

PRiME

*an initiative of the
United Nations Global Compact*



Sharing Information on Progress 2026

Milpark Business School

September 2026

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About the Principles for Responsible Management Education (PRME)

The Principles for Responsible Management Education (PRME) is a United Nations-supported initiative founded in 2007 that aims to raise the profile of sustainability in their classrooms through Seven Principles focused on serving society and safeguarding our planet.

PRME engages business and management schools to ensure they provide future leaders with the skills needed to balance economic and sustainability goals, while drawing attention to the Sustainable Development Goals (SDGs) and aligning academic institutions with the work of the UN Global Compact. Driven by its mission to transform management education, PRME equips today's business students with the understanding and ability to deliver change tomorrow. As a voluntary initiative with over 800 signatories worldwide, PRME has become the largest organized relationship between the United Nations and management-related higher education institutions.



“*The PRME initiative was launched to nurture responsible leaders of the future. Never has this task been more important. Bold leadership and innovative thinking are needed to achieve the Sustainable Development Goals (SDGs).*

Antonio Guterres

Secretary-General (2017 - Present)

United Nations

”

Principles of PRME



Purpose

We advance responsible management education to foster inclusive prosperity in a world of thriving ecosystems.



Values

We place organizational responsibility and accountability to society and the planet at the core of what we do.



Teach

We transform our learning environments by integrating responsible management concepts and practices into our curriculum and pedagogy.



Research

We study people, organizations, institutions, and the state of the world to inspire responsible management and education practice.



Partner

We engage people from business, government, civil society, and academia to advance responsible and accountable management education and practice.



Practice

We adopt responsible and accountable management principles in our own governance and operations.



Share

We share our successes and failures with each other to enable our collective learning and best live our common values and purpose.

The Sustainable Development Goals (SDGs)

In September 2015, all 193 Member States of the United Nations adopted a plan for achieving a better future for all – laying out a path over the next 15 years to end extreme poverty, fight inequality and injustice, and protect our planet. At the heart of Agenda 2030 are 17 Sustainable Development Goals (SDGs) and 169 related targets that address the most important economic, social, environmental and governance challenges of our time. The SDGs clearly define the world we want – applying to all nations and leaving no one behind. Successful implementation of the SDGs will require all players to champion this agenda; the role of higher education is critical to this.





Getting Started

This section provides foundational information about Milpark Business School, including key details and basic institutional data.

Mission



Milpark Education: Vision & Mission

"To empower people to become more than they dared imagine, unlocking their potential to help shape our collective future. We will do this by providing trusted, leading, online learning journeys with high levels of holistic support that are accessible and transformative." [\[milpark.ac.za\]](https://milpark.ac.za), [\[milpark.ac.za\]](https://milpark.ac.za)

This sits alongside Milpark Education's purpose:

"To enable people to become more than they dared imagine, unlocking their potential to help shape our collective future." [\[milpark.ac.za\]](https://milpark.ac.za)

"Milpark Business School delivers an education that empowers and equips current and future leaders to pursue ethical and sustainable business practices informed by the Sustainable Development Goals, in an evolving local, continental, and global milieu." [\[milpark.ac.za\]](https://milpark.ac.za)

Reporting Entity and Terminology

For this SIP report, "parent institution" refers to Milpark Education (Pty) Ltd, and "institution" refers to Milpark Business School (MBS).

Vision

MILPARK BUSINESS SCHOOL (MBS)

VISION



To empower people to become more than they dared imagine, unlocking their potential to help shape our collective future.

We see a future where bold, ethical and responsible leaders create inclusive, sustainable organisations that strengthen society and drive meaningful progress for Africa and the world.

 EMPOWER We empower individuals to reach their full potential and achieve meaningful impact.	 TRUSTED We are a trusted partner, delivering quality, relevant and credible education.	 LEADING We lead through innovation, industry relevance and excellence in online learning.	 HOLISTIC SUPPORT We provide holistic support that nurtures academic, personal and professional growth.	 TRANSFORMATIVE We drive transformation in individuals, organisations and society.
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Milpark Education: Vision & Mission

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Strategy

Strategy

The purpose of Milpark Education is to enable people to become more than they *dared imagine*, *unlocking their potential to help shape our collective future*. Its vision/mission is to achieve this through trusted, leading online learning journeys with high levels of holistic support that are accessible and transformative.

Milpark Education has a clear and concise formulation of its goals, which serve as strategic pillars guiding the institution's activities and driving its continuous growth and development. These goals are designed to align with the institution's vision, mission, and values, ensuring a focused and purposeful approach to its operations.

The institutional vision, mission and core values collectively inform Milpark Business School strategic work, as the four values provide a clear cultural foundation for the school's value proposition. Hence, MBS is positioned as one of the strongest vehicles through which the institutional goals become visible:

STRATEGIC ALIGNMENT		WHAT IT MEANS	
1	 Transform lives through education	→	Help students realise their potential and achieve personal and professional aspirations.
2	 Deliver accessible, high-quality education	→	Expand access to accredited higher education through flexible digital learning.
3	 Humanise online education	→	Combine technology and flexibility with meaningful interaction, academic engagement and holistic student support. Milpark's Immersive Online model is central to this shift.
4	 Improve student success	→	Move beyond enrolment and completion toward confidence, capability, employability and meaningful graduate outcomes.
5	 Develop future-ready graduates	→	Build graduates who can operate in complex, digital and changing environments, with attributes including innovation, empathy, impact and local/global perspectives.
6	 Strengthen relevance to industry and society	→	Align qualifications and learning with changing workplace, business and societal needs, including corporate L&D partnerships.
7	 Drive digital innovation	→	Establish Milpark as a leading provider of digitally enabled higher education rather than simply transferring traditional education online.
8	 Create responsible societal impact	→	Develop graduates and leaders who contribute positively to organisations, communities, South Africa and the wider world. The Business School explicitly connects its programmes to the SDGs.
9	 Sustain academic and institutional excellence	→	Maintain accreditation, academic credibility, quality assurance and strong partnerships while continuing to innovate.
10	 Grow sustainably	→	Build a scalable education model that creates value for students, employers, staff and the broader higher-education ecosystem.

Source: Milpark Business School 2026 Prospectus; Milpark Education Website (2025)

This creates a very useful strategic connection between Milpark's purpose, MBS's value proposition, the graduate attributes, Immersive Online, the SDGs and PRME rather than treating these as separate institutional initiatives.

Strategy Alignment

Strategy Alignment

The school strategy provides clearer direction and distinctiveness in appealing to 'why' students should select MBS for their postgraduate education. Central to MBS's value proposition is the notion of developing resilient and dynamic leaders with strong business numeracy and literacy skills to address the leadership and management decline within South Africa.

Milpark Business School's value proposition

Milpark Business School (MBS) develops capable, ethical and digitally fluent leaders through accessible, internationally recognised and deeply supported business education designed around the realities of working professionals.

Its distinctiveness rests on five pillars:

Human-centred leadership

MBS goes beyond technical business knowledge to develop leaders who combine strategic thinking with empathy, emotional intelligence, ethical judgement and human connection. The MBA explicitly positions human-centred leadership as a core differentiator.

Immersive Online learning

Rather than simply putting traditional education online, MBS uses its Immersive Online (IO) model to combine

Academic rigour and workplace relevance

MBS connects postgraduate academic learning with real organisational challenges, contemporary business practice and career development. Its MBA is AMBA-accredited and Milpark states that it is the only AMBA-accredited MBA in Africa for online learning.

Access without compromising quality

MBS is particularly relevant to experienced professionals who need to continue working while studying. Its model removes many of the geographic and lifestyle barriers associated with conventional business-school education while retaining structured academic engagement and support.

Responsible leadership for Africa and the world

MBS combines a South African perspective with international business education, seeking to develop graduates who are adaptable, innovative, collaborative, digitally capable and committed to making a meaningful contribution to society.

In defining our value add in the marketplace as a Business School, we have reflected and incorporated the following specific goals:

