

All qualifications and part qualifications registered on the National Qualifications Framework are public property. Thus the only payment that can be made for them is for service and reproduction. It is illegal to sell this material for profit. If the material is reproduced or quoted, the South African Qualifications Authority (SAQA) should be acknowledged as the source.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

REGISTERED QUALIFICATION:

Master of Business Administration

SAQA QUAL ID QUALIFICATION TITLE

96395 Master of Business Administration

ORIGINATOR

University of Cape Town

PRIMARY OR DELEGATED QUALITY ASSURANCE FUNCTIONARY NQF SUB-FRAMEWORK

CHE - Council on Higher Education HEQSF - Higher Education Qualifications Sub-framework

QUALIFICATION TYPE FIELD SUBFIELD

Masters Degree Field 03 - Business, Commerce and Management Studies Generic Management

ABET BAND MINIMUM CREDITS PRE-2009 NQF LEVEL NQF LEVEL QUAL CLASS

Undefined 210 Not Applicable NQF Level 09 Regular-Provider-ELOAC

REGISTRATION STATUS SAQA DECISION NUMBER REGISTRATION START DATE REGISTRATION END DATE

Reregistered SAQA 10105/14 2015-07-01 2018-06-30

LAST DATE FOR ENROLMENT LAST DATE FOR ACHIEVEMENT

2019-06-30 2022-06-30

In all of the tables in this document, both the pre-2009 NQF Level and the NQF Level is shown. In the text (purpose statements, qualification rules, etc), any references to NQF Levels are to the pre-2009 levels unless specifically stated otherwise.

This qualification does not replace any other qualification and is not replaced by any other qualification.

## PURPOSE AND RATIONALE OF THE QUALIFICATION

### Purpose:

The primary purpose of the Master of Business Administration (MBA) Degree is to educate and train learners who can contribute to the development of knowledge such that they are prepared for advanced professional employment, with the capacity for critically aware and innovative leadership in the field of Business Administration.

Furthermore the purpose of the MBA (GSB) is to prepare learners who can make a significant contribution to socio-economic needs with a focus on emerging markets contexts, by means of the professional development of knowledge, at an advanced level, underpinned by high-level conceptual and theoretical understanding of sound principles of organisational administration, management and leadership.

The MBA curriculum is structured around 16 core courses, which are designed to map the contextual landscape in which businesses operate and to offer learners the fundamentals of management and business acumen which integrates this learning into a holistic framework that is sensitive to the key challenges facing business today.

Towards the end of their studies, learners have to apply what they have learnt on these core modules into the research report and Business laboratory components of the qualification. Learners are required to conduct an independent investigation which adds substantive depth to their MBA studies. The output may take the form of a report, which is based on a research proposal formulated during the year, a case study in the format of a research report or a laboratory research report based on the participation in the laboratory components.

Lastly the primary purpose of this qualification is to equip learners with the ability to apply the acquired skills, theories, concepts and methods appropriately with high levels of professional responsibility in the organisational context that they will operate in.

## Rationale:

There is a need for well-educated managers at all levels of organisations and within all sectors. The Master Business Administration (MBA) Degree is an internationally highly recognised Business Degree that prepares learners to plan, organise, control and manage essential business functions. The MBA qualification plays a key role in equipping the current and new generation of business leaders and managers with skills such as leadership skills, functional business skills, critical thinking abilities and the integration skill of implementing management practices effectively in organisational realities.

Learners that are employed can enrol for the qualification, the MBA will be delivered in two different modes, one is the fulltime mode of 12 months and the other one is the part-time mode over two years.

## LEARNING ASSUMED TO BE IN PLACE AND RECOGNITION OF PRIOR LEARNING

### Recognised Prior Learning (RPL):

Learners not meeting the tertiary Degree requirement can apply through the Recognised Prior Learning (RPL) route and submit a Portfolio of Learning (POL) assessment form via the institution's website. The RPL application will be reviewed by an academic faculty member of the school.

### Entry Requirements:

Honours Degree in any field.

Or

Postgraduate Diploma in Management Practice or related at NQF Level 8 Degrees.

Or

A minimum of 3 years work experience.

## RECOGNISE PREVIOUS LEARNING?

Y

## QUALIFICATION RULES

This qualification comprises of compulsory modules at NQF Levels 8 and 9 and Electives at NQF Level 9, totalling 210 Credits.

Compulsory Modules at NQF Level 8, 50 Credits:

Economics for Business, 10 Credits.

Accounting, 10 Credits.

Operations Management, 10 Credits.

Finance, 10 Credits.

