



# **Cranefield College of Project and Programme Management**

## **Prospectus**

**2022**

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## **SECTION 1**

### **CRANEFIELD'S VISION, MISSION AND GUIDING PRINCIPLES**

#### **1.1 Vision and Mission**

The vision of Cranefield College is to provide private tertiary education of the highest quality both in Africa and internationally, equipping students with practical knowledge and skills that they can immediately apply to facilitate further learning and to maximise their productivity in their work contexts.

In line with the above vision, Cranefield's mission is to improve the quality of all its learning programmes and services on a continuous basis so as to meet students' (and, where applicable, their employers') evolving needs and to add maximum economic and social value to society as a whole. The major components of Cranefield's mission are accordingly threefold:

- 1) Creating, maintaining and delivering continuously improved job-relevant courses and programmes that are at the cutting edge of integrative development in the relevant fields of practice.
- 2) Providing excellent and holistically sustainable customer service.
- 3) Progressively fulfilling economic and social responsibility by adding value to society through top-quality higher education.

#### **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. Continuously improved technology is also essential for

effectiveness and efficiency, 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 Higher Education and Training, 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.

## **SECTION 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.

2.2.1.3 All students at Cranfield **must** have personal access to the Internet for the purpose of their studies.

## 2.2.2 **Submission of Documents**

2.2.2.1 When applying for admission to any academic programme (i.e. leading to a qualification), 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 admission to a specific academic programme where the applicant has not yet obtained a higher qualification at the minimum level as required by the standard admission requirements for that programme. The basic criteria for RPL for access to Cranefield's academic programmes are set out in the 'Admission' sections of each programme in Section 3 below. The College's full RPL policy is available upon request.

## 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 could *inter alia* be in the form plagiarism (please 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 M8 study material, which is supplied to all graduate researchers at Cranefield College. The College has a dedicated Ethics Committee, which deals impartially with all ethical matters involving any member of staff or any student. See further the College's full C-PN4010 Research Policy.

**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 (unless otherwise agreed), 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 the College.

### **2.3.5 Plagiarism**

**2.3.5.1** Students must take great care to ensure that they acknowledge **all** their sources, and that they do not use others' words or ideas without clearly indicating this at **every** separate instance in the body of the assignment. The full reference must then be provided in the bibliography at the end of the assignment. If any part of any source is **quoted** verbatim anywhere in a student's work, this absolutely must be indicated with quotation marks. Not indicating a source, and/or not adding quotation marks in an instance of verbatim use, immediately amounts to plagiarism – even if it is only a single sentence, figure or table within the document. For further details, please see the College's full C-PN407 Assessment and Moderation Policy.

**2.3.5.2** If in the assessment of any assignment, dissertation or thesis it is found that any portion of any piece of work is unduly similar to, or the same as, that of another student at Cranefield or of any other unacknowledged author, the student (or students) involved will receive 0% for the entire assignment.

2.3.5.3 In the case of a first offence, a warning will be issued and the opportunity of doing a supplementary examination may be granted where applicable (requiring payment of the prescribed R750.00 examination fee). Depending on the details of the case, the student/s may be requested to appear before the Ethics Committee.

2.3.5.4 In the case of a further offence, the student/s will generally be requested to appear before the Ethics Committee (depending on where the student is based). The Committee will subsequently decide whether a supplementary will be granted or whether the student's/s' studies will be suspended. The Committee will determine the period of suspension according to the specific case. Suspended student/s will have to reapply for registration on the relevant programme after the expiration of the suspension period. In the case of multiple offences, a student may be barred from further study. As with students' academic records, records of instances of plagiarism are securely and permanently stored by the College.

2.3.6 **Antisocial behaviour.** Action will be taken against any student or member of staff who engages in behaviour that is malevolent, injurious or 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 In the case of all short courses, the full amount for the course for which a student is enrolled shall be paid prior to gaining access to the learning material (unless instalments apply by special arrangement).

2.4.2 In the case of the first module of an academic programme (i.e. leading to a qualification) where the student is personally liable for fees, he or she is required to pay the basic registration fee before his or her registration can be finalised. Payment of the fee finalises registration, and the fee is non-refundable. The student will then

in due course receive an invoice for the full fee and must effect payment as directed by the Administration. The student must produce proof of payment of the two amounts above (within the times stipulated), via fax, email, or other appropriate means.

2.4.3 In the case of the first module of an academic programme where the student's company is paying, an approval letter from the company for payment of studies must reach the Administration before the registration can be finalised. The student's company will then receive an invoice for the full fee in due course and must effect payment as directed by the Administration. The onus remains on the student to produce proof of payment via email or other appropriate means. It should be noted that the company will still be liable for the registration fee if the student does not continue after registration.

2.4.4 A student who, for any reason, still has any outstanding fees at the time of completing his or her final examination will not receive his or her results.

2.4.5 No refunds are payable to any student who does not fulfil his or her study obligations. Once a student has received access to the study material for any module or course, no refund is possible.

2.4.6 A student who repeats a module or short course shall be liable for 50% of the current full module or course fee (in addition to the fees paid for his or her previous attempt).

2.4.7 A student who does not complete a full academic programme within the required time (where applicable) will be liable for a reregistration fee. Information regarding the maximum allowable time to complete a programme is provided with the rest of the information for that specific programme.

2.4.8 A student who does not complete a module of an academic programme within the prescribed period of a particular cycle, will need to repeat the module in a

subsequent cycle (starting afresh) and would be liable for a repeat fee in terms of 2.4.6 above. The same applies to continuing professional development (CPD) short courses.

2.4.9 In the case of non-CPD short courses taken individually through the Cranefield Academy, a student may switch cycles an unlimited number of times within the starting and following calendar year of study, subject to an administration fee (R885.00) in each instance. This flexibility serves to accommodate situations where a student's work demands necessitate a rescheduling of studies within a reasonable period of time. Although flexibility in this regard is thus allowed, a student must nevertheless carefully adhere to the due dates of any particular cycle in terms of assignment submissions. If these are missed in any cycle, the student would need to switch cycles. In such an event, the administration fee would apply and the student's progress from the previous cycle would be carried over to the new cycle. However, once the final examination has been provided to a student, it is no longer possible to switch cycles. Non-submission within the allowable timeframe would result in the need for completing a supplementary examination and, failing that, repeating the course.

2.4.10 In the case of any academic module (i.e. forming part of a full academic programme leading to a qualification) that does not involve a team assignment, a student may switch cycles once, having already started a cycle, subject to an administration fee (R885.00). The cycles of academic modules start in each quarter of the year. As in 2.4.9 above, once a student has been sent his or her final examination (if the examination is assignment-based) or has missed, started or completed any online examination, it is no longer possible to switch cycles. Non-submission within the allowable timeframe would result in the need for completing a supplementary examination and, failing that, repeating the course.

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

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

## **2.5 Class and Team Participation**

2.5.1 Cranefield's live lectures span three hours on each lecture day, commencing strictly at 09h00 and ending at 12h00. There are five lecture days per module in the case of all modules with live lectures.

2.5.2 Class participation is not compulsory. However, for all modules with live classes, online class participation is strongly encouraged, and it is in the ordinary course expected that a student will be engaged in all live lectures for a particular module via Blackboard Collaborate. Cranefield's use of Blackboard enables students to participate in classes interactively online from the office or home, and to study recordings of the live classes.

2.5.3 If a student is unable to participate in any of the live online classes due to special circumstances, he or she will still be able to study the recording of the missed class. All students in any event have access to the recording of the class for revision purposes, and such revision is also compulsory for students who participated in the live class. It is important to note that it remains imperative for all students to adhere exactly to all the set dates and assignment deadlines for all modules, regardless of whether they missed participating in one or more of the live class on the dates that these were presented.