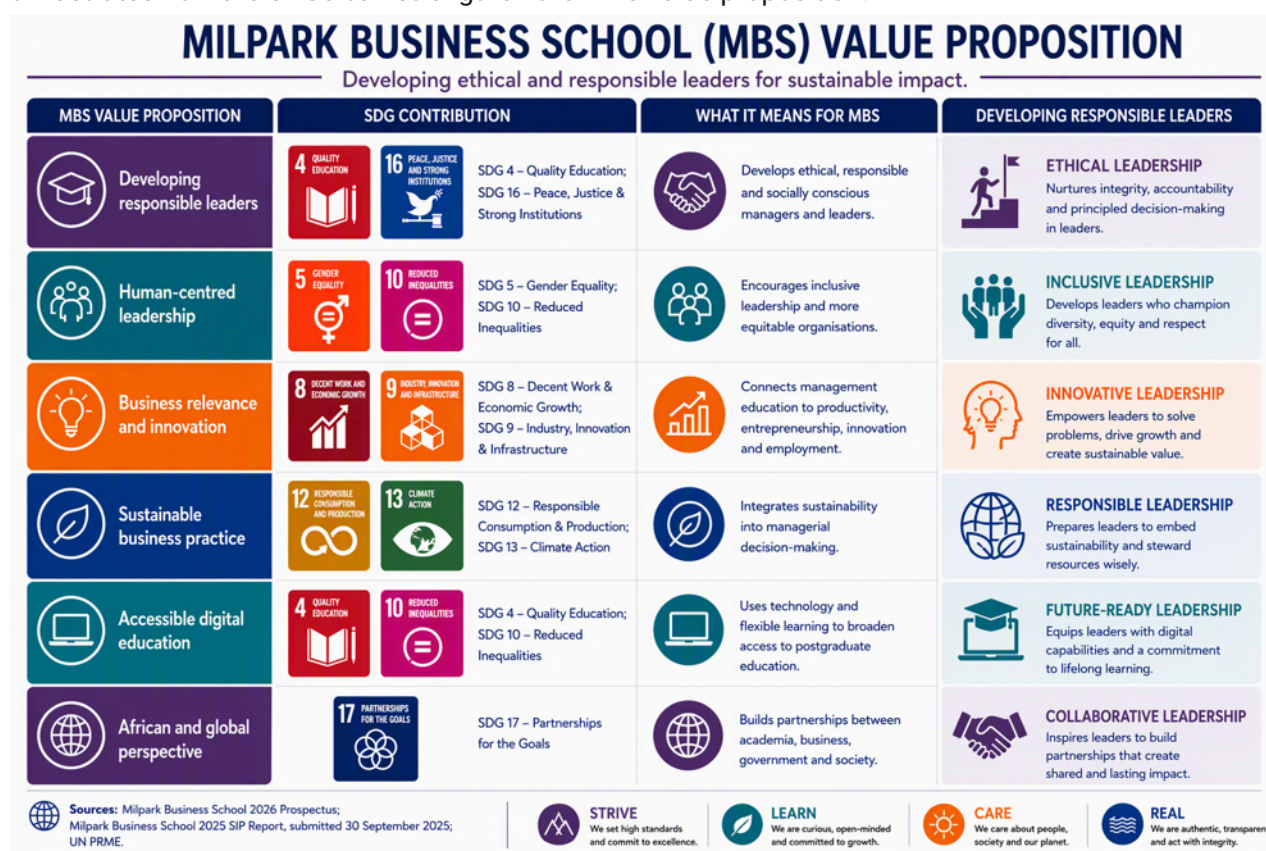
To be a relevant business school that provides trusted online learning journeys to students to develop leadership and managerial competencies to stimulate firstly a revitalisation of the South African economy.

To incorporate ethical and sustainable business practices within our curriculum and to support its significance in dynamic business practices.

As a business school, to be self-sustaining and profitable.

To create a clearer future strategic identity than simply competing on “online MBA” or “flexible postgraduate education”, MBS is making “human-centred, digitally fluent leadership” the distinctive intellectual territory of MBS.

The UN Sustainable Development Goals (SDGs) can strengthen Milpark Business School’s value proposition by showing that MBA does not simply develop people for employment, but it develops responsible leaders who can create sustainable economic and societal value. The information below depicts and illustrates how the SDGs can strengthen the MBS value proposition.



The strategic opportunity for Milpark Business School (MBS)

Milpark Business School has been an early adopter of responsible management education, becoming a PRME signatory in April 2011. More than a decade later, this provides a strong foundation from which to deepen the integration of the SDGs, responsible leadership and sustainability across our curriculum, research, partnerships and institutional impact.

A future strategic opportunity for MBS is that the SDGs can become more than a reporting framework.

The SDGs can become part of the academic identity and market proposition of the school. This future connection can be articulated as follows: *Milpark Business School develops responsible, innovative and digitally fluent*

The SDGs will provide a globally recognised framework through which MBS can demonstrate what “responsible leadership” actually means. For example, we can focus on six SDGs rather than trying to associate the school equally with all 17 as depicted below:

SDG 4: Quality education

The foundation: accessible, relevant and transformative management education.

SDG 5: Gender equality

Inclusive leadership and greater participation of women in management and business.

SDG 8: Decent work and economic growth

Developing managers and entrepreneurs who contribute to productive, inclusive economic activity.

SDG 9: Industry, Innovation and Infrastructure

Digital transformation, innovation, entrepreneurship and future-oriented business models.

SDG 10: Reduced Inequalities

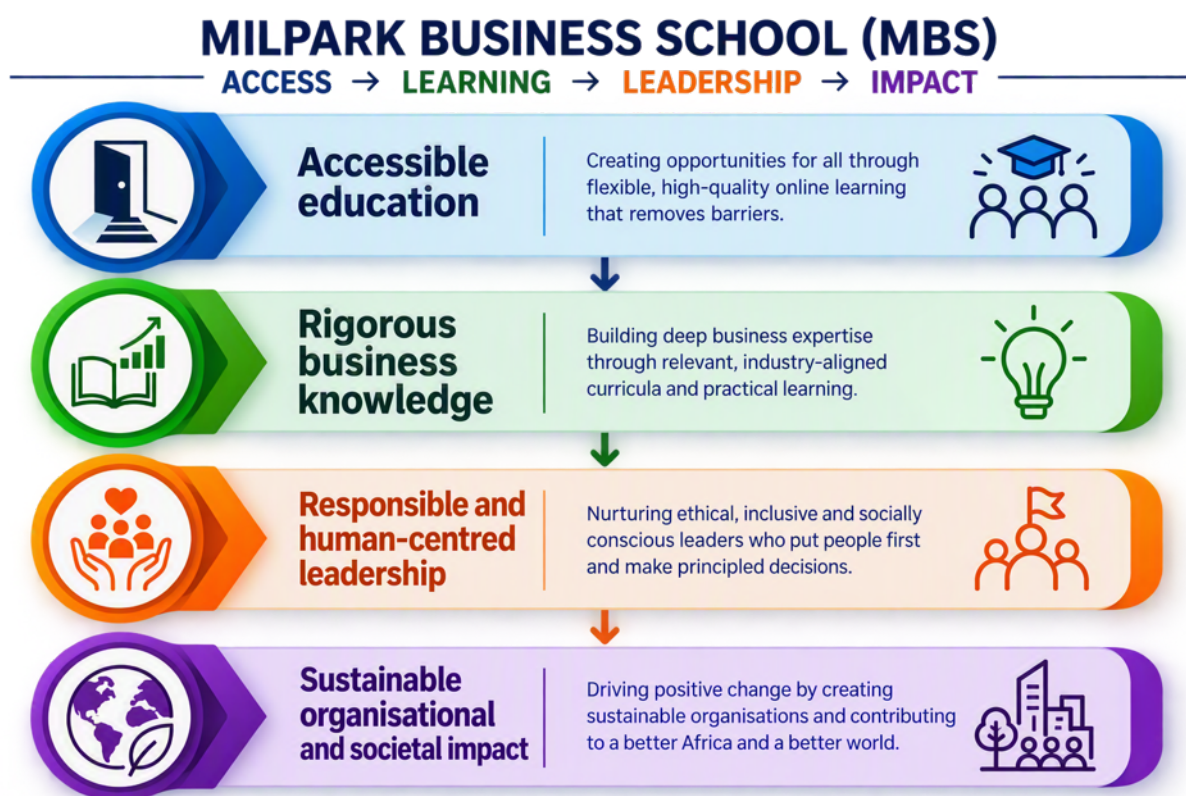
Using the Immersive Online model to broaden access to quality postgraduate education.

SDG 17: Partnerships for the goals

Connecting MBS with employers, professional bodies, communities, international institutions and other universities.

The abovementioned SDG mapping exercise will be during the 2026 academic year.

The process for re-curating and redesigning the MBA started in 2025 and will be completed at the end of the 2026 academic year. Central to the premise of the reimaged MBA developing leadership potential in individuals in ways that they never imagined. Our additional focus in this regard is to equip these leaders to incorporate ethical and sustainable business practices into their decision-making. A future MBS proposition can be framed as:

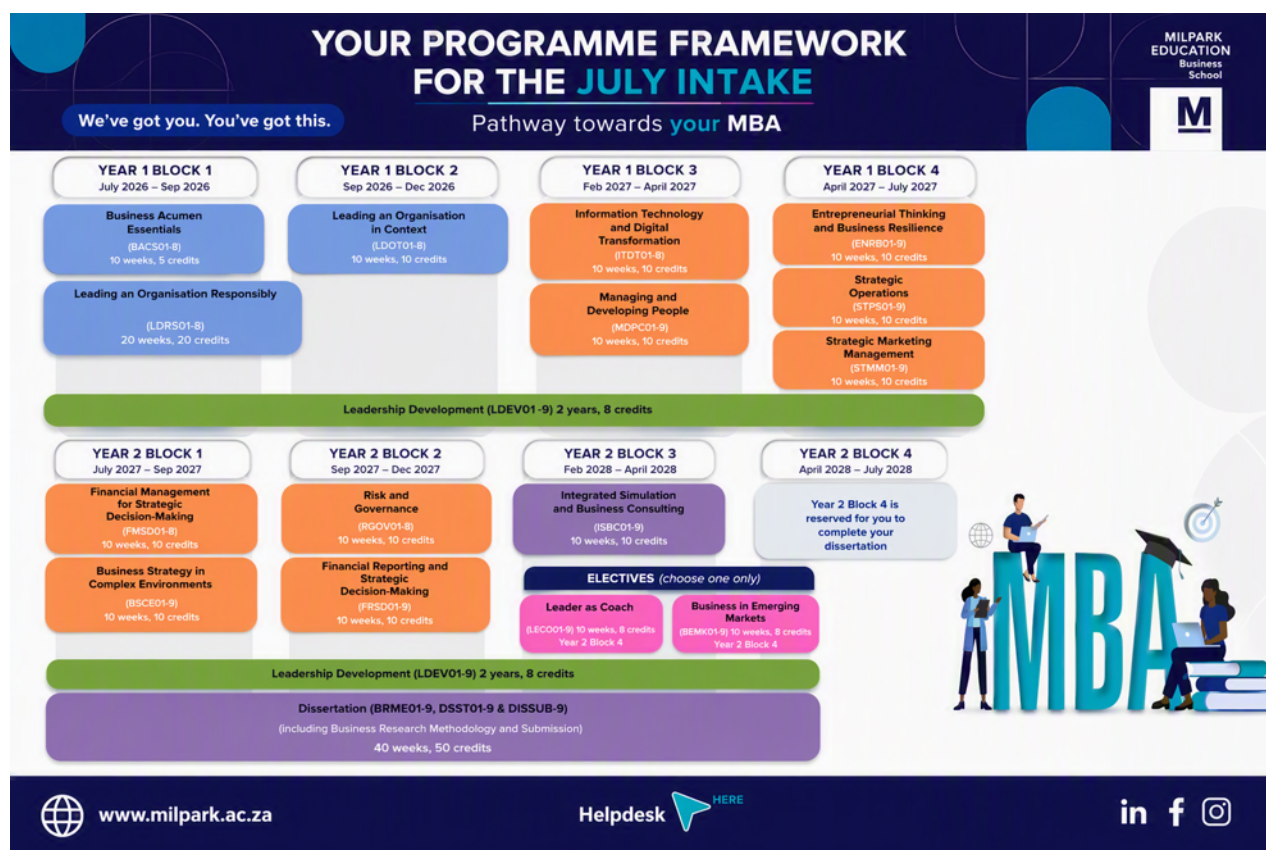


This also gives MBS a stronger basis for its PRME, accreditation, research, curriculum, community engagement and impact reporting. Rather than saying “we support the SDGs,” the stronger proposition will be:

“We develop leaders capable of turning the Sustainable Development Goals into business action.”

That could become a particularly distinctive element of the Milpark Business School strategic position going forward.

In addition to redesigning the MBA, we are also changing our learning Management System, which will support the 12-week block, there is a need to continue specific modules over 20 weeks. The leadership theme will underpin the whole qualification and will run over 18 months. This will support the accomplishment of the learning outcomes associated with the module(s).



The philosophy behind Milpark Education's new Immersive Online (IO) approach is much deeper than simply moving teaching from a physical classroom to an online platform. It represents a fundamental rethinking of what online higher education should be. Milpark describes IO as "guided, flexible and human-centred", replacing the traditional assumption that online students should largely learn independently.

Immersive Online is built on the belief that excellent online education should combine the flexibility of digital learning with the structure, human connection, collaboration and real-world application traditionally associated with face-to-face education.

The philosophy is based seven principles:

From distance to connection

The starting point is that students should not feel that studying online means studying alone. IO deliberately creates interaction between student–student, student–lecturer and student–industry.

From self-directed to guided learning

Traditional distance education places considerable responsibility on the student to organise the learning journey. IO provides structure, scheduled sessions, milestones, feedback and academic support, while retaining flexibility.

From knowledge consumption to active learning

Students are not simply expected to read content and reproduce knowledge. IO emphasises discussion, collaboration, problem-solving, cases, simulations and application.

From theory to practice

A central philosophical shift is “learning by applying.” The purpose is to connect academic concepts with the problems students encounter in organisations, communities and society. Milpark explicitly positions IO around real-world application and career readiness.

Technology serves pedagogy and not the other way around

IO is not technology for technology's sake. Digital platforms, multimedia, live sessions and collaboration tools are intended to enable better learning and stronger human relationships. Milpark explicitly identifies the challenge as using technology without losing the human connection that makes education transformative.

Flexibility without losing accountability

The philosophy recognises the reality of the modern student: working, managing families, traveling and balancing multiple responsibilities. Hence, learning can happen anytime and anywhere, but within a sufficiently structured environment to maintain momentum and accountability.

Education is about transformation, not merely qualification

Ultimately, IO is intended to develop people who can think critically, collaborate, lead, adapt and make a meaningful contribution. This fits particularly well with Milpark's emphasis on responsible and ethical leadership and its graduate attributes.

“Immersive Online is founded on a simple belief: online education should never feel distant. We want to combine the flexibility of digital learning with the human connection, academic rigour, collaboration and real-world application that make education transformative. Our students should not merely consume knowledge; they should engage with it, challenge it, apply it and use it to create value in their organisations and communities.”

This positions IO as a pedagogical philosophy and student-experience strategy, rather than merely a new mode of delivery. That distinction is important for Milpark's long-term positioning. Our move from Moodle to Canvas allowed us to be at the forefront of underpinning our student experiences with a more integrated and dynamic LMS. Not only will faculty be able to offer students a more customised learning experience through the way material is curated for the classroom experience, but faculty will also be expected to leverage the technology to create meaningful engagement opportunities to foster a strong sense of connectedness and belonging, thereby bringing the human element required to create the student experience we aim for.

Of special note is that we have looked at the number of assessments that needed to be completed for the MBA. In this regard, the number of assessments being completed has been reduced, thus improving the quality of learning and scholarship. The assessment strategies, per module, are reviewed on a yearly basis. This is necessary to ensure that there are a variety of types of assessments to ensure the achievement of the programme outcomes and the graduate attributes. In addition, this delivery method

enhances the cohort experience for the students throughout their MBA journey and simplifies the previous complex programme management areas. This applies to all modules on the programme. We have introduced opportunities for students to have smaller learnings/assessments as a way of building up their knowledge capacity on the programme. The number of formative assessments has increased, allowing the students to receive more value-adding feedback about their understanding and application of the material covered.

Additionally, we offer asynchronous discussions which are ongoing over the length of the module and duration of the programme. With this feedback, students are better able to navigate the material in the module and focus on the areas that need attention.

The Immersive Online (IO) philosophy has also been extended to other programmes, except for the Postgraduate Diploma in Public Administration (PGDPA) that is still based on the distance online (DLO) method.

Purpose of advancing responsible management education

Milpark Business School's purpose is fundamentally connected to developing people who can contribute positively to organisations and society. The school recognises that contemporary business education cannot focus exclusively on financial performance or shareholder value. Business leaders increasingly need to understand the broader consequences of organisational decisions for employees, communities, society and the natural environment.

In 2025, the school therefore continued to emphasise responsible and ethical leadership, sustainable business practices, social consciousness, stakeholder-oriented decision-making, inclusive leadership, innovation and entrepreneurship, responsible use of technology and data, governance and accountability and the contribution of business to socio-economic development.

During the 2025 academic year, responsible management concepts were incorporated into the school's postgraduate education philosophy and programme design. The school's approach positions responsible leadership as a graduate capability rather than as a stand-alone topic.

The intended impact is the development of graduates who are able to make commercially sound decisions while considering their wider ethical, social and environmental consequences. During the next two academic years (2026 & 2027), Milpark Business School will develop a formal process mapping PRME principles and relevant SDG across the Business School's programme portfolio, starting with the MBA programme. This will be used to strengthen communication of the school's responsible-management contribution to internal and external stakeholders

At MBS we don't treat the SDGs as an additional "sustainability module." A better approach will be to embed them across the curriculum, so that students learn to apply sustainability and responsible-management thinking to the decisions they are already studying. This is consistent with the UN-supported PRME approach, which calls for responsible-management concepts and practices to be integrated into curriculum and pedagogy rather than isolated in one subject. In 2026 MBS will do an SDG curriculum mapping exercise to integrate responsible-management concepts and practices.

Milpark Education provides an educational pathway from undergraduate management and commerce studies to advanced postgraduate business education. Undergraduate qualifications at NQF Levels 5 to 7 are offered through the School of Commerce and provide possible progression routes into Milpark Business School. The Business School's formal qualification portfolio begins at NQF Level 8 with the Postgraduate Diplomas in Business Administration and Public Administration. It progresses to the Master of Business Administration at NQF Level 9 and culminates in the Doctor of Business Administration at NQF Level 10.

This structure enables students and working professionals to progress from foundational management education to advanced leadership development and applied doctoral research.

Milpark Business School programme offering

Milpark Business School currently offers postgraduate qualifications from NQF Level 8 to NQF Level 10. It does not directly offer undergraduate qualifications. Undergraduate feeder qualifications are offered through other Milpark Education schools.

The philosophy behind Milpark Education's new Immersive Online (IO) approach is much deeper than simply moving teaching from a physical classroom to an online platform. It represents a fundamental rethinking of what online higher education should be. Milpark describes IO as "guided, flexible and human-centred", replacing the traditional assumption that online students should largely learn independently.



Institutional History

Institutional History

Milpark's journey began in 1997 with the establishment of Milpark Business School, one of South Africa's early private providers of higher management education. From the outset, the institution focused on making relevant, career-oriented management education more accessible to working professionals.

In 2007, Milpark was registered with the Department of Higher Education and Training as an independent private higher education provider. From 2008 onwards, its academic offering expanded beyond management education to include specialist qualifications aligned with the changing needs of students, employers and industry. This growth led to the adoption of the name Milpark Education (Pty) Ltd in 2013, reflecting its development from a single business school into a broader, multi-school higher education institution.

Between 2013 and 2017, Milpark strengthened its school-based academic structure and expanded its offering across business, commerce, banking, investment, insurance and financial planning. In 2017, Milpark became part of STADIO Holdings, following the establishment and listing of STADIO as a private higher education group.

A major milestone for Milpark Business School came in 2018 when its Master of Business Administration received international accreditation from the Association of MBAs. At the time, the MBA was the only AMBA-accredited online MBA on the African continent, reinforcing the school's position in digitally delivered management education. In 2019, the school's postgraduate pathway was further strengthened through the Postgraduate Diploma in Business Administration, MBA and Doctor of Business Administration. The introduction of the DBA extended the School's academic offering to NQF Level 10 and deepened its focus on applied business research.

