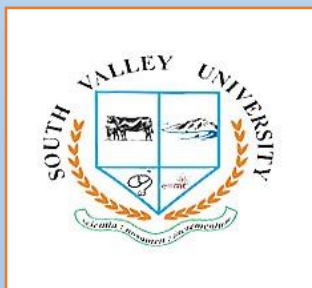




“A WORLD-CLASS
ACADEMIC RESEARCH
FACILITY, SPECIALISING IN
LEADERSHIP AND
MANAGEMENT”



“Shaping Industry Leaders”



GLOBAL CENTRE FOR ACADEMIC RESEARCH

CORPORATE STRUCTURE
AND
BUSINESS MODEL

2023/2024

GLOBAL CENTRE FOR ACADEMIC RESEARCH STRUCTURE AND BUSINESS MODEL

INTERIM ADVISORY COUNCIL

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Member of Council-
Admissions Committee

Prof King Costa
Executive
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**Pro-Vice
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Member of Council
Integrity and Quality
Assurance

Vacant
Member of Council –
Student and Public Affairs

Prof Ernest Kadembo
Member of Council
G-CAR Programmes
@SVU

LEGAL INFORMATION

Legal name	Global Centre for Academic Research (Pty) Ltd
Trade names	Global Centre for Academic Research
Founders	Prof. Mokone Solomon Lebese Prof. King Costa
Company registration number	2018/231384/07
Type of company	Private Company
Type of Business	Higher Education, Research and Management Consulting
Financial Year End	June
Tax number	9602314180
Contact Details	Phone : + 27 81 573 5676, +27 82 659 8361 Email : info@researchglobal.net Url : researchglobal.net (website) Vleresearch.net (student learning portal)
Postal and Physical Addresses	No 21 Birch Hill Estate Villas Elsie Road, Radiokop, Roodepoort, 1725

INTRODUCTION

The Global Centre for Academic Research, also known as the G-CAR, is a legally registered boutique research facility operating within the higher education provision space. We do this through partnerships with reputable institutions of higher learning and research centers with a global approach to quality and excellence. Using a unique approach globally known as “flip method”, we are able to accommodate students from different universities and institutions of higher learning, employees from both public or public sector and interested individuals who want to pursue higher education (postgraduate) education through research. Programme design and delivery is strictly aligned to South African National Qualifications Framework (NQF) as clearly stipulated through Council for Higher Education’s programme accreditation requirements, (please view programme specifications below).

VISION

The catalytic leader in academic research and development.

MISION

- Global approach in research and teaching
- Meeting and exceeding our learner’s expectations by continuously improving and updating the skills and resources needed for demand driven Education, Training and Development in Business Leadership and Management.
- Creating formidable partnerships with industry leaders across all economic sectors to enhance practical learning experience for our learners
- Becoming one of the best research centers in the area of business leadership and management in Africa.

CORPORATE VALUES

- **Excellence** – While striving for the perfecting of our craft, we believe excellence is the next stop at all that we do. We will stop at nothing but continuously excel in offering the best education and training to our learners.
- **Innovation** – We are mind and concept engineers where innovation is at the center of all that we do.
- **Integrity** – Where ethics, honesty and conduct are understood to impact self and all others. We value interactions that are conducted in an ethical and honest manner.
- **Respect** – We will continue to respect the rights of other people regardless of their culture, religion, sexual orientation, status and background in line with the constitution of South Africa.

G-CAR BUSINESS MODEL

KEY PARTNERS	KEY ACTIVITIES	VALUE PROPOSITIONS	CUSTOMER RELATIONSHIPS	CUSTOMER SEGMENTS
INTERNAL PARTNERS <ul style="list-style-type: none"> Marketing partners Students Faculty/Researchers Administrators 	What key activities do our value propositions require? <ul style="list-style-type: none"> Curriculum Design Postgraduate Research Support Services Academic and Professional Programmes Teaching/Lecturing Research and Development Development and compilation of learning materials Conferences, Seminars, Workshops Recruitment and registration of learners Facilitation, Assessment, Certification and Reporting Risk Management 	What VP do we deliver to the customer? <ul style="list-style-type: none"> Dissertation and Thesis Coaching & Supervision Research Methods Training Academic & Professional Qualifications ETD Practices - Accredited Empowerment and Personal Development Programmes Thought Leadership Seminars and Empowerment Programmes Which customer problems are we solving? <ul style="list-style-type: none"> Lack of Academic Research Methods Training and Supervision Lack of cogent and articulate leadership Decreasing leadership pool both at public and private sector organisations What are our products and services? <ul style="list-style-type: none"> Academic Research Support Services (Postgraduate) Commissioned Research and Allied Services Professional and Academic Qualifications Management Consulting Organisational Development Business Coaching Enterprise Development Leadership Development Training and Development 	HOW WE GET CUSTOMERS <ul style="list-style-type: none"> Marketing Word-of-mouth Partner-Centric Model Networking Sessions Promotions and Publications HOW WE KEEP CUSTOMERS <ul style="list-style-type: none"> Customer Satisfaction Value Creation HOW WE GROW CUSTOMERS <ul style="list-style-type: none"> Product Development Systems development Customer service Diversification 	For whom are creating value? <ul style="list-style-type: none"> Potential Postgraduate Students Current Postgraduate students from other universities Research institutions Leaders and Managers across different sectors Public Sector and Private Sector organisations. Youth Development Sector
EXTERNAL PARTNERS <ul style="list-style-type: none"> NRF CHE Department of Higher Education and Training South African Qualifications Authority Council on Higher Education Quality Council on Trades and Occupations Corporate Sector Organisations Public Sector Departments and State Organs State-Owned Entities Development Agencies FBOs, NGOs Faith Based Organisations Local and Foreign Donor Organisations Foreign Universities and Business Schools Foreign Embassies in South Africa 	KEY RESOURCES What key resources do our value propositions require? <ul style="list-style-type: none"> Competent Researchers and Administrators World-class Facilities and Training Equipment 		CHANNELS Through what channels do our customers want to be reached? <ul style="list-style-type: none"> Word of mouth Sales Presentations Advertising Brochures Radio & TV Social Media and internet Print media 	Who are our most important customers? <ul style="list-style-type: none"> Potential and current Postgraduate students Research institution HR Directors CSI Sponsors Start-Ups and Established SMMEs Public and Private sector entities What are the customer archetypes? <ul style="list-style-type: none"> Professionals passionate about personal development Companies who need research activities into products, lifestyles or concepts
COST STRUCTURE		REVENUE STREAMS		
What are the most important costs inherent in our business?		For what value are our customers willing to pay?		
<ul style="list-style-type: none"> Accreditation costs Research and Development Human and Operational Resources Facilitators, lecturers and speakers 		<ul style="list-style-type: none"> Competent and specialist provision in academic research and development SAQA Accredited Programme Thought leadership and excellence in education and leadership through seminars 		
Which key resources are most important?		What is the revenue model?		
<ul style="list-style-type: none"> Finance Human Resources (Academic and Administrative) Scientific and technological resources 		<ul style="list-style-type: none"> Learner Registrations through the Centre for Academic Research Commissioned Research and Allied Projects Executive Education and Learnerships 		