2.5.4 In the case of all academic modules that involve a formal teamwork component, it is compulsory for all students to participate actively and timeously in team activities and assignments. Lack of such participation would result in a student not being able to continue further with the module in a particular cycle, and the student would then need to repeat the module. For case discussions in syndicate

teams, students are able to meet in a dedicated online collaboration room where they can see and hear each other in an organised fashion, using the Blackboard Collaborate system. Such team sessions can also be recorded for revision purposes.

2.5.5 Records of all students' online activities are kept as a matter of a course, and a student's sponsor organisation may follow up with the College to verify participation.

## **2.6. Submission and Assessment of Assignments, Dissertations and Theses**

2.6.1 All examination sessions on academic programmes involve a first and second examiner (the latter of whom may be internal or external). 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, assessed by him or her as second examiner, and then finally also assessed by an independent external examiner.

2.6.2 Adherence to submission dates for individual and team assignments is strictly required. In the case of individual examination assignments, any student who fails to submit on time and provides a valid reason (supported by evidence) may, however, be granted an extension for submission. Nevertheless, any late submission will generally result in the student having to wait until the assessment of supplementary examinations for the late assignment to be assessed.

2.6.3 In the case of team assignments on academic programmes, no extension may be granted under any circumstances, since the case is for discussion in the live class directly after the deadline. Late submissions with a valid excuse (and supporting evidence, where relevant) will be treated as supplementary examinations (with 50% being the maximum awardable mark). Where the submission is substantially beyond the deadline or there is no valid excuse as mentioned, the team will receive 0%.

2.6.4 In the case of dissertations and theses, late submission may not 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 November (for March graduation) and 1 June (for September graduation) of every year. In the case of both master's and doctoral programmes at Cranfield College, a student must submit within three years of starting his or her programme to avoid having to reregister for the programme.

2.6.5 All individual assignments shall contain the following signed declaration: 'I hereby declare that this assignment is my own work, and that it has not previously been submitted to any Higher Education Institution. I also declare that all published and unpublished sources have been fully acknowledged and properly referenced. This includes figures, tables and exhibits. Where modified by me, this has also been indicated.'

2.6.6 All dissertations and theses submitted for examination shall contain the following signed declaration: 'I hereby declare that this [dissertation/thesis] is my own work, and that it has not previously been submitted to any Higher Education Institution. I have acknowledged all other persons who have assisted in the content or presentation of the work. I also declare that all published and unpublished sources have been fully acknowledged and properly referenced. This includes figures, tables and exhibits. Where modified by me, this has also been indicated.'

2.6.7 The following honest declaration, signed by each member of the team, must be included in all team assignments: 'We, the undersigned, hereby declare that each of us has contributed to this assignment, and that it is entirely our own work. We also declare that **all** published and unpublished sources have been fully acknowledged and properly referenced. This includes figures, tables and exhibits. Where modified by us, this has also been indicated.'

2.6.8 All assignments must be submitted in electronic form in MS Word format. In accordance with Higher Education practice, all final examinations remain the property of the College, and may not be returned to students. However, students will be granted the opportunity to discuss their marked examinations with the examiner/s

by special request, which request must reach the Administration within fourteen days of the results being released.

2.6.9 In the case of a thesis or dissertation, the requested number of electronic copies in both MS Word and PDF must be submitted for examination. In exceptional cases, a ring-bound hardcopy of the dissertation may also be requested.

2.6.10 Where minor improvements to a dissertation or thesis are recommended by any internal or external examiner, such improvements must be effected within six weeks of notification, and must be resubmitted for perusal and approval.

2.6.11 If the final 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 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.

2.6.12 An electronic version of the final dissertation or thesis must also be sent to the Cranefield's Administration.

## **2.7 Supplementary Examinations, Re-evaluations and Repeats**

2.7.1 A student who, due to reasons beyond his or her control, fails to undertake or to submit an examination assignment on time (or at all), may be granted the opportunity to complete a supplementary examination for which a full mark will be awarded. Details (with supporting evidence, where appropriate) of the reasons for such failure must be submitted to the Head of Administration before the due date, or as soon as possible thereafter, depending on the nature of the situation, and will be placed on record. Confidentiality of any personal information is assured.

2.7.2 A student who, without a timeously communicated excuse as contemplated in 2.7.1 above, fails to undertake or to submit a first examination assignment on time

(or at all) will have the opportunity to complete a supplementary examination. The result of such a supplementary examination will then be only a pass (reflected as '50%') or fail, without the opportunity for obtaining a higher mark. The fee for a supplementary examination following failure to undertake or to submit without a valid excuse as contemplated in 2.7.1 above, is R500.00.

2.7.3 A student who fails a first examination will have the opportunity to complete a supplementary examination. The result of such a supplementary examination will then be only a pass (reflected as '50%') or fail, without the opportunity for obtaining a higher mark.

2.7.4 All supplementary examinations must be submitted electronically as indicated in 2.6.8 above.

2.7.5 A supplementary examination will not be permitted in the case where a student has failed both to submit his or her individual assignment and also to participate in, or to submit, the team assignment. In such a case, the student will be invited to repeat the module.

2.7.6 A supplementary examination will not be permitted in the case where a student has any outstanding payments in respect of his or her studies. Only once such arrears have been settled will a student be granted the opportunity to complete a supplementary examination.

2.7.7 A supplementary examination must, in all cases, be undertaken within six months after failing, or failing to undertake or to submit, the previous examination, failing which the student will have the opportunity to repeat the course/module in question.

2.7.8 A student who fails to take or to submit his or her supplementary examination on time (or at all), or submits but does not pass, will have the opportunity to repeat the module/course (subject to 2.4.6 above).

## **2.8 Language Policy and English Proficiency Requirement**

2.8.1 The official language of the College is English. All learning materials, instructions and facilitation are presented/conducted in English. All official correspondence from the College is also in English.

2.8.2 All students enrolled at Cranefield College are expected to be basically proficient in English. In addition to this basic requirement, students are expected to develop their English skills progressively during their studies. To this end, and following recommendations from the Council on Higher Education, a compulsory support module (Module M7: 'Advanced Business English') forms part of the PGDip(PM) programme, so as to promote the further development of English skills for all students who continue with higher studies at Cranefield College. Each student receives personal feedback on his or her own writing, and has the opportunity to improve aspects according to his or her individual needs.

2.8.3 Where a Master's Degree student at Cranefield College has not yet completed the required Advanced Business English module (M7), this course will be added to his or her MCom(PM) modules. The module must be completed in conjunction with the first module (M8 or M9.x) of the student's MCom(PM) programme. In cases where special permission is granted for a deferment, it is still compulsory for any MCom(PM) student to have passed M7 at the very latest by the fourth month after being allocated a supervisor.

## **2.9 Academic records**

2.9.1 Cranefield shall keep comprehensive records of the academic achievement of all its past and present students. Cranefield College uses a combination of *Student Manager* and *Maximizer* to manage student information and maintain student records. The system allows for permanent and secure retention of all information, and the records are as a matter of course treated as confidential and the rights to

privacy of the students are respected. Transfer of information to third parties is only at the written request or with permission of the student.

2.9.2 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 copy of his or her degree/diploma certificate(s) subject to the payment of the relevant fee.

## **2.10 Additional Courses not part of Degree/Diploma Programmes**

2.10.1 Cranefield may, in line with section 28 of the Regulations for the Registration of Private Higher Education Institutions (2002), present tailored in-house courses or any other additional courses of recreational/developmental or general public interest (in the areas of the academic and professional competence of its staff), which do not form part of any of its programmes that lead to a qualification registered on the NQF (all Cranefield's academic programmes lead to accredited qualifications).

2.10.2 The additional courses contemplated in 2.10.1 will accordingly not be marketed as being accredited qualifications or approved by the CHE or registered by the Department of Education.