The COVID-19 pandemic accelerated the school's transition towards digitally enabled education. During 2020, Milpark Business School expanded its online teaching, virtual student engagement, assessment and academic-support practices. Over the following years, this model developed beyond traditional distance education into a more structured, interactive and supported digital learning experience.

The school continued to broaden its contribution to leadership and governance education. The Postgraduate Diploma in Public Administration was introduced in 2021, strengthening the school's role in developing ethical leadership and management capacity in the public sector. The MBA also completed a further AMBA accreditation review, reaffirming its alignment with international standards for postgraduate management education.

From 2022 onwards, Milpark Business School strengthened its engagement with professional, academic and international networks, including the South African Business Schools Association, the Association of African Business Schools, AACSB International, the Business Graduates Association, the Business Ethics Network Africa and Responsible Research in Business and Management. Engagement with the Principles for Responsible Management Education further supported the integration of ethics, sustainability, responsible leadership and the United Nations Sustainable Development Goals into teaching, research, partnerships and institutional activities.

During 2023 and 2024, the school continued to strengthen its public-sector education portfolio, research contribution, and African and international relationships. The DBA supported applied research addressing organisational, economic and societal challenges, while the MBA continued to receive international visibility through its inclusion in the QS Online MBA Rankings. Participation in national benchmarking initiatives, including the Financial Mail business-school survey and the PMR.africa Diamond Arrow Awards, contributed to the school's visibility within the South African management-education sector.

Between 2024 and 2026, the school reviewed its postgraduate pathway and prepared a redesigned MBA curriculum. The Postgraduate Diploma in Business Administration was aligned more closely with the MBA and repositioned from NQF Level 8 to NQF Level 9. The renewed MBA places greater emphasis on leadership development, organisational responsibility, digital transformation, entrepreneurship, governance, resilience and integrated decision-making.

The school also advanced its Immersive Online Learning model by combining scheduled live sessions, interactive digital content, collaborative activities, personalised feedback and holistic student support. Partnerships with simulation and learning providers further strengthened experiential, applied and technology-enabled learning.

In parallel, Milpark Business School expanded its relationships with alumni, employers and industry through mentoring, career-development activities, webinars, advisory structures and professional networking initiatives. These activities reflect the school's commitment to maintaining meaningful relationships with graduates and supporting lifelong learning beyond the completion of a formal qualification.

By 2026, Milpark Education operated through four specialist academic schools: Milpark Business School, the School of Commerce, the School of Financial Services and the School of Professional Accounting, incorporating CA Connect. Within this broader institutional structure, Milpark Business School provides an integrated postgraduate pathway comprising the PGDBA, PGDPA, MBA and DBA, supported by executive education and short learning programmes.

Today, Milpark Business School positions itself as a distinctly South African online business school with a growing African and international outlook. Its journey reflects a continued commitment to accessible and relevant education, responsible management, academic quality, applied research and the development of leaders equipped to respond to complex organisational and societal challenges.

Graduates & Enrollment

2025 Statistics	Number
Graduates	2372
Faculty & Staff at the University	342
Faculty & Staff at the Institution	14
Student Enrollment at the University	11351

2025 Statistics	Number
Student Enrollment at the Institution	546
Undergraduate Attendance	0
Masters-Level Postgraduate Attendance	177
Doctoral Student Attendance	28
Certificate, Professional Development, or Continuing Education Attendance	0

Degrees Offered

Masters Programs

 Master of Business Administration (M.B.A.)

Doctoral Programs

 Doctor of Business Administration (D.B.A.)

Undergraduate Degree Programmes

 Undergraduate Degree Programmes

Masters Degree Programmes

 Masters Degree Programmes

Postgraduate Degree Programmes

 Doctor of Business Administration

Certificates, Professional Development, or Associate Programmes

Q Certificates, Professional Development, or Associate Programmes[



Purpose

We advance responsible management education to foster inclusive prosperity in a world of thriving ecosystems.

Letter of Commitment

**MILPARK
EDUCATION**
Business
School



22 September 2026

Adoption of the Principles for Responsible Management Education

To our stakeholders,

I am pleased to confirm that **Milpark Business School** reaffirms its support for the Seven Principles for Responsible Management Education: **Purpose, Values, Teach, Research, Partner, Practice and Share.**

Through our annual Sharing Information on Progress (SIP) report, we disclose our continuing efforts to integrate these Principles into our institutional strategy, culture, academic programmes, research, stakeholder partnerships, and daily operations.

We remain committed to developing ethical, responsible, and socially conscious leaders who can contribute meaningfully to business and society. Through our teaching, research and engagement activities, we also seek to advance the United Nations Sustainable Development Goals and encourage responsible management practices across our wider community.

This report reflects both the progress we have made and our commitment to continuous improvement, collaboration, and transparent reporting.

Sincerely,

Dean/Highest executive name: Andrew Horsfall
Dean/Highest executive full title: Chief Executive Officer
Institution name: Milpark Business School, Milpark Education

Cape Town, Observatory
3rd Floor, Deneb House, 368 Main Road
PO Box 44235 Claremont, 7735
Tel: 021 673 9100

DIRECTORS: Andrew Charles Horsfall, Divya Prins, Christian Phillipus David Vorster, Athena Adams
MILPARK EDUCATION (PTY) LTD IS REGISTERED WITH THE DEPARTMENT OF HIGHER EDUCATION AND TRAINING (DHET) AS A PRIVATE HIGHER EDUCATION INSTITUTION (NO 2007/HE07/003). COMPANY CIPC REG NO: 2004/020244/07

Definition of Purpose

At Milpark Business School, purpose means developing ethical, innovative and socially conscious leaders who create sustainable value for business and society. Guided by our commitment to transformative and accessible education, we equip students to lead responsibly, address complex challenges and contribute meaningfully to the United Nations Sustainable Development Goals.

Institutional Engagement

51% - 75% of faculty at Milpark Business School actively contribute to our work with PRME, advancing responsible management education, or addressing sustainable development challenges through their work.

Continue telling your story

Continue telling your story

Milpark Business School recognises that its commitment to responsible management education extends beyond the information captured in the preceding questions. Additional evidence accompanying this section illustrates how the relevant PRME Principle is embedded across our academic programmes, research, institutional practices, partnerships and stakeholder engagement.

The supporting evidence may include programme and module information, policies, reports, research outputs, event materials, stakeholder communications, case studies and examples of student, faculty and alumni participation. Together, these materials provide a broader picture of our progress, lessons learned and continuing commitment to advancing responsible management education.



PRME | SHARING INFORMATION ON PROGRESS 2025

OUR GOALS FOR THE NEXT SIP CYCLE

Milpark Business School will continue to advance responsible management education across teaching, research, institutional practice and stakeholder engagement. Developing ethical, innovative and responsible leaders for business, society and sustainable development.



DURING THE NEXT SIP CYCLE, MBS WILL:

01	02	03	04	05	06	07	08
							
TEACH	PURPOSE	RESEARCH	PARTNER	VALUES	SHARE	PRACTICE	SHARE
Integrate ethics, responsible leadership, sustainability and innovation across the DBA, MBA, PGDBA and PGDPA programmes.	Expand lifelong learning, mentorship, career development and responsible leadership opportunities for students and alumni.	Advance research and thought leadership addressing social, economic, environmental and business challenges in South Africa and Africa.	Deepen collaboration with alumni, employers, industry, professional bodies and academic institutions to advance responsible management.	Strengthen the School's contribution to the SDGs through teaching, research, partnerships and community engagement.	Increase PRME awareness and engagement among students, faculty, staff, alumni and external stakeholders.	Strengthen the collection, measurement and reporting of evidence demonstrating responsible management and institutional impact.	Share progress, challenges and lessons with the PRME community while learning from other signatory institutions.



NEXT SIP CYCLE

These goals will guide Milpark Business School's continued PRME journey and will be reviewed during the next SIP cycle to assess progress, challenges and emerging priorities.



SUPPORTING EVIDENCE
DEMONSTRATING OUR RESPONSIBLE MANAGEMENT EDUCATION JOURNEY

Evidence demonstrates how responsible management education is embedded across MBS programmes, research, institutional practice, partnerships and stakeholder engagement.

SUPPORTING EVIDENCE MAY INCLUDE:

-  Programme and module documentation
-  Policies and institutional reports
-  Research outputs and publications
-  Event materials and communications
-  Case studies and examples of student, faculty and alumni engagement

MILPARK VALUES SUPPORTING OUR RESPONSIBLE MANAGEMENT EDUCATION JOURNEY

 STRIVE HIGHER TOGETHER	 LEARN FOR A BETTER TOMORROW	 CARE FOR PEOPLE AND PLANET	 REAL IMPACT THROUGH ACTION
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Sources: Milpark Business School institutional and programme records; PRME, 2025 Sharing Information on Progress (SIP) Preview and The Seven Principles of PRME.

BUSINESS EDUCATION | RESPONSIBLE LEADERSHIP | A BRIGHTER TOMORROW

Continue telling your story

Sustainability is at the heart of who we are

Milpark and Milpark Business School's Strategy and Approach to Sustainability

At Milpark, we believe that having a sustainable mindset and acting ethically should be ingrained in who we are and what we aim for. We view these as attainable only when approached as pervasive elements, starting with why we exist, how we go about achieving this and what we do. In this document, we outline why we believe we exist, highlighting how these principles are integral to our identity. We also illustrate our values as an example of how we approach things. The focus then shifts to how the Milpark Business School strategy aligns with these views. Finally, a brief description is provided of how strategy, values, and Milpark graduate attributes influence programme design.