Marketing, 10 Credits.

Compulsory Modules at NQF Level 9, 140 Credits:

Complexity, Organisations and Values, 10 Credits.

Business Government and Society, 10 Credits.

Leadership and Personal Development, 10 Credits.

Evidence Based Practice, 5 Credits.

Markets in Emerging Countries, 5 Credits.

Organisational behaviour and People Management, 10 Credits.

Social Innovation Entrepreneurship, 5 Credits.

Strategy, 10 Credits.

Business Model Innovation Lab, 10 Credits.

Social Innovation Lab, 10 Credits.

Research methods and report, 55 Credits.

Elective Modules at NQF Level 9, 20 Credits:

Learners are to select any modules from the following, to a maximum of 20 Credits.

Advance Leadership, 10 Credits.

Applied Sustainable Responsible Investment, 5 Credits.

Business Development in Emerging Markets, 5 Credits.

Capital Flows and Emerging Markets, 5 Credits.

Change Management, 5 Credits.

Coaching, 5 Credits.

Company Valuations, 5 Credits.

Doing Business in Africa, 5 Credits.

Doing Business in China and Asia, 5 Credits.

International Business, 5 credits.

Management Control Systems, 5 Credits.

Modern Finance, 5 Credits.

Negotiation Skills, 5 Credits.

New Ventures and Business Planning, 10 Credits.

Strategic Marketing, 5 Credits.

#### EXIT LEVEL OUTCOMES

1. Demonstrate an understanding of the contextual landscape of the business environment.
2. Use the acquired skills and methods through learning to display accountability and responsibility in own work.
3. Apply knowledge of financial skills, analytical skills in the business environment for decision making.
4. Identify, analyse and diagnose socio-economic problems and apply relevant theories and skills to arrive at management solutions.
5. Apply management techniques, theories and skills for decision making in the organisation context.
6. Apply the Integrative Practice model to develop innovative ideas through engagement of stakeholders.
7. Conduct an independent research study to arrive at management decisions.

## ASSOCIATED ASSESSMENT CRITERIA

### Associated Assessment Criteria for Exit Level Outcome 1:

An understanding about complex theory, holistic management and managerial diversity is demonstrated.

Specialised knowledge on the networked economy and value based leadership is shown.

Ability to select and apply appropriate theoretical frameworks and diagnostic tools that support responsible management, diversity management and management of learning is demonstrated.

Personal, interpersonal and group effectiveness during the qualification as well as in the workplace are developed and practical skills to support and enhance the student's learning process are developed.

Higher levels of self-awareness are developed and individual and group behaviour to develop team-working skills is understood.

An understanding of the cognitive limitations, errors and heuristics thinking and judgements is applied, and how social, cultural and psychological forces influence judgment and decision-making is demonstrated.

Cross-cultural differences in judgement and decision-making (in interpersonal and group situations) are explained.

Economic, social, political and environmental trends are analysed and their inter-relationship at various spatial scales that give rise to diverse risks and opportunities for companies is understood.

Strategic thinking about the purpose of business and companies' relationships to shareholders and stakeholders is demonstrated.

### Associated Assessment Criteria for Exit Level Outcome 2:

A personal development plan that clearly demonstrates thinking through their short-term, and long-term personal goals is developed.

Learning strategies, which sustain independent learning and academic, professional and personal development are developed.

Within the syndicate/learning group effective interaction as a means of enhancing and enriching their learning is demonstrated.

Operating independently and take full responsibility for own work is demonstrated

Thorough understanding of the current complex situation of the world economy and the various challenges faced by developed and emerging economies is demonstrated.

Relevant microeconomic concepts about markets, prices, and agents and the relevance of this for businesses are understood.

Framework in which to understand the workings of a modern macro economy and the consequences of any intervention (e.g. by government) on business is developed.

An awareness of the need to look forward and the ability to apply methods of achieving the framework for a modern macro economy is demonstrated.

#### Associated Assessment Criteria for Exit Level Outcome 3:

Financial statements are compiled and analysed and the investment, financing and dividend decisions that a firm has made are identified.

The firm's financial position, return and risk using the financial statements are analysed.

The difference between cash flow and accounting earnings as an indicator of a firm's performance is analysed.

The threefold use of accounting information for: financial reporting, decision making and control and the different information requirements of each are demonstrated.

Cost classification and behaviour, break-even analysis and the relevance of costs to management decision making, both from an operational and strategic perspective is understood.

The impact of key performance measures on the control aspect of an enterprise is determined.

Suitable people management policies and practices for use in organisations are identified and evaluated.