Visit us online and apply at researchglobal.net or see our learning portal at vleresearch.net

How we started (2018)



Visit us online and apply at researchglobal.net or see our learning portal at vleresearch.net

How we progressed (2019)



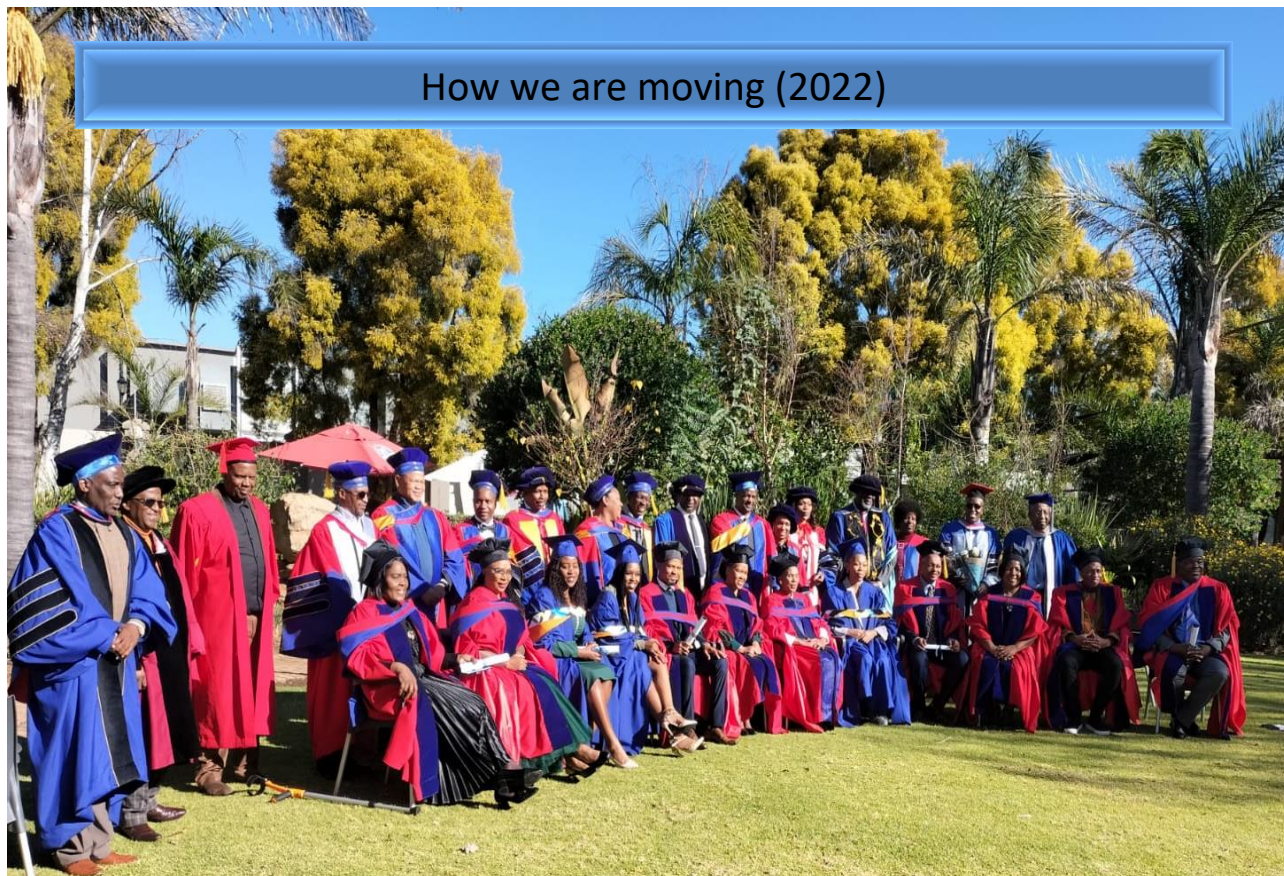
Visit us online and apply at researchglobal.net or see our learning portal at vleresearch.net

How we emerged (2020)



Visit us online and apply at researchglobal.net or see our learning portal at vleresearch.net

How we are moving (2022)



Visit us online and apply at researchglobal.net or see our learning portal at vleresearch.net

MASTER OF PHILOSOPHY IN BUSINESS LEADERSHIP AND MANAGEMENTATION

1. PROGRAMME PURPOSE

Introduction:

The Master of Philosophy in Business Leadership and Management degree is the flagship of the South Valley university/Global Centre for Academic Research, with a special focus on developing managers and leaders in diverse organisational backgrounds. The programme is offered at NQF Level 9 and runs over 6 Segments (Trimesters) spread over 24 months.