1. Milpark's vision

Milpark is a community where we aim to foster a sense of connection and belonging among staff and students, one that encourages collaboration, inclusion, and innovation. Continual support is emphasised and provided to students throughout their learning journey, enhancing their personal growth, development, and transformation.

Milpark's vision is *"to empower people to become more than they dared imagine, unlocking their potential to help shape our collective future"* by *"providing trusted, leading, online learning journeys with high levels of holistic support that are accessible and transformative"*.

Unpacking our vision

We believe that our vision holds profound significance in South Africa. It reflects our commitment to making a positive and transformative impact on individuals and society in the unique context of South Africa, a nation with a complex history and a dynamic future. What follows is an expanded interpretation of what this vision means:

1. Empowering people: South Africa has a diverse population with varying backgrounds, experiences, and challenges. Our vision embodies our commitment to offering educational opportunities that empower individuals from diverse backgrounds. In a country with a history of inequality, this empowerment is particularly crucial as we recognise the needs of our students. It means giving people access to education who may not be considered by others as academically deserving because of a lack of past opportunities or circumstances beyond their control, which may have negatively impacted on their academic performance or access to higher education. Simultaneously, we acknowledge our responsibility to enable them to move from academically insecure higher education students to becoming more than they dared imagine. It is also worth noting that our commitment to empowering people means more to us than students being successful in a specific qualification. It means that we are willing to journey with a student to learn about themselves and their strengths to the extent that they can recognise if, for example, another qualification may suit them. While we primarily focus on students, our vision also encompasses our people and our belief that empowering them will enable us to achieve our objectives and fulfil our commitment to our students.

2. More than they dared imagine: Milpark's vision encourages its staff and students to reach beyond the boundaries they may have set for themselves. It challenges individuals to break free from the limitations they might perceive due to historical or societal factors. This aspect of the vision is particularly relevant in a country where many people have faced adversity and need to be inspired to dream bigger and aim higher, or who need a platform from which they can excel and reach their ambitious dreams. It underscores our need to place our students' dreams and aspirations at the centre of our efforts, as we strive to challenge and stretch them to exceed their own expectations.

3. Unlocking potential: South Africa has immense untapped potential. Milpark's vision recognises this and aims to unlock South Africans' inherent talents and capabilities. This is especially meaningful in our society where, by unlocking this potential, Milpark helps individuals and the nation to achieve more.

4. Shaping the collective future: South Africa is a country in transition, and its future is still being written. Milpark's vision acknowledges the critical role individuals play in shaping this future. It emphasises that every empowered, capable individual contributes to the nation's broader development. South Africa's future is not just about the policies and actions of the government but also about its people's aspirations, skills, and innovations. Milpark's vision reflects a commitment to equipping individuals to participate actively in shaping the trajectory of South Africa, whether through entrepreneurship, leadership, management, or community development.

5. Collective future: Our words “collective future” recognise that South Africa’s progress is interlinked with the upliftment of its people. This aligns with the idea that the nation’s strength and success are built on the contributions and achievements of its diverse population. Milpark’s vision implies that by empowering individuals to reach their full potential, the institution contributes to a collective future that is more prosperous, equitable, and just.

Our vision extends beyond being a mere statement; it embodies a commitment to social transformation, equity, and progress. By empowering individuals to dream big, develop their capabilities, and actively participate in shaping South Africa’s future, Milpark contributes to the growth of individuals and the nation’s collective development.

2. Our values

Strive

Our work matters.

We give our all at every opportunity. We know that challenges are part of the journey, but we work to find impactful solutions, because that is how you build confidence and personal growth.

Learn

Growth matters.

We always pay attention. We reflect. We are curious. We adapt to change. We focus on growth in confidence, knowledge, and possibility, because that is how you discover your unique potential.

Care

You matter.

We value and respect each person who walks through our doors. Our students, partners and colleagues are our reason for being. We communicate and we listen, because that is how you understand the people who matter the most.

Real

Authenticity matters.

We are who we say we are. We want people to stand up for what they believe in, even if it is hard. We are always honest, sincere and transparent, because that is how you build meaningful relationships.

3. The MBS strategy

South Africa stands at a critical juncture. The country faces a convergence of deep-rooted challenges: rising economic inequality, staggering youth unemployment, and pervasive corruption. These are not abstract policy issues: they are lived realities that demand bold, ethical, and courageous leadership.

The Milpark Business School's (MBS) value proposition is uniquely suited to addressing these challenges. We are not simply preparing students to manage businesses; we are preparing them to lead transformation in its broadest sense towards sustainable businesses and futures. In addition to technical competence, our graduates must be equipped with **emotional intelligence, ethical grounding, and social awareness** to disrupt entrenched systems, challenge inequality, innovate, offer solutions to our many challenges and build a more inclusive and prosperous society for all.

We want them to **ask better questions, build stronger teams, and lead with empathy, vulnerability and vision**. This is the leadership South Africa needs. This is the leadership we are committed to cultivating.

In the following sections, we highlight the alignment between this strategic intent and the decisions we intentionally made on the newly imagined MBA. Note the alignment specifically with the following:

- - Emotional intelligence
 - Ethical grounding
 - Social awareness
 - Asking better questions
 - Building stronger teams
 - Lead with empathy, vulnerability and vision.

4. Milpark Graduate Attributes as pervasive elements to the curriculum

A few pervasive elements form a golden thread throughout the programme worth highlighting.

Besides a dedicated leadership development focus, we also incorporated responsible decision-making and ethical considerations into the other modules, ensuring alignment with our strategic intent. The module names and descriptions often explicitly highlight this critical shift in focus.

Furthermore, when content is designed and developed for each module per week, designers and developers must consider learning activities that will facilitate the cultivation of our Milpark graduate attributes. The Milpark attributes are:

- - Human first, digitally fluent
 - South African-inspired, globally relevant
 - Relevant contributors, active collaborators
 - Creative problem solvers, resilient enactors
 - Excellence within, service beyond



Values

We place organizational responsibility and accountability to society and the planet at the core of what we do.



How We Define Values

At Milpark, values guide how we teach, lead, engage and make decisions. Through Real, Learn, Strive and Care, we promote integrity, continuous learning, excellence and compassion, preparing ethical, innovative and socially conscious leaders who contribute responsibly to business, society and sustainable development.

Who Champions Responsible Management Education at Our Institution

- ❖ Disciplinary efforts within business school
- ❖ Individual leader
- ❖ Interdisciplinary efforts across parent organization
- ❖ Interdisciplinary efforts across business school
- ❖ Senior leadership office

Student Voices

The following narrative demonstrates how Milpark Business School has influenced students' academic journey and personal growth.

Student Voices

Student reflections on their engagement with the module and the NPOs project

"This experience reshaped my perspective on leadership, shifting it from a focus on authority to a deeper understanding of service. I began to consider whether my values are visible in the way I work at [XYZ company]. It became clear to me that leadership often shows up in the quiet, everyday moments: listening deeply, showing up reliably, and offering genuine support."

"Throughout the process, I observed how responsibility in leadership goes beyond making decisions, it involves cultivating trust and shared ownership among team members. Each suggestion we developed had to consider the NPO's values, sustainability, and the communities it serves, which reinforced the ethical dimension of leadership. I learned that proposing innovative ideas is not just about creativity but about aligning innovation with purpose and accountability."

"Going forward, I will be more intentional in seeking opportunities where my leadership can create long-term value not just for organisations, but for the communities they serve. This project has affirmed my commitment to values-based leadership and reminded me why I chose to walk this path in the first place."

"I have gain invaluable skills in strategic thinking, application of leadership principals in the dynamic world and most importantly, my empathy and understanding of the value of kindness will be instilled in my future journeys. This journey has taught me that the decisions we make have a bigger impact than we initially thought and that responsible leadership takes into considerations the overall impact."

Student Awareness

0% - 25% of students at Milpark Business School are aware that we are a PRME Signatory Member.

Student Engagement

0% - 25% of students at Milpark Business School actively contribute to our work with PRME, advancing RME, or addressing sustainable development challenges through their work.

Values Voices

Value Voices

Student engagement with the SDGs

"As the 2030 deadline for the SDGs approaches, leaders must choose between maintaining the status quo or embracing transformative policies that prioritize sustainability, equity, and resilience. The future is still unwritten, but today's decisions will determine whether the world moves toward crisis or progress." (Source: [Topic 3 Subtopic 1 Discussion: SDGs for all](#))

"The SDGs are framed not only as a moral importance but also as a strategic opportunity. For governments and businesses, delivering on the SDGs can strengthen economies, build resilience, and create fairer, more inclusive societies. By embedding sustainability into core operations and fostering collaboration across sectors, we can move from incremental change to transformative progress. The challenge is great, but the benefits for people, the planet, and prosperity make this a path worth pursuing." (Source: [Topic 3 Subtopic 1 Discussion: SDGs for all](#))

Ethics and responsible leadership

The module also calls on students to grapple with the ethical dimensions of sustainable development and sustainable value creation, balancing conflicting priorities, ethical decision-making and building resilience to ethical blindness. (Source: [Topic 4 Subtopic 4: Balancing ethical priorities: Leading an Organisation Responsibly - \(DLO\) 03/07/2025](#))

Student engagement with ethics

"Overall, as a creative professional, I believe in aligning actions with values, ensuring that what we design, communicate, and stand for as a company genuinely reflects our commitment to ethical and sustainable practices. Ultimately, ethical leadership isn't just about doing things right; it's about doing the right things, consistently and consciously."