An awareness of diversity in all its forms is demonstrated.

An understanding of the concepts and theories of modern finance is demonstrated.

Pedagogical skills of critical thinking, problem solving, financial analysis, and effective communication of finance case studies are applied.

Financial decision-making competencies based on combined critical thinking and empirical skills are applied.

#### Associated Assessment Criteria for Exit Level Outcome 4:

Problem-solving, presentation, and team-working skills and develop confidence in ability to apply marketing theory in business practice are developed and consolidated.

Complexity of social-ecological problems, and the opportunities and challenges related to responding to such problems through cross-sector collaboration are acknowledged.

Challenges within and outside organisations are identified and assessed and these insights to craft appropriate people management are used.

Leadership and management skills appropriate for different environments are identified and described.

Problem-solving skills, presentation skills, team-working skills are developed and consolidated and demonstrate the organisational behaviour and people management theory in business practice is applied.

Understanding of the concepts and theories in operations management within multiple contexts is demonstrated.

Theory to address managerial operational problems on both a strategic and a situational level is integrated.

Relevant critical thinking and problem solving skills are applied.

Tools and skills are selected and applied to facilitate decision making related to operations issues.

Associated Assessment Criteria for Exit Level Outcome 5:

Critical thinking to evaluate the relevance of new managerial and leadership theories and their practical application in complex organisational situations is applied.

The nature of theory building in management is understood the soundness of managerial theories and management practices are evaluated.

Understanding of core theories and current practices in social innovation strategy, structure, product development, service delivery, and finance is demonstrated.

Specialist knowledge of frameworks and tools for social entrepreneuring is acquired and those frameworks and tools are synthesised and applied in different organisational contexts.

The social innovation role within the learners career context on stance based on personal values are articulated.

Distinctive roles and requirements of the general manager and the CEO, are understood and the relationships between the conventional specialist functions - marketing, operations, finance, "human relations", R and D, etc of an organisation are re-evaluated.

The distinctive requirements of strategy in an emerging economy are identified and described.



Varying models of decision-making and how these relate to data, analysis and extant research, and applying appropriate techniques and practices (such as frameworks, protocols, checklists, or policies) are understood.

Modelling cause-effect relationships and considering probabilities in framing and making decisions in professional organisational practices are applied.

Appropriate methods for measuring diverse forms of variables pertinent to organisational practices are appreciated and applied.

Associated Assessment Criteria for Exit Level Outcome 6:

Challenges and opportunities for integrating sustainability concerns into organisational strategies and culture are identified.

A social domain in which they would like to explore innovative approaches as they move forward in their career and in their life is identified.

Relationships with various stakeholders with whom they plan to engage with in the development of their innovation are initiated.

Personal strengths and challenges in learning to act as a social innovator are identified and developed.

A clear understanding of the specialised concepts and theories related to Business Model Innovation is demonstrated.

Relevant theories of Business Model Innovation are evaluated, synthesised and integrated into a personal style.

Areas in which a business or innovation is viable by leveraging the tensions of opposing choices, being-in-tune with the disharmonies in various contexts and engaging in adductive reasoning are identified.

Relationships and engagements are initiated with various stakeholders to further develop their innovative ideas by engaging in assertive enquiry and reflecting on their own problem setting, problem solving, decision making and opportunity seeking behaviour whilst being-in-the-world.

Associated Assessment Criteria for Exit Level Outcome 7:

Systematic reviews of research-based literature and extract key and actionable findings and conclusions for use in managerial decision-making are undertaken.

Resources of academic and professional discourses to communicate, in writing, substantial ideas and to critique those ideas that are the products of their research are used.

To communicate their research and insights to other members of their class with different levels of knowledge or expertise are conducted.

Small scale, well-researched management report on people management practices that meet accepted standards are used and quantitative and qualitative data to assess people management information and suggest appropriate action is compiled.

An academically sound and practically relevant research proposal, which includes, in particular, the appropriate choice of a research topic and the clearly defined research questions; a thorough literature review; and a coherent research design including appropriate data sources, data collection methods, and data analysis methods is prepared.

A research project, under the guidance of a supervisor and on the basis of the proposed research, which illustrates the sound and diligent application evidence-based decision making skills, and the writing of a research report is undertaken.

An overview of different types of scholarly research, including in particular quantitative and qualitative research design and corresponding methods, and an appreciation of the scholars relative strengths or constraints is developed.

The Characteristics of good business research are understood and research of others are critically assessed and reviewed.

Understanding of the business research process and how it can be applied to solve business problems is demonstrated.