## **2.11 Appeals and Settling of Disputes**

2.11.1 Students have the right to appeal any decision that affects their academic interests. Should a dispute arise between a student and lecturer regarding the assessment of the work of that student, or a related matter, it is the policy of the College that 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 view and to ask specific questions. If a student is of the opinion that any assigned mark is not a true reflection of his or her ability, the first option available to him or her would thus be to 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 not be satisfied with the explanation of the finding (which is based on the assessment of an internal and external examiner), the student has the right to appeal the finding.

2.11.2 If a dispute regarding a mark cannot be resolved in terms of the informal process described at 2.11.1 above, the student has the right to apply to the Registrar for a reassessment of the assignment by an independent subject-specialist examiner (who was not involved in the initial examination process). The application must reach the Registrar within fourteen days of the results being released, and must be accompanied by a written motivation on the part of the student as to why he or she considers the mark awarded to be inappropriate.

2.11.3 If the reassessment as contemplated in 2.11.2 above yields a final mark that is not higher than five percentage points above the mark originally awarded (e.g. an assignment that originally scored 60% is awarded a mark of 65% or lower by the independent examiner), the student shall be liable for the prescribed reassessment fee (currently R750.00). If the reassessment yields a final mark of more than five percentage points above the mark originally awarded, the student shall not be liable for the reassessment fee (e.g. an assignment that originally scored 60% is awarded a mark of 66% or higher by the independent examiner). The Registrar may elect to consult the original internal examiner before accepting or rejecting the second result. If the Registrar rejects the result, the matter shall finally be referred to a panel of two or more independent subject-specialist examiners, who will analyse the overall assessment and reach a final decision, which will then be duly communicated to the relevant student/s.

2.11.4 In the case of disputes not specifically involving an assessment outcome, a student would also in the first instance approach the lecturer of the module to which the dispute relates. 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 in any matter. The Administration will then arrange for another lecturer (in the same specialised area) to evaluate the matter. 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.

2.11.5 In all appeals and instances where dispute resolution is required, the process 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 reached. For more information on appeals, please refer to section 6. of Cranefield's Assessment and Moderation Policy (available on request).

## **2.12 Disciplinary Procedure**

2.12.1 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 or termination of studies of any student on disciplinary grounds, following due process. Where relevant, the Principal must also represent Cranefield in legal action against such student.

2.12.2 Any member of staff of Cranefield may, if he or she finds it necessary, instruct 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.

2.12.3 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).

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

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

2.12.6 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.

### **2.13 Student Support Services**

2.13.1 A full virtual library is available to students, at no additional cost.

2.13.2 A limited subject matter library is available to students at the Administrative Headquarters.

2.13.3 Full academic and academic administrative support is available to students on a continuous basis, and limited career counselling is available to students on demand



## **SECTION 3**

### **CRANEFIELD COURSES AND QUALIFICATIONS**

#### **3.1 General**

##### **3.1.1 Introduction**

All Cranefield qualifications are accredited by the Council on Higher Education, and all courses and modules are presented in English. Cranefield College has positioned its academic qualifications to serve the leadership and management needs of organisations best, in both the private and public sectors. Its academic qualifications focus on value chain management, including the organisation's supply chain activities, its project management portfolios, and the appropriate leadership behaviours for strategic success.

In the current economic climate, employers rightly prefer job-relevant education and training for improving the competence of employees and for providing them with the necessary skills to be of immediate benefit to the organisation. What students learn from Cranefield today, they are able to implement in their work contexts tomorrow.

The design of Cranefield's learning programmes is indeed such that work and studies are mutually enhancing: the learning content is closely relevant to practice and can be immediately applied at work, and the experience at work promotes practical insight into the information gained in class and deepens students' understanding of applied concepts and principles. In this sense, students' learning by design continues beyond the virtual classroom and into their daily in expanding and reinforcing their knowledge and developing their skills through practically applying what they have learnt in class.

In terms of time away from work for the purpose of studies, students need to spend only fifteen hours during office hours in a three-month period (the duration of a

standard module). There is no need for additional time to be taken to travel, since each live three-hour lecture can be accessed from the office or home via a stable Internet connection. The live classes are from 9h00 to 12h00, which leaves a reasonable amount of time before and after class to attend to matters that might be pressing at work.

As evident from the above, Cranefield's approach is such as to facilitate the interweaving of studies with work responsibilities, in a mutually enhancing manner, without the need to spend a large amount of time away from work. Between class days, student syndicate teams can meet (in person or virtually) outside work hours to discuss their practical case studies.

### **3.1.2 Qualifications through Technology-Enhanced Distance Learning**

Cranefield College offers all its academic programmes through flexible and convenient distance learning (as already briefly discussed above). With Cranefield's virtual learning environment (VLE), which combines the technology of Blackboard Learn with that of Blackboard Collaborate, the entire process of programme delivery is enhanced in various ways, from live online classes and team collaboration to online assessments and personal feedback.

Students can use the Blackboard Learn app on their smartphone/tablet to access the study material. The Blackboard Learn app can be downloaded from the appropriate app store. All content can then be available via the app to make learning even more readily accessible. Students are also able to meet in their online collaboration rooms for case discussions in student teams, using the Blackboard Collaborate system.

For most modules, there are five online classes of three hours each, and students are generally expected to participate in all of these live sessions. However, if a student must miss a session due to work commitments for instance, he or she still has the opportunity to study the online recording of the live session. A student who is based in a time zone that makes the online live class participation difficult may

complete any of Cranefield's programmes on the basis of a special arrangement that he or she study the recordings of the classes instead of participating live.

As per 2.5.3 of the Rules, Regulations and Code of Conduct (Section 2 above), studying such recordings is still also compulsory for students who participated in the live class. Students who did not participate at the time, however, will inevitably need to invest more time into studying the recorded lectures. It is important for such students to note that the lecturer is also available to answer students' questions in between the live classes and a virtual appointment may also be arranged to discuss any such specific questions that a student might have.

Where a student might miss participating in any or all of the live online classes, it must be noted that he or she is still required to participate fully in team activities, including appropriate contributions to the compulsory team assignments. It is further important to note that it remains imperative for all students to adhere exactly to all the set dates and assignment deadlines for all modules, regardless of whether they missed participating in one or more of the live class on the dates that these were presented.

All academic programmes, including Cranefield's modular BBA and MCom degrees, are available to students in all areas with Internet access nationally and internationally. Exceptional students may advance all the way to the PhD degree, which signifies the highest level of academic attainment.

Apart from Cranefield's full academic programmes, selected short courses are also available through the Cranefield Academy (see [www.cranefieldacademy.com](http://www.cranefieldacademy.com) for more information), which courses do not involve any live class participation or compulsory team collaboration. The short courses are available to students in any country, provided that candidates are adequately proficient in English and have basic Internet access.

### **3.1.3 General Approach to Teaching and Learning**

#### **3.1.3.1 Introduction**

The andragogic (adult learning) approach is followed in all Cranefield's programmes. In respect of all Cranefield's academic modules where live class sessions are featured, it is essential for students to prepare themselves thoroughly for each session by studying the prescribed text and/or recommended reading material. This facilitates on-the-spot processing of the required volume of information, and also promotes meaningful class participation. 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:

- a. the analysis of real or realistic case scenarios from a solid theoretical foundation, providing practical solutions and insight in applying knowledge and skills in dealing with those case studies;
- b. the development of independent, lifelong learning skills on the part of students;
- c. the use, wherever practicable, of syndicate teams 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
- d. 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 – students hence have the opportunity to start applying these in their field of practice immediately as they acquire them.

### 3.1.3.2 Team Learning

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

In a team-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 team performance. The ability to present materials learned during individual study to the team in a clear and articulate manner, based on evidence, is an important asset in team learning. It is also important that syndicate members must be cooperative and supportive of each other, and share knowledge and resources freely among themselves.

Syndicate team members should be able to set individual objectives, while respecting and participating in the setting and fulfilling of the objectives set by the team. 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.

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

### 3.1.3.3 Practical 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. All project and programme management modules use case-based learning.

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 team-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 topic-specific learning objectives are clearly stipulated in the study guide for each module.