This degree proposes a major shift from normal MBA programmes paradigm in that instead of equipping graduates with training to run business for business sake, it seeks to provide education that ignites change, inspires greatness and engages in a higher purpose beyond the impossible phenomena. It stretches learners in a meta-cognitive approach that underpins three philosophical agendas of Aristotle as follows:

1	- Logos (intellectual agenda): fosters transfer of skills and knowledge through clear understanding of application of basic linguistic concepts.
2	- Ethos (Behavioral agenda): the programme recognizes that human beings are likely prone to <u>act</u> their way into a new way of thinking than <u>think</u> their way into a new way of acting. This programme will engage participants to learn leadership practical experiences that are fully enriched by diverse and multiple behavioral reviews and feedback. Ethics will be core foundation of the programme transforming leaders to be generators of a new breed of global business pioneers and change agents.
3	- Pathos (Emotional agenda): The programme produces 21 st Century leaders who are emotionally intelligent who understands that followers prefer leaders who emotionally engages than those who are intellectually compelling alone. These leaders will through this programme understand that leadership is about creating work-environments that encourages conditions for others to do and be their best.

The Global Centre for Academic Research is well positioned both as a “skill transfer” institution but mainly as a “school for life”. It integrates the notions of logos alongside those of ethos and pathos for the MPhil learner.

Its unique structure incorporates Virtual Learning Environment through the use of mix-media applications through digital technology with facilitator, lecturer, contact, group and individual work, which all provides a compelling and invigorating learning experience second to none.

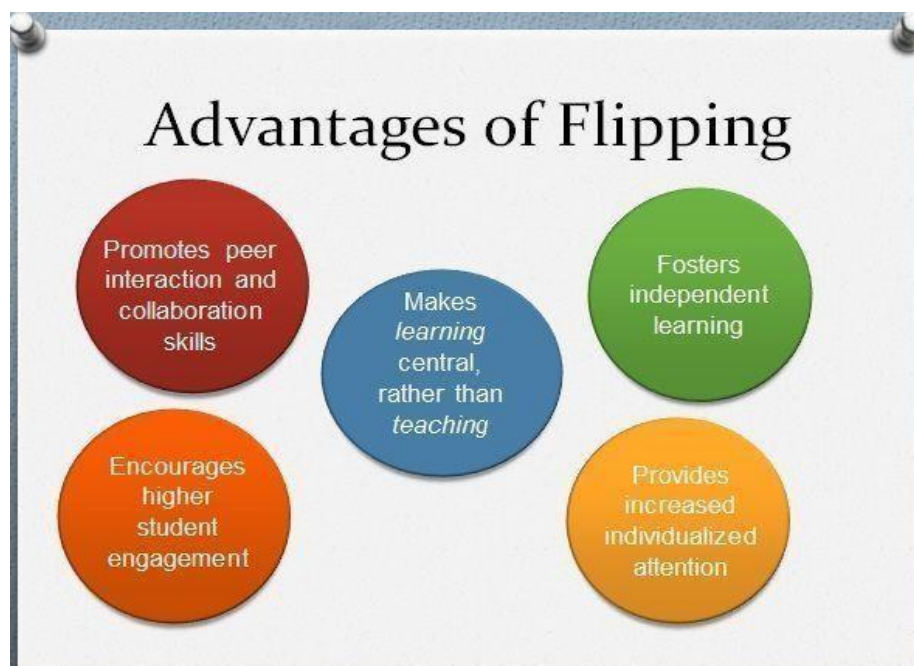
The key focus of learning is MPhil; with four (4) modules as reflected in section two below is research development, leadership and philosophy. Each learning programme/module is preceded by a project that compels the learner to drive their own understanding of concepts and theories and integrate these with practical demonstrations that will be presented during contact sessions either as own work or group projects.

Learner driven philosophy uses the concept of “**flip classes**” where the learner receives programme guide from the lecturer/facilitator and researches these concepts before the module is delivered by the facilitator.

The role of the facilitator is therefore purely assisting the learner through robust and cogent discussions during executive/contact sessions.

On completion of the programme, the successful participant will have developed strong leadership skills through the combination of theory and practice. During the programme the participants will have had the

opportunity to apply learning experiences both personally and within their work environment. The resulting Master's degree equips the participant for a meaningful top management role in business, public and private sectors and other organisations.



2. PROGRAMME STRUCTURE

FACULTY				Management and Economic Science											
DEPARTMENT				Business Leadership and Management											
NOMENCLATURE (HEQSF)				Master of Philosophy in Business Leadership and Management											
NQF LEVEL				5		6		7		8		9		10	
												X			
NUMBER OF MINIMUM CREDITS													180		
PROGRAMME COORDINATOR				Prof M.S. Lebese											
CURRICULUM DEVELOPMENT PRACTITIONER				Prof King Costa											
PROGRAMME DETAILS															
TRIMESTER	TITLE OF ALL MODULES	Learner –Driven Research hours	C O R E	NQF LEVEL	CREDITS	NO. OF CONTACT HOURS	MODE OF DELIVERY	MODULE STATUS:							
								AMMENDED			NEW				
								REMOVED	ADDED	MODIFIED					
1	GIR090101 Introduction to Research	252	C	9	30	48	Executive Workshops Moodle interactive VLE Live Webinar Broadcasts Tutor Support								X
2	GRT090102 Research Theory Development	252	C	9	30	48									X
3	GRD090103 Research Design Development	252	C	9	30	48									X
		756			90	144									
4 5 6	GWOR090101 Research Project/Thesis	756	C	9	90	144	Executive Workshops Moodle interactive VLE Live Webinar Broadcasts Tutor Support								X
	TOTALS	1512			180	288									

3. PROGRAMME EXIT LEVEL OUTCOMES

RESEARCH COMPONENT EXIT LEVEL OUTCOMES

INTRODUCTION TO RESEARCH METHODS MODULE	
ELO	DESCRIPTOR
1	Understand research related concepts from the etymological, denotative and contextual viewpoints.
2	To explain the philosophical basis and perspectives born from those research concepts.
3	To justify the fact that research is a language used to investigate issues of concern and generate solutions for the betterment of human life.
4	Expertly research and explain at least ten of the commonly used research concepts and jargon and show how they fit in a research document.
5	To present a ten-page document on any content issue of interest and relate it to the concepts and constructs dealt with in ELO 1.