(Source: [Topic 4 Subtopic 4 Discussion: Ethics in decision-making](#))

"My ethical development is grounded in responsibility, resilience, and relational leadership. These values shape how I approach sustainable governance, prioritising transparency, engaging stakeholders meaningfully, and ensuring that decision-making reflects impact and integrity. Implementing sustainable governance at my organisation means we are not just following global frameworks but applying them in context and being intentional about how our operations contribute to economic upliftment, social equity, and environmental responsibility."

(Source: [Topic 4 Subtopic 4 Discussion: Ethics in decision-making](#))

"If I were in charge of rolling out sustainable governance, my own ethical values would definitely guide me. I'd focus on being transparent, listening to different opinions, and making sure we're not just ticking boxes but actually doing good. I'd try to design systems that help people make the right choices even when things get stressful or complicated. Ethics is about creating a space where doing the right thing feels natural and not forced upon."

(Source: [Topic 4 Subtopic 4 Discussion: Ethics in decision-making](#))

Final summative assessment

Students conclude this module by applying all they have learnt by actively engaging with a community-based charitable organisation to support their sustainability and the impact of their projects. The final ten weeks of this 20-week module are dedicated to this group research and community project, allowing students to develop their abilities in responsibly leading an organisation.

Student reflections on their engagement with the module and the NPOs project

"This experience reshaped my perspective on leadership, shifting it from a focus on authority to a deeper understanding of service. I began to consider whether my values are visible in the way I work at [XYZ company]. It became clear to me that leadership often shows up in the quiet, everyday moments: listening deeply, showing up reliably, and offering genuine support."

"Throughout the process, I observed how responsibility in leadership goes beyond making decisions, it involves cultivating trust and shared ownership among team members. Each suggestion we developed had to consider the NPO's values, sustainability, and the communities it serves, which reinforced the ethical dimension of leadership. I learned that proposing innovative ideas is not just about creativity but about aligning innovation with purpose and accountability."

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Celebrating Values

The following demonstrates a way in which our institution celebrates values in various specializations.

Celebrating Values

Student reflections on their engagement with the module and the NPOs project

Leading an Organisation Responsibly (**LDRS01-8**) is a foundational module within the MBA and PGDBA. This module aims to empower students to critically evaluate the role and impact of business enterprises in society and their responsibilities as corporate citizens. During this module, students examine the social, ethical, and environmental issues experienced by organisations in light of global and local challenges and possible organisational responses, including involvement with community-based projects. Students also get the opportunity to support the sustainability of community-based projects through collaboration, active engagement and consultation.

Upon successful completion of this module, students should be able to:

- Critically evaluate the role and impact of business in society.
- Formulate ethical and contextually relevant organisational responses and strategies to global and local social and environmental challenges.
- Actively engage and consult with a community-based charitable organisation to support its sustainability and the impact of its projects.

To lead an organisation responsibly, students consider the evolving role of business in society, the influence of societal values on business and the impact business, in turn, has on stakeholders, society and the environment. Students cover these in Topic 1 of this module.

As a responsible corporate citizen, an organisation needs to face and respond to the reality of environmental and societal challenges at both a global and a local level. Students explore these challenges in Topic 2. In addition, from a global and local perspective, there has been a series of macro-level responses to these challenges, and in Topic 3, students delve into these responses from a business perspective.

Given 21st-century societal expectations of organisations, how should they respond to ensure a sustained, positive impact? How should organisations align their objectives to produce sustained societal value? Students deal with these questions in Topic 4.

Lastly, in Topic 5, students delve deeper into corporate social responsibility (CSR) projects and initiatives. We ask how organisations should engage with communities to co-create meaningful initiatives and solutions. We look at organisational readiness to engage in CSR projects and initiatives and investigate how positive societal impact can and should be measured.

Module content

Modules, frameworks and initiatives supporting responsible leadership

This module requires that students engage directly with the models, frameworks and initiatives such as:

- **UN Sustainable Development Goals (SDGs)** as a normative framework for a preferred future envisioned by the United Nations by 2030, as a global response to the social and environmental challenges faced by the world and as metrics for measuring collective and individual progress in addressing global challenges.
(Sources: [Global frameworks promoting sustainability: Leading an Organisation Responsibly - \(DLO\) 03/07/2025](#); [Global frameworks for measuring progress : Leading an Organisation Responsibly - \(DLO\) 03/07/2025](#))
- **The UN Global Compact**, as a multistakeholder initiative to support corporate action through collaboration and innovation in support of the UN SDGs.
(Source: [Multi-stakeholder initiatives: Leading an Organisation Responsibly - \(DLO\) 03/07/2025](#))
- **The Global Responsible Leadership Initiative**, as a driver for responsible leadership and the implementation of sustainable development models. (Source: [The role of global frameworks and leadership paradigms: Leading an Organisation Responsibly - \(DLO\) 03/07/2025](#))

Continue telling your story

Continue telling your story

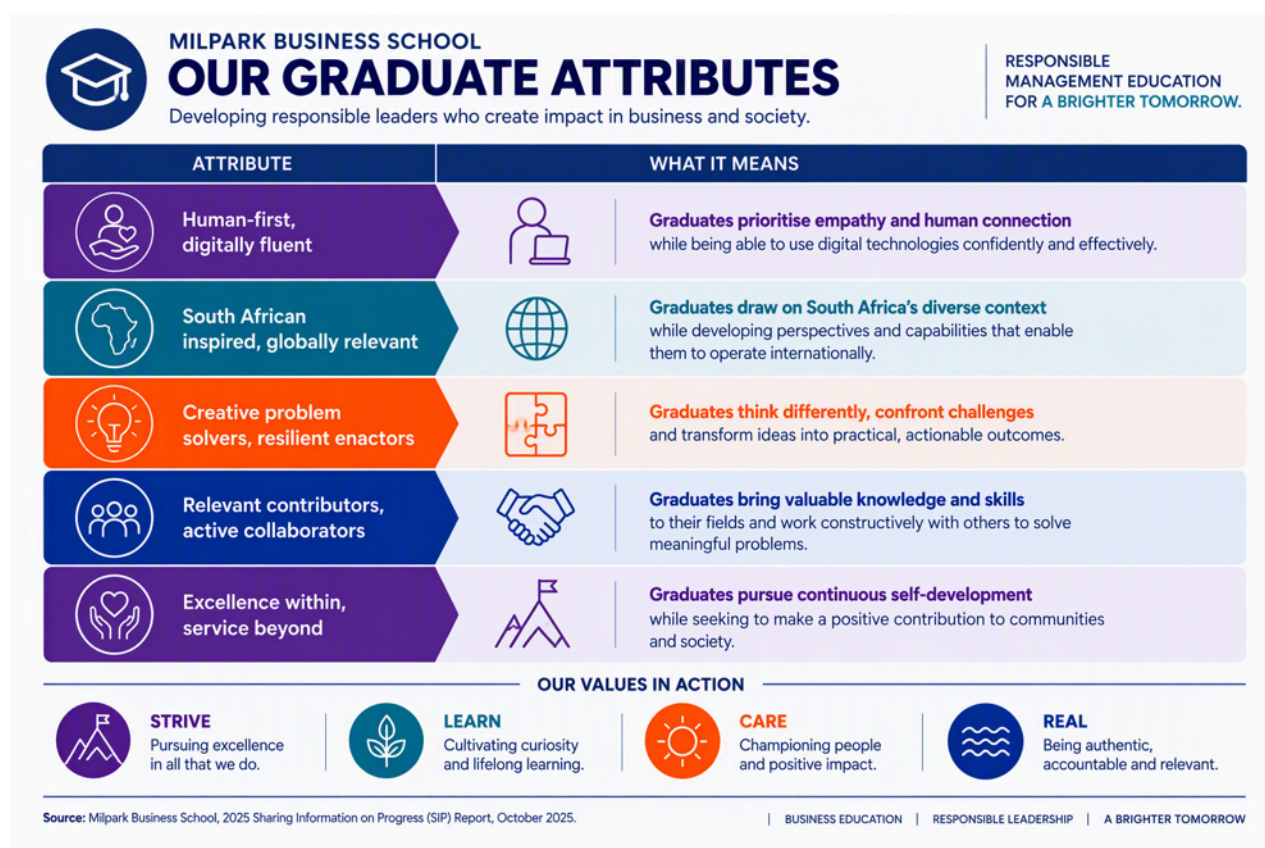
Responsible management requires managers to understand the values underpinning their decisions. Milpark Business School promotes values including ethics, integrity, accountability, respect, inclusivity, human-centred leadership and social responsibility. The school's institutional values of **STRIVE, LEARN, CARE**, and **REAL** pr

During the 2025 academic year, values-based leadership was embedded across the student experience through ethics and responsible decision-making within management education, emphasis on human-centred leadership, engagement with real-world organisational challenges, consideration of stakeholder interests, academic integrity, responsible research practices and student support and engagement.

The school seeks to ensure that students understand that leadership is not simply about achieving results, but also about how those results are achieved and who is affected by organisational decisions.

In the future, the school will strengthen the explicit mapping of institutional values to programme outcomes, module outcomes, assessment, student activities, research, leadership development, and graduate attributes.

Milpark Education currently frames the Milpark Graduate Attributes around five core characteristics. These attributes are intended to describe not simply what students know when they graduate, but the kind of person and professional Milpark aims to develop.