## 3.2 Qualifications in Leadership and Management

### 3.2.1 Advanced Certificate in Project Management (NQF L6)

#### 3.2.1.1 Structure and Scope

The Advanced Certificate in Project Management is accredited at NQF Level 6, with 120 credits (consisting of three modules of 40 credits each). The programme serves to meet the need for a specialised professional qualification at the undergraduate level in project and programme management. The AdvCert(PM) is fully aligned with the USA Project Management Institute's (PMI) Project Management Body of Knowledge (PMBOK) and is an ideal route towards gaining international certification as a Certified Associate in Project Management (CAPM), or Project Management Professional (PMP) for more experienced project managers. These are currently deemed to be the internationally most important industry-recognised certifications for project managers.

There are five lecture days per module, spread evenly over the three-month duration of each module. Consisting of three modules, the full AdvCert(PM) programme accordingly takes nine months to complete. Please see the 'Academic Calendars' on the Cranfield College website for the relevant time slots. Note again that all lectures are streamed live via Cranfield's Blackboard Collaborate system, making it possible to participate interactively in live classes via the Internet. The only specification in terms of the order of precedence of modules is that Module M $\alpha$  must be completed first, i.e.:

**Step 1:** Complete Module M $\alpha$ : Project Management: Perspective, Planning and Implementation (40 credits)

**Step 2:** Complete, in any order, Module AC1: General Management Perspective (40 credits) **and** Module AC2: Business Management (40 credits)

### 3.2.1.2 Flexibility of the Programme

Module Mα is offered in every quarter, while module AC1 and AC2 are offered in alternative quarters, allowing for flexibility throughout the year to commence and continue with the programme. The learning programme can be commenced in any quarter of the year:

- Jan to March.
- April to June.
- July to Sept.
- Oct to Dec.

### 3.2.1.3 Admission

#### 3.2.1.3.1 General Requirement

The standard minimum requirement for admission to the Advanced Certificate programme is a Higher Certificate (NQF Level 5), coupled with relevant experience.

#### 3.2.1.3.2 Recognition of Prior Learning

Whereas the standard minimum requirement for admission to the Advanced Certificate programme is a Higher Certificate (NQF Level 5), applicants not in possession of the aforementioned qualification may be assessed for eligibility for admission on the basis of RPL. All relevant information and documentation, including a detailed *curriculum vitae* (which must focus on describing the applicant's work experience) must be submitted to the Registrar (Academic). RPL serves to provide opportunities to those who generally meet the following criteria:

- a) Have completed at least the South African National Senior Certificate (or international equivalent).



- b) Have been employed or vocationally active in the community for at least two years since earning the Senior Certificate,
- c) Have gained relevant management experience in the workplace, holding a position of authority and responsibility.
- d) Have completed relevant credible courses related to the required competencies at credible institutions.

It is important to note that the number of students that the College will admit on the basis of RPL is limited. It is therefore imperative for every applicant to take care in preparing his or her portfolio of evidence. Support is available in this regard. Applicants must generally comply with at least a) to c) above, but evidence related to d) will also contribute significantly to a favourable outcome and may obviate the need for c). Where an applicant 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 a) and c) above. Every case is evaluated on its own merits. The College's full RPL policy is available on request.

#### **3.2.1.4 Assessment**

##### **3.2.1.4.1 General**

As an outcomes-based higher education institution, where adult-learning principles and strategy are applied, assessments are primarily based on real-world case studies. On lower NQF levels students are also expected to complete online formative tests covering the scope of the syllabus of the module. In this case, students receive automatic online feedback. Multiple or unlimited (depending on the instance) attempts are allowed for online formative assessments.

At the posting of formative assignments, students are provided with clear instructions about specific expectations and learning objectives and how these objectives

relate to the required exit-level outcomes. Students are informed at the start of each module of the dates that assignments will be provided and when the deadlines for submission are.

All assignments are made available on Blackboard. During the monthly live online lectures, the lecturer presents formal feedback on the preceding formative assignment/s. This offers live feedback to students about the lecturer's expectations of the submitted assignment and also serves as an indication to students regarding what to expect in terms of summative assessments. Team formative assignments are formally graded, and students are then provided feedback in a standardised electronic format (rubric) with main and secondary comment points and accompanying allocated marks.

Summative assessment at the conclusion of each module takes the form of online examinations (multiple-choice and/or essay-type problem questions) and practical case-based assignments similar to the formative assignments discussed above. These case-study assignments are central to summative assessment at Cranefield College, and will next be further discussed.

#### **3.2.1.4.2 Practical Case-Study Assignments**

The final mark that a student achieves on any module is based on a formal team assignment and an individual examination assignment. Students are required to submit the team assignment on the last lecture day of each module before the final month of the course (exact dates are announced for each session). The team assignment contributes 20% towards the final course mark. The format is identical to the individual examination assignment. The individual examination assignment must be submitted around five weeks after the last lecture in the final month (exact dates are announced by the lecturer), and contributes 80% of the final mark for the course.

The team and individual assignments must be neatly typed and technically presented in the form of a report to top management. These must be submitted as MS Word files on Blackboard. 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 examination sessions are subject to external examination. 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 team assignments is strictly required. The rules and regulations regarding late submission apply (please see 2.6 and 2.7 above).

#### **3.2.1.4.3 Evaluation Criteria for Case-Study Assignments**

Marks for case-study assignments are allocated as follows:

Understanding the course content	10
Problem identification	10
Analysing the causes	35
Conclusions and recommendations	30
Technical presentation: executive summary, language, illustrations, and bibliography	15

Total: 100

The final 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 higher, signifies a distinction.

### 3.2.2 Advanced Diploma in Project Management (NQF L7)

#### 3.2.2.1 Structure and Scope

The AdvDip(PM) consists of three modules. Each of the three modules contributes 40 credits to the total of 120 credits for the qualification. A candidate who does not have a tertiary qualification and/or has not formally covered the necessary work (project planning and implementation, effectively applying PM tools and techniques) will be required to complete a foundational prerequisite module, Module M $\alpha$  ('Project Management: Perspective, Planning and Implementation'), before being admitted to continue with M1. Such candidates may also choose to undertake the Cranefield Academy CPD short course in Project Management to meet the requirement.

Experience has shown that it is generally advisable to complete a foundational module/course, since it equips students with fundamentals that are invaluable in the workplace and on the Advanced Diploma programme. These fundamentals are very often not adequately covered in other management courses.

The AdvDip(PM) programme takes nine months to complete, and the structure is as follows:

Module M1: 'Project Management: Leading, Creating, Implementing and Improving',  
**and**

Module M2: 'Programme-Managing Organisational Performance and Innovative Improvement', **and** then **one** of the following:

Module M3: 'Supply Chain Quality and Performance Management', **or**

Module M4: 'Transformational Corporate Strategy'.

### **3.2.2.2 Flexibility of the Programme**

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 AdvDip(PM), since M1 must be undertaken first and then followed by M2). The elective modules (a choice between M3 and M4) are each presented twice per annum. There are five lecture days per module, spread evenly over the three-month duration of each module.

The learning programme can be commenced in any quarter of the year; M1 runs four times per annum in the following: Jan to March (Initial); April to June (Repeat); July to Sept (Repeat); and Oct to Dec (Repeat). Note again that all lectures are streamed live via Cranefield's Blackboard Collaborate system, making it possible to attend interactive classes live online. Therefore, you do not need to attend onsite classes in Midrand. M2 also runs four times per annum in the same as M1 above, and M3 and M4 are there presented in the following : M3: Jan to March & July to Sept, and M4: April to June & Oct to Dec. For specific calendar information, please consult the Cranefield website.

### **3.2.2.3 Admission**

#### **3.2.2.3.1 General Requirement**

The general requirement for admission to the AdvDip(PM) programme is a degree or diploma coupled with relevant experience. However, a prospective student may, in exceptional instances, be admitted to the programme on the basis of recognition of prior learning (RPL) where he or she does not already hold a degree or National Diploma (or equivalent).