RESEARCH THEORY DEVELOPMENT MODULE	
ELO	DESCRIPTOR
1	To explain why the research protocol is critical in leading to a problem solution.
2	To create a research question from a concept of concern clearly identifying what the learner seriously desires to know.
3	To develop a title from the research question essentially showing the details of the research document.
4	To list the elements of Chapter 1 and justify their presence in that chapter.
5	To define a problem and justify why it is a problem that must merit attention.
6	To explain the basis of the problem the researcher is

RESEARCH DESIGN DEVELOPMENT NODULE	
ELO	DESCRIPTOR
1	Present a completed chapter One with all the needed elements to demonstrate understanding of the process to be followed in completing a research document.
2	Show clearly the basis for the research undertaking.
3	Demonstrate understanding of the relationship of concepts and their proponents and the justification thereof.
4	Show the logical sequence of arguments, using identified gurus as sound backing towards answering the research question.
6	Use ethical approaches in guaranteeing favorable responses from respondents in data collection and clearly outline how the collected data will be analyzed to unveil the facts.
7	Present results graphically in factual summarization of collected data.

8	Argue logically using information from the whole document to arrive at a reasonable sound conclusion and identifying gaps observed thus enabled to make meaningful recommendations for further research.
9	Defend the Thesis/Dissertation.

THEORY DEVELOPMENT MODULE - EXIT LEVEL OUTCOMES

ELO	DESCRIPTOR
1	Demonstrate understanding of investigative research in the fields of applied leadership and management. This should enable learners to clearly explain and further apply concepts, facts, principles, rules and theories of the related fields.
2	Demonstrate and articulate knowledge of different schools of thought in relation to ethnics, principles and standards that meet international best practice in moral intelligence, leadership and management. Theoretical concepts of ethics and moral leadership will be explored, explained and discussed in view of dictates of business leadership in the 21 st century.
3	Lead a business or organisational strategy with understanding and application of leadership and management theories using advanced learned techniques in linguistics and problem-solving and critical thinking skills.
4	Demonstrate an ability to evaluate, select and apply appropriate methods, procedures or techniques in processes of investigation or application within a defined context in economic and management sciences. Graduates should also be able to demonstrate an ability to identify, analyze and solve problems in unfamiliar contexts within Management and Economic Sciences, gathering evidence and applying solutions based on evidence and procedures appropriate to the field according to international best practice.
5	Be able to demonstrate their ability to make decisions and act appropriately in familiar and new contexts in areas of business and organisational leadership and management, working effectively in a team and taking responsibility for their decisions and actions and the decisions and actions of others in well-defined Management and Economical Sciences contexts as well as the use of resources where appropriate.

4. ASSESSMENT STRATEGY

INTRODUCTION TO RESEARCH METHODS MODULE

Assessment of Outcome 1:

- a. Define at least six research concepts
- b. Demonstrate usage of those concepts in solving research problems
- c. Show how context can help to define a concept without the use of a dictionary
- d. Show the difference between etymology and denotation in concepts definition

Assessment of Outcome 2:

- e. Show how philosophy relates to any three research concepts you dealt with
- f. Identify philosophical gurus who researched any three of those research concepts and show their theoretical stand
- g. Use the meaning of those terms and concepts to evidence your bias and theoretical stand

Assessment of Outcome 3:

- h. Show how research terms and concepts could be classed as language. Justify your stand.
- i. Present three images to demonstrate your conceptual grasp of how language paints pictures to enhance understanding

Assessment of Outcome 4:

- j. Show how many chapters a research document has and what each chapter entails
- k. Use five defined concepts and show how and where you will use them in the research document.

RESEARCH THEORY DEVELOPMENT MODULE

Assessment of Outcome 1

- a. Explain what a research protocol is
- b. Justify the need for a research protocol leading to a problem solution
- c. How is research protocol related to ethical procedures

Assessment of Outcome 2

- d. Develop a research question from a research concept and justify the need to research that concept
- e. How many research questions must be answered in a study and why?
- f. What is the role of a question in a research study?

Assessment of Outcome 3

- a. Show how a title could emerge from a research question
- b. A title is also referred to as a statement. Why so?
- c. Explain the relationship of a title and a delimitation concept

Assessment of Outcome 4

- g. What is the purpose of Chapter One
- h. List the elements or sections of Chapter One
- i. Demonstrate their essential role in that chapter

Assessment of Outcome 5

- j. Define a problem of study
- k. Justify why it is a problem that merits attention
- l. Explain what the problem of research is founded on

RESEARCH DESIGN DEVELOPMENT MODULE

Assessment Outcome 1

- Present a completed chapter one with all the needed elements to demonstrate understanding of the process to be followed in completing a research document
- What background information is called for in the chapter one introduction?
- You have presented the concept of delimitation in this chapter. What were you trying to share with the reader?

Assessment Outcome 2

- Clearly show the basis for the research undertaking
- A number of authorities are sometimes cited in this chapter. Why is this the case?
- Show the relationship of this chapter to chapter three

Assessment Outcome 3

- Demonstrate understanding of the relationship of concepts and their proponents in chapter three
- Why spend so much reading what others have written instead of showing your true colors?
- How do you relate chapter three to the title of your study?

Assessment Outcome 4

- Show logical sequence of arguments, using identified gurus as sound backing towards answering the research question
- Chapter three could be considered a platform for calling witnesses to a court case. What are the issues involved here?
- Plagiarism is often a problem in research. How do you avoid it in chapter three?

Assessment Outcome 5

- Clearly outline how the identified problem is going to be solved by:
 - i. Defined target population
 - ii. Research design
 - iii. Selected/developed instrument
 - iv. Ethical approaches used
 - v. Identified data analysis approach

Assessment Outcome 6

- Apply ethical approaches to guarantee favorable responses from respondents in data collection and clearly outline how the collected data was analyzed to unveil the facts
- Show why ethics are invoked in research

Assessment Outcome 7

- Chapter 5 starts with a profile. Who is profiled and why?
- Present results graphically in factual summarization of collected data. Why do that?