These themes are explicitly reflected on [Milpark's Graduate Attributes](#) webpage.

This is particularly significant for the MBA and postgraduate Business School portfolio. The current MBA curriculum, for example, explicitly introduces students to the Milpark Graduate Attributes through the Leadership Development module and integrates them across the qualification.

There is also a strong philosophical connection between the attributes and the new Immersive Online (IO) model. IO is designed around human connection, collaboration, interaction, structured engagement and flexibility rather than simply putting content online.

So, conceptually:

Immersive Online is the learning environment; the graduate attributes are the destination. **That gives you a particular** centred, digitally fluent, innovative, collaborative, globally relevant and socially responsible graduates.

That could become a very powerful "IO → Graduate Attributes → Milpark Mission" framework for the MB School strategy and PRME work.



Teach

We transform our learning environments by integrating responsible management concepts and practices into our curriculum and pedagogy.



How We Define Teach

At Milpark, teaching connects academic knowledge with real-world challenges. Through ethical reflection, applied projects, collaboration and engagement with industry and communities, students develop the knowledge, skills and values needed to make responsible decisions and contribute meaningfully to sustainable organisations and society.

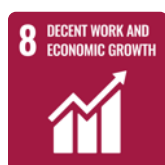
Courses that support RME

Milpark Business School reports 4 courses in 2025 that support responsible management education and sustainable development goals.

Leadership Development | (LDEV01-09)

Given the critical importance of leadership as a pervasive competency, this module will run for the duration of the qualification. The module follows a multi-faceted approach that includes reflections and engagements on personal, interpersonal and professional leadership. Students will be introduced to the Milpark graduate attributes and the Milpark Business School leadership archetype. These elements will be inculcated through all activities and reflections and integrated with the qualification. Students will also develop the necessary coaching and managing skills required of a leader in a complex environment by creating a portfolio of evidence.

Leadership Development is designed to create sustained personal and professional impact by developing students' personal, interpersonal and external leadership capabilities. Students regularly reflect on their learning, leadership practice and gratitude, with close to 100 reflections and activities undertaken across the two-year programme. The module also connects with other modules, encouraging students to reconsider their learning through a leadership perspective. Through critical self-reflection, collaboration, community engagement and engagement with business, students develop empathy, resilience, mental agility, ethical decision-making and social responsibility. This approach supports the development of responsible and sustainable leaders who strive for personal excellence while recognising their responsibility to make a positive and meaningful contribution to organisations, communities and wider society.



Business Acumen Essentials | (BACS01-08)

This module equips students with essential skills in collaboration and in writing, conducting and presenting qualitative and quantitative research. Students will also be introduced to various thinking modes to enhance their problem-solving and decision-making abilities in complex environments. These foundational elements prepare students for meaningful engagement for the duration of the programme.

Business Acumen Essentials provides the academic and business foundation for the MBA and is designed to strengthen students' ability to operate as creative, analytical and responsible business problem-solvers. Students develop the ability to approach complex business challenges using different modes of thinking while considering sustainability, ethics, diversity and inclusion in their decision-making.

Interactive live sessions provide opportunities for students to engage in discussions and debates on diversity and gender equality, while asynchronous learning introduces different ways of thinking, neurodivergence, teamwork and effective collaboration. Students are encouraged to recognise diversity as a strategic advantage and to work constructively with different perspectives.

The module also builds the academic and professional communication capabilities required at postgraduate and business levels. Assessments challenge students to communicate ideas effectively in written and presentation formats. The summative assessment integrates the module's responsible-management principles by requiring students to develop a proposal for a business venture that is both sustainable and inclusive.

Through these learning experiences, students are encouraged to move beyond generating innovative ideas towards translating ideas into responsible and actionable business solutions, reflecting the MBS graduate attribute of developing creative problem solvers and resilient enactors.



Leading an Organisation in Context | (LDCT01-8)

This module provides a holistic understanding of the complex interrelationship between the individual, the organisation and the broader South African, African and global environment, emphasising values, ethical leadership and interconnectedness. Students will examine organisational dynamics, including culture, values, functional responsibilities and decision-making. The module also looks outwards to frame the organisation within a broad context for ethical and considered decision-making.

Leading an Organisation in Context develops students' ability to understand organisations as interconnected systems operating within complex South African, African and global environments. Students are challenged to move beyond considering business decisions from a single organisational perspective and to recognise the potential consequences of decisions for multiple stakeholders.

Through real-life scenarios, case studies and live debate, students engage with organisational complexity, values, ethical leadership, stakeholder interests, external change and paradoxical challenges. Systems thinking enables students to examine the interdependencies between individuals, organisations, society and the broader environment and to consider these relationships when evaluating business challenges.

The module therefore develops students as relevant contributors and active collaborators who are better equipped to make ethical, considered and stakeholder-conscious decisions. By recognising interconnectedness and the broader consequences of organisational choices, students are encouraged to develop solutions that are both organisationally appropriate and more sustainable over the longer term.



Leading an Organisation Responsibly | (LDRS01-8)

This module empowers students to critically evaluate the influence and impact of business enterprises in society and their responsibilities as corporate citizens. The module examines the social, ethical and environmental issues experienced by organisations considering global and local challenges, as well as possible organisational responses, including involvement with community-based projects. Students will have the opportunity to support the sustainability of community-based projects through collaboration, active engagement and consultation.

Leading an Organisation Responsibly enables students to move from understanding responsible management conceptually to applying it within a real community and organisational setting. Students critically examine the role and impact of business in society and consider the ethical, social and environmental responsibilities of organisations and business leaders.

A core component of the module is an applied group project in which students engage and consult directly with a non-profit organisation to investigate a strategic challenge, project, idea or issue connected to the organisation's sustainability and impact. Students conduct research, collaborate with the organisation and apply their business knowledge to develop contextually relevant responses.

Students communicate the outcomes of the collaboration through a detailed business report and presentation that are provided to the NPO. This creates an authentic learning experience in which students must consider the needs of real stakeholders and translate academic and business knowledge into practical recommendations.

The experience supports the development of ethical and socially responsible leaders who recognise that business success extends beyond individual or organisational performance to include positive and meaningful contributions to communities, society and the environment. This directly reflects the MBS principle of "Excellence within, service beyond."



Teaching Awards

In 2025, 1 award was given to faculty and educators at Milpark Business School.

Excellence in Scholarship in Learning and Teaching (Full award)

Granter: Milpark Education (Pty) Ltd

Grantee: Dr Khalida Akbar

Award Description:

Learning and Teaching

Dr Akbar collaborated on the redesign of Milpark's postgraduate research curriculum, including the Research Methodology (MBA) and Research Methods for Business Managers (PGDip) modules.

At a doctoral level, she developed and implemented a comprehensive suite of quality assured research documents, now adopted as the institutional blueprint for Milpark's doctoral education ecosystem.

These include the Institutional Research Strategy (2025-2030), doctoral governance structures, research and ethics policies, supervisor and examiner frameworks, and assessment and examination guidelines. Collectively, these documents formalised quality assurance, academic integrity, and student support processes across doctoral education. Dr Akbar also expanded Milpark's pool of master's and doctoral supervisors to include local and international academics, strengthening

supervisory capacity and aligning research practice with international standards.

Dr Akbar's teaching and supervision practices prioritise co creation, inquiry, and reflection. She introduced structured doctoral proposal workshops aligned to milestone submissions and supervision feedback, supporting the development of publishable research. In 2025, she implemented doctoral peer review circles, now embedded in the Doctoral Research Committee process, to strengthen scholarly confidence, critical thinking, and academic discourse. During the period under review, she supervised one doctoral and three master's candidates to completion.

Research

In 2025, Dr Akbar founded and launched the Journal of African Leadership and Impact, leading it through proposal development, peer review, and international indexing. The journal advances African scholarship while serving as a publication and mentoring platform for students and emerging researchers. Her scholarly outputs during this period include peer reviewed journal articles, book chapters, and authored works addressing leadership, systems thinking, social value, and applied research, such as:

- Publication of Exploring the Social Value of Integrated Development Planning through SME Inclusion in South Africa (IJDS, 2025).
- Publication of Mapping the Landscape of Educational and Therapeutic Applications through Serious Games to Promote Social and Emotional Competence in Adolescents with Autism (JDPD, 2025).
- Chapter Author, Leadership in Africa and Impact (IGI Global, 2025).

Community Engagement

Dr Akbar launched the Women in African Leadership Webinar Series, a collaborative learning series that hosted four thematic sessions on women leaders in agriculture, digital transformation, skills development, and alumni impact. The series engaged industry professionals, academics, and students in dialogue, embodying Milpark's philosophy of "learning through engagement."

Dr Akbar also represented Milpark at national and international academic events, including the EDVOS Leadership Keynote (2025), and the Guest Lecture Series in Germany, presented at the Ben Africa conference in Mauritius as well as at the Climate Change and Sustainability conference in Morocco, advancing cross-border research collaboration and visibility. Dr Akbar was also a panel speaker for SABSA at LeaderX representing Milpark.

We extend our sincere congratulations to the award recipients and thank all colleagues who participated in the nomination process. Your engagement helps to strengthen a culture of recognition, shared standards, and academic excellence at Milpark.

Kind regards,

Marilize Putter

Educator Recognition

At Milpark Business School, we recognize educators for quality of teaching in the following ways:

- ❖ Course evaluation scores

- ❖ Institutional recognition events
- ❖ Professional development opportunities
- ❖ Publication or research support

Teaching Voices

The following statement demonstrates ways in which educators at Milpark Business School support sustainability and responsible management in their classrooms.