### 3.2.2.3.2 Recognition of Prior Learning

As mentioned above, prospective students who are not in possession of a degree or diploma may in exceptional cases be considered for entry onto the Advanced Diploma programme on the basis of recognition of prior learning (RPL), where a student is able to demonstrate existing competence in the knowledge and skills required to undertake advanced management studies at NQF Level 7. All relevant information and documentation, including a detailed *curriculum vitae* (imperatively describing the applicant's substantial work experience) must be submitted to the Registrar (Academic). RPL may provide access to those who comply with an appropriate combination of the following criteria:

- a) Have completed at least the South African National Senior Certificate (NQF L4) or international equivalent.
- b) Have been employed or suitably active in the community for at least ten years since leaving secondary school.
- c) Have gained substantial management experience in the workplace, holding a position of authority and responsibility.
- d) Have successfully completed the foundational module Mα (Project Management: Perspective, Planning and Implementation) or Project Management Short Course.
- e) Have completed other higher qualifications or suitable courses related to the required competencies at credible institutions.

It is important to note that the number of students that the College will admit on the basis of RPL is limited. It is therefore imperative for every applicant to take care in preparing his or her portfolio of evidence. Support is available in this regard. Applicants must generally comply with at least a) to d) above, but evidence related to e) will also contribute significantly to RPL. Where an applicant has been identified by his or her employer as having leadership potential resulting from Human Resources career-path tracking, it could be sufficient for him or her to comply only with a), c)

and d) above. Every case is evaluated on its own merits. The College's full RPL policy is available on request.

#### **3.2.2.4 Assessment**

The same information applies as provided under 3.2.1.4 above in relation to the Advanced Certificate programme.

### **3.2.3 Bachelor of Business Administration (NQF L7)**

#### **3.2.3.1 Structure and Scope**

The purpose of the Bachelor of Business Administration (BBA) is to master the essentials of holistic organisational value chain management in the prevailing fourth industrial revolution (4IR or Industry 4.0). These include general management, business management, project management, programme management, and supply chain management. The BBA's distance learning structure allows for maximum flexibility in terms of when and where to study, and is designed to meet the needs of working students.

The exit level of the BBA degree is at NQF Level 7, which enables students thereafter to pursue further studies at PGDip or Honours level. In terms of furthering studies at Cranefield, qualifying candidates are able to advance to the Master of Commerce in Programme Management after successfully completing the Postgraduate Diploma in Programme Management (which is the next step following the BBA degree).

In the Cranefield BBA programme, students are extensively trained in the 4IR general management functions of leading, creating, implementing and improving. Essential business management areas covered include functional management aspects such as finance, operations, marketing, logistics, and human resources that

support programme-managed supply chain and project portfolios leading to optimal organisational improvement and performance. Project management training on the BBA programme is fully aligned with the Project Management Institute's Project Management Body of Knowledge (PMBok) as well as the International Project Management Association's International Competency Baseline (ICB). In addition to the management subjects mentioned, students are guided in gaining essential knowledge and skills in entrepreneurship and how to implement the entrepreneurial project. Since contracts form an inevitable part of business, students are also educated in commercial law of contract, with a focus on what they practically and strategically need to know to prevent and solve legal problems in collaboration and/or conflict with commercial lawyers.

The Bachelor of Business Administration programme consists of nine modules of 40 credits each, and from April 2022 will include an additional module of 10 credits. This module will serve to support students in the development of their writing skills, and will be included at no additional charge.

Module BB $\alpha$ : Business English (10 credits)(from April 2022)

Module BB1: Project Planning and Implementation Management

Module BB2: General Management

Module BB3: Commercial Law of Contract

Module BB4: Business Management

Module BB5: Entrepreneurship and Managing the Entrepreneurial Project

Module BB6: Marketing and Logistics Management

Module BB7: Project Management Strategy

Module BB8: Programme-managing the Value Chain

Module BB9: Modern Supply Chain Management OR

Module BB10: Business Strategy\*

Module BB11: Advanced Business English\* (15 credits)(Optional)

\*In the ordinary course, students will complete BB $\alpha$  and BB1 to BB9 (40 credits each) to obtain the BBA degree (with a total of 370 credits). The alternative module



to BB9, i.e. BB10, is a special elective that is available only to students who have already completed Module M3 (Supply Chain Quality and Performance Management) at Cranfield College independently or as part of the Advanced Diploma in Project Management. Module BB11 (*Advanced Business English*) is an optional additional elective that students may take in their final year, building on the compulsory first-year BB $\alpha$  (*Business English*). Although not compulsory, it is recommended that all students complete this exit-level module for their personal and professional enrichment. Students who have completed this module are able to transfer its fifteen NQF7 credits to the Postgraduate Diploma in Programme Management (in which *Advanced Business English* is a compulsory module). Students who have completed modules from Cranfield's Advanced Certificate and/or Advanced Diploma programme should ask the administration for advice regarding the possibility of exemption from selected modules of the BBA programme.

The BBA curriculum is based on a combination of holistically integrated modules that systematically incorporate current knowledge and fundamentals required to successfully lead and manage the project and supply chain portfolios of modern organisations in highly competitive 4IR economy. The following provides brief perspective on the ten standard modules (BB $\alpha$  and BB1 to BB9) that comprise the programme:

**BB $\alpha$ : Business English** is a ten-credit foundational module that is completed online (with prerecorded lectures only, which can be studied in the student's own time) over the same three-month period as any one of the student's other first-year modules (i.e. BB1, BB2 or BB3), depending on his or her optimal study schedule. This module is designed to equip students from the start of their BBA studies with the necessary knowledge and understanding to be able to express themselves clearly and correctly in their written work. It is expected of students to exit this module with a firm grasp of the essentials covered so as to be in a position to continue to develop their writing skills, progressively gaining greater levels of mastery through mindful application. Students learn at the outset not to underestimate the importance of accurate and correct communication in business.

**BB1: *Project Planning and Implementation Management*** covers the foundational tools and techniques of modern project management, and how projects are executed and managed over the project lifecycle. Project management cannot, however, be successfully performed in practice without an understanding of the general management principles covered in module BB2: *General Management*. From a systematic point of view, BB1 and BB2 are inextricably coupled – they are interdependent in terms of the resultant practical project management knowledge gained; however, they are not prerequisites for each other, and may thus be taken in any order.

**BB3: *Commercial Law of Contract*** could technically feature at any point in a student's study plan, since it is not dependent on any other module and is also not a prerequisite for any other module. The module is vital in terms of the outcomes of the complete qualification, since effective and efficient management demands a fundamental understanding of commercial law of contract – contractual relationships are at the centre of agreements related to leading and managing projects, and understanding relevant legal risks in this regard is imperative. Moreover, entrepreneurship (the focus of module BB5), which is becoming increasingly important in the current world context, inevitably requires an understanding of contracts in the commerce, especially in the light of the paramountcy of partnering in the 4IR economy.

**BB4: *Business Management*** is an essential further building block related to the foundations required for sound project and supply chain management, since cross-functionally structured project and supply chain processes obtain the majority of resources from the functional departments of the organisation. This demands a comprehensive understanding of the content of BB4, which specifically deals with the resources and management of the functional departments.

**BB5: *Entrepreneurship and Managing the Entrepreneurial Project*** imparts essential knowledge to students who wish to start small and medium-sized

enterprises. Knowledge of project and supply chain management is imperative for managing virtually any entrepreneurial venture (which inevitably consists of a project or portfolio of projects), and knowledge of entrepreneurship is in turn crucial for unleashing the potential of graduates and broadening the scope for practical application of project and supply chain management. This by its very nature becomes a source of job creation, which is so dearly needed in modern economies. It is no secret that small and medium-sized enterprises are the biggest contributors to job creation in free-market economies.