Assessment Outcome 8

- Argue logically using information from the whole document to arrive at a reasonable sound conclusion and identify gaps observed and make meaningful recommendations for further research

Each Learner's work will be rated according to the proficiency-rating instrument below. Any student rated below 4 will be considered incompetent for this module.

ASSESSMENT OF EXIT LEVEL OUTCOMES

Programme assessment approach (e.g. case-based assessment approach)

All modules and related intended learning outcomes and relevant assessment criteria are underpinned, informed and constructively aligned with the **Exit Level Outcomes** (ELO's). The ELO's were designed in articulation with the level descriptors and are as such aligned with the purpose statement of the programme. All teaching and learning (T&L) strategies and experiences are aligned with these outcomes and as such inform the scope and depth of all related content. Instructional methodologies and related application and assessment tasks are infused by the outcomes and underpin the assessment criteria as well as assessment and reflection practices. The design down principle is consequently applied on all levels in the T&L process, constructing continuous development of constructive alignment, ensuring valid and authentic assessment practices

Theoretical approach to assessment:

- Assignments (self -study)
- Presentations
- Examinations
- Group Projects

Practical approach to assessment: Practical reports. Written practical tests (continuous and summative). Practical skills tests (continuous and summative). Each Learner's work will be rated according to the proficiency rating instrument below. . Any student rated below 3 will be considered NOT YET Competent for this module.

Proficiency Level

Level 5 – Expert

Level 4 – Advanced

Level 3 – Intermediate

Level 2 – Basic

Level 1 - Awareness

5. LEARNING ACTIVITIES

In the table below, the types of learning activities of the programme design, and number of hours a student is expected to devote to each type is indicated.

Types of learning activities	Hours	% Learning time
COMPONENT 1 - Direct contact time (Lectures, face to face, limited interaction or technology-assisted, tutorials, syndicate groups).	(Research+ Theory Development) = (144 + 144) 288	16 %
COMPONENT 2 - Independent self-study of standard texts and references and specially prepared materials (study guides, books, journal articles, case studies, multi-media) and module assignments and assessments.	(Research+ Theory Development) = (756 + 756) 1512	84%
Assessment (included in sections above)	-	-
Total	1800	100%

6. RESEARCH AND TEACHING FACULTY MEMBERS

NAME	POST DESIGNATION	HIGHEST QUALIFICATION(S)	Teaching field	Highest level of teaching
Prof M.S. Lebesse	Professor Emeritus	D.Ed. Educational Leadership. Western Michigan University, (WMU) USA. MA Educational Leadership, Supervision of Instruction. (WMU) USA	Philosophy, Leadership and Management, Strategic Management, Education and Curriculum Development.	Ph.D.
Prof King Costa	Full Professor	Ph.D. (Leadership and Management) (Logos University, USA) Management Scientist – (South African Institute of Management Scientists - SAIMS) Associate Member – (SIOPSA)	Leadership Coaching and Mentoring, Financial Management, Research theory, supervision, Student Support and Curriculum Development	Ph.D.
Prof Matluli A. Mdhuli	Full Professor	Ph.D. (Edu. Psych)	Philosophy, Theology, Psychology, Archaeology, Classical Languages and education science	Ph.D.
Prof Nisi Thusi	Associate Professor	Ph.D. (Leadership and Management)	Education, Leadership, Curriculum Development	Ph.D.
Prof Rufus Wesi	Full Professor	PhD (Science Education)	Education, Leadership, Curriculum Development Research Methods Quantitative Methods	Ph.D.

Prof Berny Tumagole	Assistant Professor	Ph.D.(Leadership and Management)	Quality and Environment, Leadership and Development, Philosophy	Ph.D.
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7. ENTRY REQUIREMENTS

- Hold a recognised three-year Bachelor's degree with 360 SAQA credits.
- Hold a recognised postgraduate certificate.
- Have more than 5 years' experience in organisational leadership and management
- Must submit a ten to fifteen-page expression of interest essay. The essay will be instrumental in selection of candidates for the programme.
- Submit original certified copies of academic records.
- Submit a Curriculum Vitae.
- Applicants who do not meet requirements will be required to go through Recognition of Prior Learning assessment.

8. RECOGNITION OF PRIOR LEARNING

Since individuals learn and develop not only in the classroom, the organization acknowledges RPL as an integral part of academic and vocational education and training. All learning has value regardless of where it was acquired. The relevant factor is that the organization acknowledges this learning has having relevant value so that the learner does not spend time and money on re-learning. In line with the new education and training initiatives of SAQA, the organization attempts to include RPL as part of its management, administrative and curriculum structures.

The concept of learning is seen as one of added competency and includes practical competence, foundational competence, reflexive competence and applied competence.

Recognition of prior learning refers to the process of the verification of skills, knowledge, abilities and attributes obtained through training, education, work and life experiences, i.e., any learning that has occurred in the past. The purpose of RPL is to affirm that learning has taken place through rigorous assessment procedures that are comparable with those applied to the full assessment process.

DOCTOR OF PHILOSOPHY IN BUSINESS LEADERSHIP AND MANAGEMENT

1. PROGRAMME PURPOSE

The Doctor of Philosophy in Business Leadership and Management Level 10 qualification aims to capacitate students with innovative ways to apply sound principles and practices of leadership and management in commercial, communal and diverse civil society sectors in South Africa. The qualification will empower students to work both as functional and thought leaders in management and leadership research, technology development and technology transfer. The qualification will equip students with knowledge and skills to be appointed in modern commercial units, to become entrepreneurs and leaders who can either start their own businesses or manage and lead already established businesses and organisations across all sectors. The programme articulates horizontally with other leadership and management programmes within the national qualifications system of South Africa as regulated by the South African Qualifications Authority.

This programme is developed to meet the need created by the rapid emergence of the knowledge economy and subsequent changes that precipitated notable dynamics between governments, industry, and universities and influenced the educational needs of managers and management researchers in the second half of the 21st century.

