all the principles of the International Declaration of Human Rights, the Constitution of the Republic of South Africa and the Act, in all its activities and affairs.

21.0 **AMENDMENT OF STATUTE**

- 21.1 The provisions of the Statute may be amended by the Council on recommendation of the Principal, provided that proper and timeous notice of proposed amendments shall be given to all serving Council members.
- 21.2 Approved amendments shall be published and brought to the notice of all relevant parties who deal with the College.

APPENDIX 2: Procedure at Graduation Ceremonies

The Council of the College has, in terms of paragraph 19.0 of the Statute of the College, approved a procedure to be followed by all participants, including the public, at graduation ceremonies. The steps of the procedure are set out hereunder:

INTRODUCTION

Graduation ceremonies shall be held in appropriate venues and conducted in a style and manner which befit the good name of the College in society. Such ceremonies are joyous occasions for students, parents and relatives. Therefore every endeavour should be made to create a relaxed and cheerful, yet dignified and respectful, atmosphere.

Soft background music appropriate to the occasion should be played once the members of the public start to take their seats. Under supervision of a College staff member, all participating students must be seated in a specially demarcated area in order of sequence as indicated on the programme.

A member of the staff should explain the procedure to the students and the public before the proceedings commence, requesting the public to stand while the academic procession enters the venue and also when the procession leaves after the chairperson has dissolved the congregation.

STEP 1. All members of the academic procession, properly gowned, enter the venue (while the audience is standing and fitting music is playing) from the rear or the side, heading for the stage. The procession, on entering, is led by the most junior staff member followed by others in seniority-order with the Principal and Chairperson of the Council forming the rear-guard. Each member of the procession must know in advance where he/she will be seated on the stage and will stand in front of his/her seat facing the audience. The Chairperson, who will take the middle-seat, will indicate to everyone, including the public, when to sit down.

Music must then stop.

STEP 2. The Principal takes the podium and welcomes all present, making special mention of the students, parents and relatives, as well as of any special guests present.

STEP 3. The Principal then states as follows:

“I NOW CALL UPON THE CHAIRPERSON TO CONSTITUTE THE CONGREGATION OF CRANEFIELD COLLEGE”

The Principal returns to his seat on the stage.

STEP 4. The Chairperson moves to the podium and announces as follows:

“BY VIRTUE OF THE POWERS VESTED IN ME IN TERMS OF THE STATUTE OF THE COLLEGE, I CONSTITUTE THIS GATHERING AS A CONGREGATION OF CRANEFIELD COLLEGE FOR THE PURPOSE OF CONFERRING DEGREES AND AWARDING DIPLOMAS AND CERTIFICATES:

The Chairperson returns to his seat on the stage.

STEP 5. The Principal takes the podium and follows the following procedure:

- a) In the case of an invited speaker, he gives a short account of the speaker’s CV and then calls upon him or her to address the congregation. Speakers should be requested not to speak for longer than fifteen to twenty minutes.
- b) In the absence of an invited speaker, or after the speaker’s address, the Principal calls upon the Chairperson to confer degrees and award diplomas and certificates by stating:

“MR CHAIRPERSON, I REQUEST YOU TO CONFER THE DEGREES ON AND TO AWARD THE DIPLOMAS AND CERTIFICATES TO THOSE PERSONS WHOSE NAMES APPEAR ON THE PROGRAMME”

The Principal remains next to the podium because he has to congratulate each recipient who comes forward on the calling of his/her name.

STEP 6. Standing up but without leaving his seat, the Chairperson replies:

“I CONFER THE DEGREES TO AND AWARD THE DIPLOMAS AND CERTIFICATES ON THOSE PERSONS WHOSE NAMES APPEAR ON THE PROGRAMME”

The Chairperson remains standing.

STEP 7. An administrative official of the College takes the podium and reads out the names of each of the candidates on the programme. The Principal stands next to the podium in such a position that a photo, with the right background, can be taken of each candidate and the Principal shaking hands.

STEP 8. After shaking hands with the Principal, the recipients move to the Chairperson, one at a time, who, depending on whether a degree is conferred or a diploma or certificate is awarded, either caps the recipients with the “degree-capping” cap, or, in the case of a diploma or certificate, shakes hands with the recipients. Thereafter the recipients move to the Registrar, who hangs the hood around their necks and shakes hands with the recipients. The recipients then move to the administrative table to receive their certificates before returning to their seats.

STEP 9. After the last recipient has taken his/her seat, the Principal takes the podium to congratulate the recipients and their parents, and to make any announcements.

In the absence of an invited speaker, and should he wish to do so, the Principal may call upon the Chairperson to give a short address to the audience in which case the Chairperson will take the podium and deliver a short address.

He then returns to his seat.

STEP 10. The Principal takes the podium and invites the public to enjoy tea/coffee afterwards. He then calls upon the Chairperson to dissolve the congregation, and returns to his seat.

STEP 11. The Chairperson, standing up, announces:

“BY VIRTUE OF THE POWERS VESTED IN ME IN TERMS OF THE STATUTE OF CRANFIELD COLLEGE, I DISSOLVE THIS CONGREGATION”

STEP 12. The music starts playing and the audience stands up, while the Chairperson leads the procession off the stage. After the procession has left the venue, the public may disperse to enjoy their tea/coffee etc.

NB It is important that the College publish a programme with the full names and surname of each recipient as well as the qualification that he/she receives.

Furthermore, it must be stated by the administrative officer that a recipient, who is not present, receives the qualification *in absentia*. A signed copy of the programme of each graduation ceremony must be kept in the protocol of the College.

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