**BB6: Marketing and Logistics Management** Logistics and procurement hold a major risk if not done correctly in both project and supply chain management. For this reason, logistics and procurement management need special separate attention in a dedicated module. It should again be noted how all the preceding modules relate to BB6, resulting in the systematic integration of knowledge and the development of a broader and deeper perspective and insight into practical project and supply chain management as the elements of the curriculum progressively combine. This is also particularly the case in respect of the remaining modules, which are at the exit-level of NQF L7. These modules cover the more advanced aspects of the specialisation in project and supply chain management, building on the foundations provided by the NQF L5 and NQF L6 modules. As students enter their third year of study on the BBA programme, BB7: *Project Management Strategy* covers the important transition from operationally orientated project management to strategically oriented programme management. An essential shift is made from focusing on the single project, to focusing on portfolios of projects serving internal customers, and portfolios of supply chain projects serving external customers. Competitiveness through programme management has become a major strategic factor in achieving performance success in the modern economic environment. BB7 builds on the foundations provided particularly by BB1, BB2 and BB4.

**BB8: Programme-Managing the Value Chain** then focusses on those aspects that are most important for the project manager to know about programme management

in the context of optimising the organisational value chain. Programme management is applied to all project portfolios and supply chain portfolios that are shaped cross-functionally to promote integration, coordination and collaboration in order to maximise the performance and competitiveness of the value chain of the modern organisation. The vital areas of transformational leadership, and strategic transformation and change of the organisation away from bureaucracy to knowledge-based learning entities, are central to the contents of this module. This more advanced module then also provides the foundations for venturing more deeply into programme management, equipping BBA graduates to continue with Cranefield's Postgraduate Diploma in Programme Management. This may then be followed by the Master of Commerce in Programme Management.

**BB9: *Modern Supply Chain Management*** focusses on cross-functional structuring and programme-managing the modern supply chain, which is essential to the specialisation of the degree. In the prevailing 4IR economy, organisations absolutely must transform from bureaucracy to knowledge-based learning structures and paradigms in order to achieve competitive success.

### 3.2.3.2 Flexibility of the Programme

The BBA may be commenced in any of the four quarters of the year, with one BBA module being completed per quarter. There are five lecture dates per module. Modules BB1, BB2 and BB3 may be undertaken in any order. Since BB3 is not a prerequisite for any module, it may for scheduling purposes be undertaken at any time during the course, but preferably as early as possible. Modules BB4, BB5 and BB6 may be undertaken in any order after completion of BB1 and BB2, and are all three prerequisites for module BB7 and beyond.

To cater to the needs of working students, there are intakes in each quarter of the year so as to allow for flexibility in terms of being able to commence studies in January, April, July or October in any given year. Learning modules are offered in

series. A student may complete only one of the nine modules of the BBA per quarter. Please see the calendar provided on the Cranefield website.

Apart from live online classes, student syndicate teams meet outside of work hours to discuss their practical case studies. Cranefield's state-of-the-art technologies allow classes and syndicate team meetings to be conducted online, enabling students to participate from anywhere in the world. Note again that lectures are conducted via Cranefield's Blackboard Collaborate system, making it possible to attend interactive classes live online. Therefore, you do not need to attend onsite classes, and may complete the entire programme online.

### **3.2.3.3 Admission**

#### **3.2.3.3.1 General Requirement**

In accordance with the *Government Gazette, Vol 592, No 38116 of 17 October 2014 (National Qualifications Act (67 of 2008): Higher Education Qualifications Sub-Framework)*, the general minimum entry requirement for a Bachelor of Business Administration is the National Senior Certificate or the National Certificate (Vocational) with appropriate subject combinations and achievement as defined in the Minister's policies. In relation to the minimum requirement of a National Senior Certificate (NSC), an applicant must have achieved a minimum of 30% in English, and must have achieved a rating of '4' (50-59%) or higher in at least four subjects in the following list:

- Accounting
- Agricultural Sciences
- Business Studies
- Consumer Studies
- Dramatic Arts
- Economics
- Engineering Graphics and Design
- Geography
- History
- Information Technology

Languages (one in English and two other recognised language subjects)  
Life Sciences  
Mathematics  
Mathematical Literacy  
Music  
Physical Sciences  
Religion Studies  
Visual Arts

In accordance with the above-mentioned Gazette, candidates who completed their schooling prior to 2008 may be eligible for admission provided that the minimum admission requirements as defined in *A Qualification Structure for Universities in South Africa - NATED Report 116 (99102)* are met. Applicants who fall into the pre-2008 category are advised to contact the Cranefield administration for further guidance in this regard. It should be noted that candidates who fall into this category would most often also have gained relevant post-school knowledge and experience, which may be considered as part of RPL (please see 3.2.3.3.2 below).

Being at a higher level than the National Senior Certificate or the National Certificate (Vocational), a Higher Certificate (NQF level 5) or an Advanced Certificate (NQF level 6) or Diploma (NQF level 6) in a cognate field may alternatively satisfy the minimum general admission requirements. Apart from the basic admission requirements as stipulated above, relevant practical experience would be an important consideration in determining the suitability of a candidate for the BBA programme. The College endeavours to accommodate all applicants who qualify for admission, but takes particular care to ensure that student numbers are safely within the scope of optimal capacity to deliver top-quality education to all enrolled students.

Although Cranefield's approach to technology-enhanced distance learning by its very nature allows the College to accommodate a large number of students, careful capacity planning ensures that students not only enjoy the benefit of study materials and lectures of the highest quality, but also consistently receive individual feedback and support throughout their studies. In terms of the College's Student Recruitment, Admission, Selection and Registration Policy, it is continually ensured

that more than sufficient academic and administrative support staff are at hand to serve the needs of students equally. Cranefield's student body is characteristically diverse, and diversity levels are regularly monitored. Where student numbers need to be limited in respect of any cohort of students, preference is given to previously disadvantaged students. The selection criteria that are applied serve to ensure that students admitted to a particular programme are not only the most suitably qualified and experienced (so as to contribute maximally to the experience of fellow students and also to ensure the best chance of personal success in the programme), but also that every cohort of students is appropriately diverse in terms of demographics and cultural backgrounds.

#### **3.2.3.3.2 Recognition of Prior Learning**

Cranefield's RPL policy for the BBA degree provides opportunities to candidates who do not meet the formal requirements as set out above, but have acquired learning in an alternative manner, which learning is equivalent to or greater than the prescribed minimum formal admission requirements. Each application is evaluated against the entry requirements of the BBA, and each one is evaluated on its own merits. Special emphasis is placed on the candidate's capacity for benefitting meaningfully from, and performing on, the programme. The experience of each individual candidate, as reflected in his or her portfolio of evidence, is considered with close reference to the prospective demands of the BBA programme. It is important to note that the number of students that the College will admit on the basis of RPL is limited. It is therefore imperative for every applicant to take care in preparing his or her portfolio of evidence. Support is available in this regard. The College's full RPL policy is also available on request.

#### **3.2.3.4 Assessment**

Please refer to the general assessment information as provided under 3.2.1.4 above (in relation to the Advanced Certificate programme). Assessment on the BBA programme mindfully progresses from the lower-NQF-level modules to the higher

ones, the syllabus carefully guiding every student systematically from first-step foundations and into more advanced aspects at the appropriate point in each module of the programme. Nevertheless, emphasis is placed on affording students the opportunity to derive maximum practical benefit from the start of their studies, to place students in a position to be positively influential in the job market early in their studies.

BBA graduates will be equipped to be leaders in the 4IR economy, but will also have gained a solid foundation for postgraduate studies, through which they could continue to achieve greater heights in terms of developing their expertise.

Qualifying students who further their studies through Cranefield may next enrol for the Postgraduate Diploma in Programme Management, thereafter the Master of Commerce in Programme Management, and ultimately the PhD in Commerce and Administration.