The Global Centre for Academic Research DBLM aims to develop graduates with the ability to be experts who are subject-matter champions in leadership and management decisions regarding organizational phenomena to the insight, methods, and rigor of academia through combining strong research intensity and discipline with a focus on compelling problems of business and organisational leadership practice.

The constructs of this learner-centred programme is Values-Driven Leadership that focusses on leaders, consultants and senior business leaders who need preparation for leading organisational that are environmentally, socially and economically relevant while retaining a cutting edge position in the 21st Century. The key principle of this Ph.D. is strongly biased towards enhancing foundational competence, applied competence and reflective competence which is a holistic development drive and platform for critical analysis and reasoning. While attempting to demonstrate their account of **Reasoning** and **Critical Thinking**, learners will acquire powerful tools for critical analysis and cogent articulation of their discourse and argumentative positions.

2. PROGRAMME STRUCTURE

FACULTY				Management and Economic Science											
DEPARTMENT				Business Leadership and Management											
NOMENCLATURE (HEQSF)				Doctor of Philosophy in Business Leadership and Management											
NQF LEVEL				5		6		7		8		9		10	
NUMBER OF MINIMUM CREDITS										360					
PROGRAMME COORDINATOR				Prof M.S. Lebese											
CURRICULUM DEVELOPMENT PRACTITIONER				Prof King Costa											
PROGRAMME DETAILS															
	TITLE OF ALL MODULES			Learner –Driven Research hours	CORE	NQF LEVEL	CREDITS	NO. OF CONTACT HOURS	MODE OF DELIVERY	MODULE STATUS:					
AMMENDED										NEW					
REMOVED											ADDED	MODIFIED			
	RESEARCH COMPONENT														
1	GIR100101 Introduction to Research			252	C	10	30	48	Executive Workshops Moodle interactive VLE Live Webinar Broadcasts Tutor Support					X	
2	GRT100102 Research Theory Development			252	C	10	30	48						X	
3	GRD100103 Research Design Development			252	C	10	30	48						X	
	TOTALS			756			90	144							
DISSERTATION															
4	GWOR090101 Research Project/ Dissertation			2412	C	10	270	288	Executive Workshops Moodle interactive VLE Live Webinar Broadcasts Tutor Support					X	
	TOTALS			2412			360	288							

3. PROGRAMME EXIT LEVEL OUTCOMES

RESEARCH COMPONENT EXIT LEVEL OUTCOMES

	INTRODUCTION TO RESEARCH METHODS MODULE
ELO	DESCRIPTOR
1	Understand research related concepts from the etymological, denotative and contextual viewpoints.
2	To explain the philosophical basis and perspectives born from those research concepts.
3	To justify the fact that research is a language used to investigate issues of concern and generate solutions for the betterment of human life.
4	Expertly research and explain at least ten of the commonly used research concepts and jargon and show how they fit in a research document.
5	To present a ten page document on any content issue of interest and relate it to the concepts and constructs dealt with in ELO 1.

	RESEARCH THEORY DEVELOPMENT MODULE
ELO	DESCRIPTOR
1	To explain why the research protocol is critical in leading to a problem solution.
2	To create a research question from a concept of concern clearly identifying what the learner seriously desires to know.
3	To develop a title from the research question essentially showing the details of the research document.
4	To list the elements of Chapter 1 and justify their presence in that chapter.
5	To define a problem and justify why it is a problem that must merit attention.
6	To explain the basis of the problem the researcher is

RESEARCH DESIGN DEVELOPMENT MODULE	
ELO	DESCRIPTOR
1	Present a completed chapter One with all the needed elements to demonstrate understanding of the process to be followed in completing a research document.
2	Show clearly the basis for the research undertaking.
3	Demonstrate understanding of the relationship of concepts and their proponents and the justification thereof.
4	Show the logical sequence of arguments, using identified gurus as sound backing towards answering the research question.
5	Clearly outline how the identified problem is going to be solved by: <ul style="list-style-type: none"> a) Defining the target population b) Use of the appropriate research design for the extant problem c) Selection/development of a suitable instrument for information gathering d) Demonstrating appropriate ethical approaches that will not compromise getting suitable responses to shed light on the question of investigation e) Identifying a suitable data analysis approach to unveil factual information that could be useful in solving the problem at hand.
6	Use ethical approaches in guaranteeing favorable responses from respondents in data collection and clearly outline how the collected data will be analyzed to unveil the facts.
7	Present results graphically in factual summarization of collected data.
8	Argue logically using information from the whole document to arrive at a reasonable sound conclusion and identifying gaps observed thus enabled to make meaningful recommendations for further research.
9	Defend the Thesis/Dissertation.

THEORY DEVELOPMENT OUTCOMES

ELO	DESCRIPTOR
1	Demonstrate detailed knowledge in the fields of applied leadership and management. Such knowledge should also include understanding of and an ability to apply the key terms, concepts, facts, principles, rules and theories of the related fields. Graduates should also be able to demonstrate an understanding of different forms of knowledge, schools of thought and forms of explanation within all areas named above and an awareness of knowledge management processes within the domains of leadership and management.
2	Synthesize interdisciplinary knowledge and ethical concepts in order to enable theoretical advancement of global business practices in leading and managing organisations.
3	Apply leadership and management theories and techniques in business and organisational leadership using advanced techniques in communication, coaching and mentoring, collaboration and critical thinking skills.
4	Demonstrate an ability to evaluate, select and apply appropriate methods, procedures or techniques in processes of investigation or application within a defined context in economic and management sciences. Graduates should also be able to demonstrate an ability to identify, analyze and solve problems in unfamiliar contexts within Management and Economic Sciences, gathering evidence and applying solutions

	based on evidence and procedures appropriate to the field according to international best practice.
5	Demonstrate an ability to evaluate different sources of information, to select information appropriate to the task, and to apply well-developed processes of analysis, synthesis and evaluation to that information.
6	Demonstrate ethical and professional practice in Management and Economic Sciences based on an awareness of the complexity of ethical dilemmas.
7	Be able to demonstrate his/her ability to comprehensively communicate using appropriate technologies
8	Be able to demonstrate their ability to make decisions and act appropriately in familiar and new contexts in areas of business and organisational leadership and management, working effectively in a team and taking responsibility for their decisions and actions and the decisions and actions of others in well-defined Management and Economical Sciences contexts as well as the use of resources where appropriate.
9	Demonstrate promotion of lifelong learning in identifying learning needs in the Management and Economic Sciences context and providing support to the learning needs of others.
10	Evaluate the efficacy of business principles and systems theories to effect meaningful change compatible with diverse business environments