A research topic is appropriately chosen and research questions are compiled.

#### Integrated Assessment:

The assessments applied in the qualification vary from formative assignments to summative exams, and take the form of a mix of submission requirements, both group and individual.

During the year the various results of the assignments/assessments will constitute the mark for the course. The weighting of each assignment is listed below and is communicated to the learners in the course outline.

All learners must have no less than 50% for the individual module summative assessments of the course grade. It is important that there is a match between the qualification goals, Exit Level Outcomes of the qualification and the assessment: A summative assessment should assess all key Exit Level Outcomes of the qualification (not just one or two of them).

Learners must achieve a minimum of 50% in individual work to pass this qualification. Marks for group assignments will not be aggregated into the final mark if a passing grade on individual effort is not achieved.

Duly Performed (DP) requirements for all modules: A DP certificate is required to sit any final examination of a module and to pass a module.

#### INTERNATIONAL COMPARABILITY

The Master of Business Administration (MBA) is directly comparable in form and content to leading international MBA qualifications that are themselves accredited by the said bodies. All international MBAs comprise compulsory modules in the core curriculum, elective modules and a research/ thesis as a compulsory module. The qualification was compared against international MBA qualifications.

The Oxford University offers a one-year Master of Business Administration qualification that equips learners with intensive, immersive, and challenging experiences. The University's full-time MBA qualification brings core competences and deep specialisation in the field. This top ranked world-class University qualification brings a wide variety of non-business backgrounds and participates in a lively intellectual community. The assessment practice is a flexible with a combination of final examinations, group and individual assignments, and practical work. Integration of knowledge across functional areas is encouraged through the integrative nature of the Entrepreneurial Project and the Strategic Consulting Project.

The Kingston Business School in London offers a Master of Business Administration (MBA) qualification which is considered the smart choice for professionals who want to strengthen Business knowledge and practice. Work experience is also considered as entry requirement. The qualifications instil into the learners development, best practice, sustainability, business ethics and corporate social responsibility. The MBA is a highly flexible qualification of study, in which learners select from core and elective modules out of a wide range of possibilities. This allows learners to specialise and focus learning areas which are the most relevant for an individual's career as well as for the career path.

Core modules:

International Business Environment.

Strategic Information Systems Management.

Organisations and Management in a Global Context.

Leadership and Professional Development.

Operations Management.

Financial Management.

Marketing in a Digital World.

Responsible Management.

Strategic Decision Making.

Strategic Execution and Implementation.

Management Research Project.

Option modules (choose four):

Business Forecasting and Modelling.

Corporate Finance.

Strategic Project Management.

Change and Creativity.

International Marketing.

Winning and Retaining Customers.

Public Service Management.

Management Consultancy.

Operations Strategy.

Entrepreneurship and Innovation.

Global Business.

Conclusion:

The MBA based on its curriculum is comparable to these international qualifications in terms duration, flexibility, work experience as a requirement and the purpose of acquiring necessary skills, theories and methods and their applicability to the business environment.

#### ARTICULATION OPTIONS

The qualification enables learners to articulate both horizontal and vertical as follows:

##### Horizontal Articulation:

Master of Administration, at NQF Level 9.

Master of Administration in Public Administration, at NQF Level 9.

Master of Administration in Public Management, at NQF Level 9.

Master of Administration in Human Resources Management, at NQF Level 9.

Master of Administration in Labour Relations Management, at NQF Level 9.

##### Vertical Articulation:

Doctor of Administration, at NQF Level 10.

Doctor of Administration in Public Administration, at NQF Level 10.

Doctor of Administration in Public Management, at NQF Level 10.

#### MODERATION OPTIONS

N/A

#### CRITERIA FOR THE REGISTRATION OF ASSESSORS

N/A

#### REREGISTRATION HISTORY

As per the SAQA Board decision/s at that time, this qualification was Reregistered in 2015.

NOTES

N/A

LEARNING PROGRAMMES RECORDED AGAINST THIS QUALIFICATION:

NONE

PROVIDERS CURRENTLY ACCREDITED TO OFFER THIS QUALIFICATION:

This information shows the current accreditations (i.e. those not past their accreditation end dates), and is the most complete record available to SAQA as of today. Some Primary or Delegated Quality Assurance Functionaries have a lag in their recording systems for provider accreditation, in turn leading to a lag in notifying SAQA of all the providers that they have accredited to offer qualifications and unit standards, as well as any extensions to accreditation end dates. The relevant Primary or Delegated Quality Assurance Functionary should be notified if a record appears to be missing from here.

1. University of Cape Town