### **3.2.4 Postgraduate Diploma in Programme Management (NQF L8)**

#### **3.2.4.1 Structure**

The PGDip(PM) consists of four modules providing a total of 135 credits. Students must choose three modules from the following:

Module M3: 'Supply Chain Quality and Performance Management' (40 credits).

Module M4: 'Transformational Corporate Strategy' (40 credits).

Module M5: 'Creating High-Performance Project and Process Teams' (40 credits).

Module M6: 'Infrastructural Asset Management' (40 credits).

In addition to these three modules, all students must then also complete Module M7: 'Advanced Business English' (15 credits).



The modules above may be taken in any order, except that M7: 'Advanced Business English' must generally be completed **concurrently** with the first forty-credit module of the programme (unless special permission for deferral has been obtained). M7 serves to assist students who continue with further higher studies at Cranefield College in developing their English skills through practical application.

#### **3.2.4.2 Flexibility of the Programme**

The full programme takes nine months to complete. There are five live-online lecture days per module (apart from M7, which has only prerecorded lectures), spread evenly over the three-month duration of each module. Please consult the Cranefield website for details. As mentioned above, M7 is completed with the first forty-credit module of the programme, and accordingly does not affect the length of the programme in terms of requiring more time than that required to complete the three forty-credit modules as set out above.

Note again that all lectures are live online via Cranefield's Blackboard Collaborate system, also making it possible to interact during class. Therefore, you do not need to attend onsite classes in Gauteng. Please see the Cranefield website for the for M3 to M6. M3 to M6 are presented as follows: M3: Jan to March & July to Sept; M4: April to June & Oct to Dec; M5: Jan to March & July to Sept; and M6: April to June & Oct to Dec.

#### **3.2.4.3 Admission**

Completion of Cranefield's Advanced Diploma in Project Management or BBA degree, or any qualification recognised by the Admissions Committee as being equivalent, is a prerequisite for admission to the Postgraduate Diploma in Programme Management.

An 'equivalent qualification' means any NQF Level 7 or higher qualification with similar content as the Advanced Diploma programme or the exit-level modules of the

BBA degree. If certain subjects were not sufficiently covered, or not covered at all in the 'equivalent qualification', relevant modules from the Advanced Diploma learning programme would be required 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 basic assessment information is the same as for the Advanced Certificate in Project Management (please see 3.2.1.4 above).

### **3.2.5 Master of Commerce in Programme Management (NQF L9)**

#### **3.2.5.1 Programme Structure**

There are two options for structuring the Master of Commerce in Programme Management, depending on whether the student chooses to complete a dissertation of limited scope (earning 120 credits) or a mini-dissertation (earning 60 credits). In the case of both options, the full programme amounts to a minimum total of 180 credits, with a minimum of 120 at NQF level 9.

The alternative structures for the MCom(PM) programme are as follows:

**OPTION 1:** *Two taught modules plus a dissertation of limited scope:*

M8 – 'Leadership and Management Research Methodology' (30 credits) AND

M9.x – Select ONE of the following electives:

M9.1 'Corporate Wealth Management' (offered in the first quarter ) (30 credits) OR

M9.2 'Managing for Organisational Performance' (offered in the second quarter) (30 credits) OR

M9.3 'Managing Virtual Dynamic Learning Organisations' (offered in the third quarter) (30 credits) OR

M9.4 'Dynamic Technology Management' (offered in the fourth quarter) (30 credits) OR

M6: 'Infrastructural Asset Management' (40 credits, NQF 8) – students who did not complete this module as part of their PGDip(PM) may choose this on the MCom(PM) programme.

**AND**

M10.1 – Work-Context Dissertation (120 credits). The dissertation may be started immediately after completing M8.

**OPTION 2:** *Four taught modules plus a mini-dissertation:*

M8 – 'Leadership and Management Research Methodology' (30 credits)

**AND** three of the following modules:

M9.1 'Corporate Wealth Management' (offered in the first quarter) (30 credits) OR

M9.2 'Managing for Organisational Performance' (offered in the second quarter) (30 credits) OR

M9.3 'Managing Virtual Dynamic Learning Organisations' (offered in the third quarter) (30 credits) OR

M9.4 'Dynamic Technology Management' (offered in the fourth quarter) (30 credits)  
OR

M6: 'Infrastructural Asset Management' (40 credits, NQF 8) – students who did not complete this module as part of their PGDip(PM) may choose this on the MCom(PM) programme.

**AND**

M10.2 – Work-Context Mini-Dissertation (60 credits). The mini-dissertation may be started immediately after completing M8.

Whichever option is chosen, the programme should take 18 to 36 months to complete, depending on the candidate's work situation. The candidate's registration will be reviewed annually, and may be cancelled in the event of unsatisfactory progress.

Should a candidate require more than three years to complete the programme, reregistration will be necessary (with the appropriate arrangements and payment of the prescribed reregistration fee) in terms of 2.6.4 above.

**3.2.5.2 Work-Context Dissertation or Mini-Dissertation**

The candidate is required to complete a dissertation of limited scope or mini-dissertation (depending on the modular structure chosen, with reference to the options above), which investigates a problem-based project or programme management situation in his or her work environment. Cranefield's MCom Committee appoints the supervisor for the dissertation.

Once the student's research proposal has been approved, he or she will establish a working relationship with his or her supervisor, and final submission must occur on or before the 1 November or 1 June deadline in the second or third year of his or her

MCom studies (please see 2.6 above regarding the rules and regulations relating to submission). In preparing the research dissertation, 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 to have completed M7 (Advanced Business English). If a student has not yet completed the module as part of the PGDip(PM) programme (or privately), the module will be added to his or her MCom(PM) programme. Students' English 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(s) will, however, determine the frequency of communications and meetings.

### **3.2.5.3 Admission**

Students who hold the Postgraduate Diploma in Programme Management from Cranefield College, or any qualification recognised by the Admissions Committee as being equivalent, may apply for admission to the MCom(PM) learning programme.

In order to be eligible for admission, a student must have achieved an average mark of at least 63% for the combination of the Advanced Diploma and the Postgraduate Diploma (or his or her equivalent highest qualifications). In addition, as mentioned above, he or she must also have completed M7 (Advanced Business English) or an equivalent course. Under certain circumstances, a student may be accepted on condition that selected modules be completed before final registration.

The chairperson of the Admissions Committee may at his or her discretion call for an interview with any applicant as part of the admissions process.

#### **3.2.5.4 Assessment**

The same policies and procedures for assessment of examination assignments on Cranefield's Diploma programmes apply to those in the MCom(PM). In addition, 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 or mini-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 or mini-dissertation (see 2.6 above). As mentioned above, should a student need more than the usual maximum of three years to complete the programme, reregistration will be required (with the appropriate arrangements and payment of the reregistration fee).

#### **3.2.6 Doctor of Philosophy in Commerce and Administration (NQF L10)**

The degree of Doctor of Philosophy (PhD) in Commerce and Administration is a research degree, awarded on the basis of a doctoral thesis. The Cranefield PhD is accredited at NQF Level 10, with 360 credits. When considering an application for registration for the PhD degree, the Admissions Committee shall be guided by

the following admission requirements:

(a) An appropriate master's degree; or

(b) Recognition of prior learning (RPL) that results in a level of research and subject-matter competencies that may be regarded as equivalent to master's level and sufficient to complete doctoral studies successfully. The appropriate level could, for instance, be evidenced by research articles published in refereed journals.

(c) Provision (b) above must be read with Cranefield's general RPL policy, which is available on request.

In line with the above, a person shall generally be accepted as a candidate for the PhD degree only if he or she holds a master's degree (or equivalent qualification) from the College or any other Higher Education Institution recognised by the Admissions Committee. However, in exceptional cases, a candidate may on the basis of RPL be adjudged to have attained a level of competence which, in the assessment of the Admissions Committee and on the recommendation of the Registrar, is sufficient for the purpose of being afforded the chance to submit a proposal for the PhD degree, due approval of which would then place him or her in a position to be finally admitted to the programme.