4. ASSESSMENT STRATEGY FOR THE RESEARCH COMPONENT

INTRODUCTION TO RESEARCH METHODS MODULE

Assessment of Outcome 1

- Define at least six research concepts
- Demonstrate usage of those concepts in solving research problems
- Show how context can help to define a concept without the use of a dictionary
- Show the difference between etymology and denotation in concepts definition

Assessment of Outcome 2

- Show how philosophy relates to any three research concepts you dealt with
- Identify philosophical gurus who researched any three of those research concepts and show their theoretical stand
- Use the meaning of those terms and concepts to evidence your bias and theoretical stand

Assessment of Outcome 3

- Show how research terms and concepts could be classed as language. Justify your stand.
- Present three images to demonstrate your conceptual grasp of how language paints pictures to enhance understanding

Assessment of Outcome 4

- Show how many chapters a research document has and what each chapter entails
- Use five defined concepts and show how and where you will use them in the research document.

Assessment of Outcome 5

- Present a TEN page document on any content issue of interest and relate it to the concepts and constructs dealt with in ELO 1.

RESEARCH THEORY DEVELOPMENT MODULE

Assessment of Outcome 1

- Explain what a research protocol is
- Justify the need for a research protocol leading to a problem solution
- How is research protocol related to ethical procedures

Assessment of Outcome 2

- Develop a research question from a research concept and justify the need to research that concept
- How many research questions must be answered in a study and why?
- What is the role of a question in a research study?

Assessment of Outcome 3

- Show how a title could emerge from a research question
- A title is also referred to as a statement. Why so?
- Explain the relationship of a title and a delimitation concept

Assessment of Outcome 4

- What is the purpose of chapter One
- List the elements or sections of chapter One
- Demonstrate their essential role in that chapter

Assessment of Outcome 5

- Define a problem of study
- Justify why it is a problem that merits attention
- Explain what the problem of research is founded on

RESEARCH DESIGN DEVELOPMENT MODULE

Assessment Outcome 1

- Present a completed chapter one with all the needed elements to demonstrate understanding of the process to be followed in completing a research document
- What background information is called for in the chapter one introduction?
- You have presented the concept of delimitation in this chapter. What were you trying to share with the reader?

Assessment Outcome 2

- Clearly show the basis for the research undertaking
- A number of authorities are sometimes cited in this chapter. Why is this the case?
- Show the relationship of this chapter to chapter three

Assessment Outcome 3

- Demonstrate understanding of the relationship of concepts and their proponents in chapter three
- Why spend so much reading what others have written instead of showing your true colors?
- How do you relate chapter three to the title of your study?

Assessment Outcome 4

- Show logical sequence of arguments, using identified gurus as sound backing towards answering the research question
- Chapter three could be considered a platform for calling witnesses to a court case. What are the issues involved here?
- Plagiarism is often a problem in research. How do you avoid it in chapter three?

Assessment Outcome 5

- Clearly outline how the identified problem is going to be solved by:
- Defined target population
- Research design
- Selected/developed instrument
- Ethical approaches used
- Identified data analysis approach

Assessment Outcome 6

- Apply ethical approaches to guarantee favorable responses from respondents in data collection and clearly outline how the collected data was analyzed to unveil the facts
- Show why ethics are invoked in research

Assessment Outcome 7

- Chapter 5 starts with a profile. Who is profiled and why?
- Present results graphically in factual summarization of collected data. Why do that?

Assessment Outcome 8

- Argue logically using information from the whole document to arrive at a reasonable sound conclusion and identify gaps observed and make meaningful recommendations for further research

Each Learner's work will be rated according to the proficiency-rating instrument below. Any student rated below 3 will be considered NOT YET Competent, may require some work.

Proficiency Level

Level 5 - Expert

Level 4 - Advanced

Level 3 - Intermediate

Level 2 - Basic

Level 1 – Awareness

5. ASSESSMENT OF EXIT LEARNING OUTCOMES

- **Programme assessment approach (e.g. case-based assessment approach)**

All modules and related intended learning outcomes and relevant assessment criteria are underpinned, informed and constructively aligned with the Exit Level Outcomes (ELO's). The ELO's were designed in articulation with the level descriptors and are as such aligned with the purpose statement of the programme. All teaching and learning

(T&L) strategies and experiences are aligned with these outcomes and as such inform the scope and depth of all related content. Instructional methodologies and related application and assessment tasks are infused by the outcomes and underpin the assessment criteria as well as assessment and reflection practices. The design down principle is consequently applied on all levels in the T&L process, constructing continuous development of constructive alignment, ensuring valid and authentic assessment practices

- **Theoretical approach to assessment:** Assignments (self -study). Presentations. Examinations. Group Projects.
- **Practical approach to assessment:** Practical reports. Written practical tests (continuous and summative). Practical skills tests (continuous and summative).
- Each Learner's work will be rated according to the proficiency rating instrument below. Any student rated below 4 will be considered incompetent for this module.
- VIVA-VOCE: The final assessment will be on oral defense, which will be regarded as a single examinations process, made up of internal and external evaluators selected by the Chairperson of the Examinations committee. The oral defense will be acceptable whether the institution elects to conduct it physically or virtually. The nature of the oral defense (VIVA-VOCE) will be known as Private Model, only allowing examiners to ask questions.

6. LEARNING ACTIVITIES

In the table below, the types of learning activities of the programme design, and number of hours a student is expected to devote to each type is indicated.

Types of learning activities	Hours	% Learning time
COMPONENT 1 – GUIDED LEARNING: Direct contact time (Lectures, face-to-face, limited interaction or technology-assisted, tutorials, syndicate groups).	(Research+ Theory Development) = (576)	16 %
COMPONENT 2- OWN LEARNING - Independent self-study of standard texts and references and specially prepared materials (study guides, books, journal articles, case studies, multi-media) and module assignments and assessments.	(Research+ Theory Development) = (3024)	84 %
Assessment (included in sections above)	-	-
Total	3600	100%

7. RESEARCH AND TEACHING FACULTY MEMBERS

NAME	POST DESIGNATION	HIGHEST QUALIFICATION(S)	Teaching field	Highest level of teaching
Prof M.S. Lebesse	Professor Emeritus	D.Ed. Educational Leadership. Western Michigan University, (WMU) USA. MA Educational Leadership, Supervision of Instruction. (WMU) USA	Philosophy, Leadership and Management, Strategic Management, Education and Curriculum Development.	Ph.D.
Prof King Costa	Full Professor	Ph.D. (Leadership and Management) (Logos University, USA) Management Scientist – (South African Institute of Management Scientists - SAIMS) Associate Member – (SIOPSA)	Leadership Coaching and Mentoring, Financial Management, Research theory, supervision, Student Support and Curriculum Development	Ph.D.
Dr. Mdhluli M. A	Full Professor	Ph.D. (Edu. Psych)	Philosophy, Theology, Psychology, Archaeology, Classical Languages and education science	Ph.D.
Prof Nisi Thusi	Associate Professor	Ph.D. (Leadership and Management)	Education, Leadership, Curriculum Development	Ph.D.
Prof Berny Tumagole	Assistant Professor	Ph.D.(Leadership and Management)	Quality and Environment, Leadership and Development Philosophy	Ph.D.

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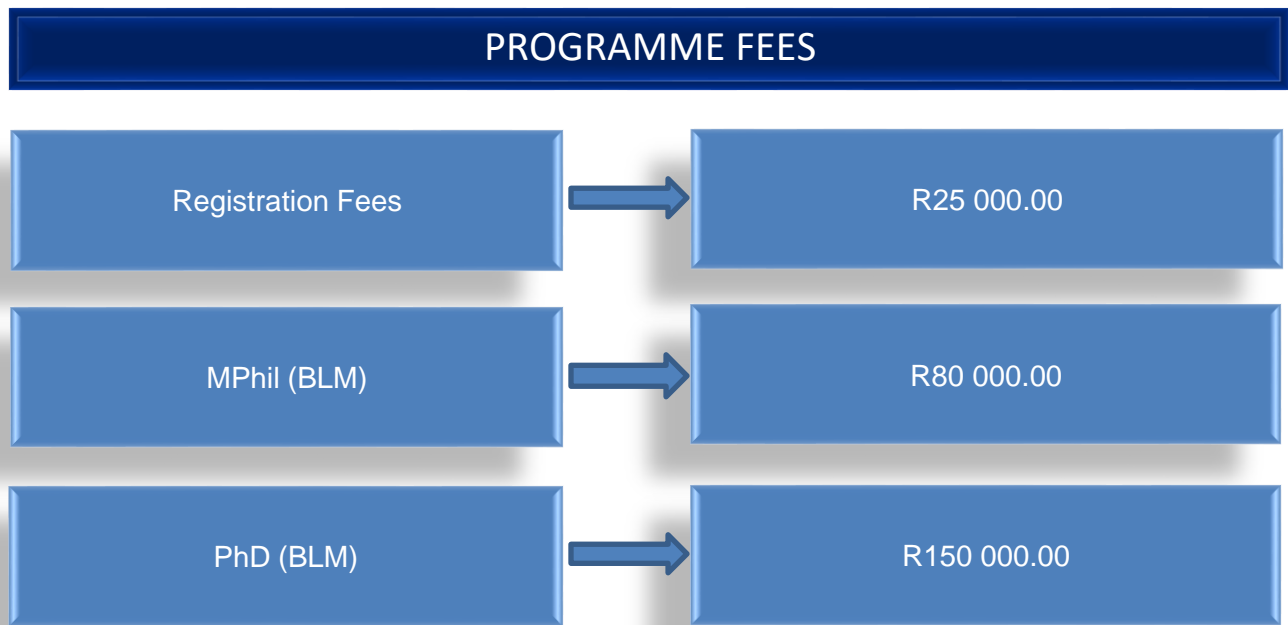
8. ENTRY REQUIREMENTS

- Hold a three-year Bachelor's degree with 360 SAQA credits.
- Hold an MBLM from Global Centre for Academic Research or MBA, or equivalent Master's degree from a SAQA-approved tertiary institution. Foreign qualifications will have to be evaluated by SAQA in terms of provisions for such qualifications.
- Have an average pass mark of 65% and above for the Master's degree (transcript to be submitted).
- Must submit a ten to fifteen-page expression of interest essay as indicated in the first module in the research component. The essay will be instrumental in selection of candidates for the programme.
- Submit original certified copies of academic records.
- Submit Curriculum Vitae.
- Applicants who do not meet requirements will be required to go through Recognition of Prior Learning assessment.

9. RECOGNITION OF PRIOR LEARNING

Since individuals learn and develop not only in the classroom, the organization acknowledges RPL as an integral part of academic and vocational education and training. All learning has value regardless of where it was acquired. The relevant factor is that the organization acknowledges this learning has having relevant value so that the learner does not spend time and money on re-learning. In line with the new education and training initiatives of SAQA, the organization attempts to include RPL as part of its management, administrative and curriculum structures.

The concept of learning is seen as one of added competency and includes practical competence, foundational competence, reflexive competence and applied competence. Recognition of prior learning refers to the process of the verification of skills, knowledge, abilities and attributes obtained through training, education, work and life experiences, i.e., any learning that has occurred in the past. The purpose of RPL is to affirm that learning has taken place through rigorous assessment procedures that are comparable with those applied to the full assessment process.





FLEXIBLE PAYMENT SOLUTIONS AVAILABLE

Visit us online and apply at researchglobal.net or see our learning portal at vleresearch.net