Applications for registration must be submitted to the Registrar. Any application of a candidate who did not obtain his or her previous qualifications from Cranefield College must be accompanied by an original statement from the academic institution where the qualifications were obtained. The statement must indicate the marks or symbols obtained for all successfully completed courses. Candidates must not submit original degree certificates; only certified copies of original certificates will be accepted.

Candidates must, with their application for registration, also submit a comprehensive portfolio of evidence with regard to their technical knowledge and skills application in

project and programme management, their managerial experience in project and programme management leadership, and their contextual experience in portfolio and programme management. Candidates may approach Cranefield's Administration directly, or use the registration facility on the College's website. Upon receipt of a candidate's application and academic records (in respect of qualifications not obtained at Cranefield), the Admissions Committee will decide whether the candidate meets the minimum requirements prescribed for admission.

If a candidate has met the minimum requirements prescribed for admission, he or she will be invited to submit a draft initial research proposal to Cranefield's PhD Committee. A maximum period of three months is allowed for the submission of the draft initial research proposal. Following provisional approval of the draft proposal, the candidate may then be invited to attend a formal selection interview with the PhD Committee (at the College or online), during which it would be expected from him or her to elaborate further on and motivate the contents of the proposal.

Only after approval of the initial research proposal will a candidate be finally admitted to and registered for the PhD programme, and his or her Promoter will be appointed. Doctoral candidates are expected to take the initiative regarding the specific topic within the area of study in which they would like to conduct research. All doctoral theses must be work-based, researched with the aim of creating new knowledge and adding value to the relevant organisation and society at large. The PhD degree signifies the ultimate level of professional study and academic attainment.

### **3. Individual Short Courses (NDP)**

Cranefield College offers some of the modules from the academic programmes above as individual short courses that may be taken not for degree/diploma purposes. A number of further short courses are offered through the Cranefield Academy of Knowledge. Short courses may contribute to credits or recognition of prior learning (RPL) towards obtaining a full qualification, depending on whether they are credit-bearing. For more information, please visit [www.cranefieldacademy.com](http://www.cranefieldacademy.com).



Short courses offered include Law of Contract for Business, Advanced Business English, and Entrepreneurship.

## SECTION 4

### FEES AND FINANCIAL SUPPORT

#### 4.1 Academic Programmes

Fees include all e-books and other online materials. 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](mailto:rouvep@cranefield.ac.za). Students who are personally liable for course fees must pay the full amount for the module in question prior to the first lecture day, and fax proof of payment to +27 (0) 12 807 5559 or email such proof to [sharendat@cranefield.ac.za](mailto:sharendat@cranefield.ac.za).

In the light of the inevitable pressure that the deleterious economic effects of COVID-19 has placed on our students and their employers, there have been no fee increases at Cranefield since 2020. The basic fee structure for the 2022 academic programmes will again remain as follows:

- The registration fee for the AdvCert(PM), AdvDip(PM), BBA, or PGDip(PM) programme is R3,750.00 (non-refundable).
- The fee per forty-credit module for the AdvCert(PM), AdvDip(PM), BBA, or PGDip(PM) programme is R19,200.00. The fee for the fifteen-credit module M7 (Advanced Business English) is R8,750.00.
- The fees for the MCom(PM) programme are as follows: Registration fee of R6,700.00 (non-refundable) plus R110,300.00 for the full programme, regardless of how the student elects to structure his or her individual programme in terms of the options as detailed under 3.2.5.1 above. The total fee accordingly remains R117,000.00.
- PhD fees depend on where the student is based. Please contact Cranefield's Financial Manager, Ms Rouvé Potgieter at [rouvep@cranefield.ac.za](mailto:rouvep@cranefield.ac.za).

- The cancellation fee prior to receiving access to study material on any academic programme is the full registration fee. After receiving access to materials, no refunds are possible on any academic programme or short course.
- Module/course repeat fee: Half of the current full fee for that module/course.

For further information on fees, including fees for supplementary examinations, please see section 2.4 and 2.7 above (in the Rules, Regulations and Code of Conduct).

## **4.2 Financial Support**

No special financial support is provided. Where students find it difficult to pay the full amount upfront, the fees can be structured per individual arrangement with the Financial Manager, Ms Rouvé Potgieter at [rouvep@cranefield.ac.za](mailto:rouvep@cranefield.ac.za).

## **4.3 Refunds with Advance Cancellation**

In the case of cancellation in advance of the start of the programme, the full fee minus the registration fee would be reimbursed to the student. After a student has received access to materials, no refunds are possible on any academic programme or short course.

## **SECTION 5**

### **STAFF AND COUNCIL MEMBERS**

#### **7.1 Management Staff**

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

Ms Dominique Gibbison (Registrar)  
BEd, AdvDip(PM)

Ms Gertrude Mogoane (Head of Academic Administration)  
PGDip(PM)

Ms Elzabe Zovitsky (Head of Short Course Administration)  
BA, MCom(PM)

Ms Karen Pretorius (Administrative Programme Manager)  
MCom(PM)

Dr Roché Steyn (Chief Legal Officer)  
BLC, LLB, HonsBA(Psych), LLM(Med), AdvDip(PM), LLD

Ms Sharenda Titi (Customer Relationship Manager)  
MCom(PM)

Ms Tamara Rich (CIQR and Compliance & Legal)  
BCom (Law), AdvDip(PM)

Ms Refilwe Nonyane (VLE Manager)  
PGDip(PM)

Ms Rouvé Potgieter (Financial Manager)  
MCom(PM)

#### **7.2 Academic Staff**

Professor Pieter Steyn  
Pr Eng, BSc(Eng), MBA, DCom

Dr Erik Schmickl  
MA(Psych), MBL, DLitt et Phil, ITP (Harvard)

Dr Sanet Barac  
MBA, MCom(PM), PhD

Professor Jan Meyer  
BA, MBL, PhD

Ms Hilary Anderson  
BCom (Math. Stats), AdvDip(PM), BCom(Hons), MPhil (Econ)

Mr Marius Maritz  
MA, MBL, CFM (Harvard), CA (SA)

Dr Lunga Msengana  
MCom(PM), PhD

Professor Dr Brane Semolic  
PhD

Dr Roché Steyn  
BLC, LLB, HonsBA(Psych), LLM(Med), AdvDip(PM), LLD

Mr Ernst Swanepoel  
PrEng, BSc(Eng)(Hons), MCom(PM)

Professor André Watkins  
PhD, DPhil, DCom, DSc

### **7.3 Council Members**

Mr Sekhopi Malebo (Chairperson)  
PGDip(PM)(Cranefield)

Professor Simon Maimela  
BA, Th.M (USA), Th.D(Harvard)

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

Dr Stanley Mpofo  
MCom(PM)(Cranefield), PhD (Wits)

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

Ms Sinnah Ramakhula  
BA Soc, MBA

Dr Erik Schmiki  
MA, MBL, DLitt et Phil, ITP(Harvard)

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

For details of the International Advisory Panel, please see [www.cranefield.ac.za](http://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. 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. 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. 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. 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. MEETINGS OF COUNCIL**

- 6.1. The Council shall meet at least twice a year.
- 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. 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. 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. DESIGNATION OF QUALIFICATIONS**

The College offers the following accredited qualifications:

- 9.1. Advanced Certificate in Project Management – AdvCert(PM)
- 9.2. Advanced Diploma in Project Management – AdvDip(PM)
- 9.3. Bachelor of Business Administration in Project and Supply Chain Management – BBA (PM & SCM)
- 9.4. Postgraduate Diploma in Programme Management - PGDip(PM)
- 9.5. Master's Degree in Programme Management - MCom(PM)
- 9.6. Doctor of Philosophy in Commerce and Administration - PhD

## **10. 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. 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. 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. 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. 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. EXTERNAL EXAMINERS**

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

## **16. 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. 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. 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. 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. 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. 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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