Teaching Voice

Milpark Business School recognises that responsible management education requires more than adding sustainability terminology to curricula. It requires learning environments where students can critically examine real organisational problems, engage with competing stakeholder interests, and develop the ability to make responsible decisions under uncertainty. The school's immersive and human-centred approach to online learning supports this objective. Milpark's Immersive Online Learning model emphasises interaction, collaboration, engagement, professional competence and real-world application.

During the 2025 academic year, responsible-management learning was supported through case-based learning, applied business projects, discussion of contemporary management challenges, experiential learning, ethical decision-making, leadership development, collaborative learning, integration of technology into learning, and engagement with real-world business problems. The course prepared students for a rapidly changing environment characterised by digital transformation and artificial intelligence.

Students are increasingly required to consider not only "**Can this be done?**" but also: "Should this be done, and what are the consequences of doing it?"

This represents an important shift from technically competent management education towards responsible management education.

Over the next two years, the school will undertake a formal MBA curriculum mapping exercise to identify PRME principles, relevant SDGs, ethics, sustainability, ESG, responsible leadership, social impact and stakeholder management across the curriculum

Barriers to Innovative Curriculum

In 2025, Milpark Business School identified the following barriers to innovating, updating, or taking risks in existing curriculum:

- ❖ Accreditation constraints
- ❖ Assessment challenges
- ❖ Budgetary limitations
- ❖ Change fatigue

- ❖ Compliance and legal concerns
- ❖ Faculty expertise gaps
- ❖ Learning curve for faculty
- ❖ Measurement and benchmarking issues
- ❖ Overloaded faculty
- ❖ Resource allocation challenges
- ❖ Scalability issues
- ❖ Time constraints
- ❖ Uncertain return on investment

Barriers to Innovative Pedagogy

In 2025, Milpark Business School identified the following barriers to innovating, updating, or taking risks in existing pedagogy:

- ❖ Accreditation limitations
- ❖ Budget constraints
- ❖ Faculty confidence gaps
- ❖ Learning curve for faculty
- ❖ Measurement difficulties
- ❖ Overloaded faculty
- ❖ Resource constraints
- ❖ Scalability issues
- ❖ Student engagement concerns
- ❖ Technology gaps
- ❖ Time constraints

Continue telling your story

Continue telling your story

Milpark Education's classroom culture connects academic learning with real organisational and societal challenges. Students are encouraged to question assumptions, engage with diverse perspectives and apply ethical, responsible and sustainable thinking in practical settings.

This approach is reflected in modules such as Social Responsibility and Environmental Management, where students collaborate with community organisations to understand their needs and develop strategies that support long-term sustainability. MBA students have demonstrated the value of learning in action by securing significant financial support for community-focused initiatives, including the Thuthuka Bursary Fund.

Other examples include the Integrated Public Service Project, through which students investigate real public-sector challenges and develop evidence-based recommendations, and the Postgraduate Diploma in Risk Management, which integrates governance, ethics and responsible decision-making into applied risk education.

Learning is supported through case studies, group projects, simulations, research, reflective activities and engagement with industry experts. This helps students move beyond theoretical knowledge and consider how their decisions affect organisations, communities and society.

Milpark's 2025 IRMSA Award for Education and Training further recognised the institution's contribution to developing responsible, risk-aware and future-ready leaders.



Research

We study people, organizations, institutions, and the state of the world to inspire responsible management and education practice.

How We Define Research

At Milpark, research is the rigorous, ethical and contextually relevant creation and application of knowledge that responds to African business and societal challenges. It must strengthen responsible leadership, sustainable practice and teaching, while translating evidence into meaningful value for industry, communities, policy and the broader higher education sector.

Research vs Research for RME/Sustainable Development

7 Peer-reviewed articles were published by Milpark Business School from this past calendar year.	vs	3 Peer-reviewed articles were published by Milpark Business School from this past calendar year in support of RME.
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Research Funding

In 2025, Milpark Business School was awarded funding for research that is:



**Institution
Specific**

Socializing Research

In 2025, Milpark Business School contributed research findings to:

- ❖ Industry and business networks
- ❖ Open-access platforms
- ❖ Public events and lectures
- ❖ Research collaborations
- ❖ Social media and digital outreach

Research Projects

In 2025, Milpark Business School reported 1 research project that implemented responsible or sustainable activities.

"Exploring Sustainable Supply Chain Management Practices of Selected Large Fast-Moving Consumer Goods Enterprises in Johannesburg, South Africa."

Period Covering: January, 2025 - December, 2025

Department: Management

RESEARCH EXCELLENCE IN ACTION

Driving Impact Through Doctoral Research



One of the institution's strongest examples is the completed DBA study by **Wakhesive Dlamini**, titled:

"Exploring Sustainable Supply Chain Management Practices of Selected Large Fast-Moving Consumer Goods Enterprises in Johannesburg, South Africa."



FOCUS OF THE STUDY
Explored sustainable supply chain management practices within large FMCG organisations in Johannesburg.



RESEARCH APPROACH
Based on **32** in-depth interviews with supply chain professionals.



SDG ALIGNMENT
Directly aligned with **SDG 12** on responsible consumption and production.



COMPLETION DATE
Study completed in **December 2025**, with the candidate subsequently graduating with the DBA qualification.



QUALIFICATION
DBA
Doctor of Business Administration

KEY FINDINGS

The study identified a range of barriers to the effective implementation of sustainable supply chain management in large FMCG enterprises.

FINANCIAL
High implementation costs and limited investment capacity.

REGULATORY
Complex compliance requirements and inconsistent enforcement.

INFRASTRUCTURAL
Inadequate logistics, technology and supporting infrastructure.

SKILLS-RELATED
Shortage of specialised skills and limited capacity building.

PRACTICAL INITIATIVES DOCUMENTED

The research documented a range of practical initiatives already being implemented by organisations to advance sustainable supply chain management:

CIRCULAR-ECONOMY MODELS
Designing out waste and keeping products and materials in use for longer.

WASTE MINIMISATION
Reducing waste generation and improving recycling and recovery.

GREEN LOGISTICS
Optimising transport and distribution to reduce emissions and environmental impact.

DIGITAL TRACEABILITY
Using digital technologies to enhance transparency, tracking and accountability.

ENVIRONMENTALLY RESPONSIBLE PACKAGING
Adopting sustainable packaging materials and reducing single-use plastics.

This DBA study contributes meaningful insights and practical recommendations that support more sustainable, resilient and responsible supply chains, advancing business performance, environmental stewardship and social well-being.



Source: Milpark Business School, DBA Research – Wakhesive Dlamini (2025). Completed December 2025.



Research Presentations Related to RME and/or Sustainability

In 2025, Milpark Business School gave 1 research presentation related to RME and/or sustainability.

"Leadership for a Sustainable Tomorrow: Reimagining Chartered Accountancy Education in South Africa"

Authors: Judith Terblanche and Marilize Putter

Date of publication: September, 2025

Presented at: National or international issue or theme-specific conference

Department: International Business | Management | Business Administration | Accounting | Finance

This conceptual paper explores how chartered accountancy education in South Africa can develop ethically grounded, socially responsible graduates. It proposes a framework for the BCom in Accounting that combines technical learning with critical thinking, leadership and awareness of the wider consequences of professional decisions. The paper presents a curriculum approach rather than empirical findings.



Publications Related to RME and/or Sustainability

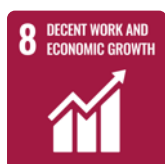
Shared Publications | [DOI](#)

Authors: Monama, L., Ferreira-Schenk, S., Sgammini, R., & Mathlaku, K. A. (2025)

Date of publication: August, 2025

Department: Research Department

This study investigates how perceptions of people and culture risk influence operational and overall risk management within the South African banking sector. Drawing on survey data from employees across five major South African banks, the research examines relationships between organisational culture, people-related risks and risk-management effectiveness. The findings indicate that stronger awareness and understanding of people and culture risk can contribute positively to operational risk management and broader banking risk practices.



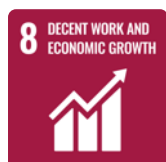
Shared Publications

Authors: Ngele, D. T. L., & Dube, I. P. (2025).

Date of publication: December, 2025

Department: Research Department

This book chapter examines the relationship between **ethics, governance and sustainability** within entrepreneurship and small business management, with particular relevance to emerging-economy contexts. The chapter addresses responsible and ethical business practice and the importance of sustainability and sound governance in contemporary organisations. The chapter forms part of the second edition of *Entrepreneurship and Small Business Management: An Emerging Economies Perspective*, published by Van Schaik in 2025.



Shared Publications | [DOI](#)

Authors: Stasolla, F., Zullo, A., Maniglio, R., Passaro, A., Di Gioia, M., Martini, E., Akbar, K., Dragone, M., & Curcio, E. (2025)

Date of publication: December, 2025

Department: Research Department

This scoping review examines the use of serious games as educational and therapeutic tools for developing social and emotional competencies among adolescents with autism spectrum disorders. Nine studies were reviewed and critically analysed. The findings suggest that serious games can provide accessible and effective approaches for supporting emotional and social skill development. The authors highlight the need for further research involving larger participant samples, integration with other technologies and methodologies, and investigation of how skills acquired through serious-game interventions transfer to everyday contexts.



Shared Publications | [DOI](#)

Authors: Van Rooyen, E. J., Nel, J. E., & Akbar, K. (2025).

Date of publication: December, 2025

Department: Research Department

This conceptual study explores how Integrated Development Planning can create social value through the inclusion and development of SMEs in South African municipalities. It considers several forms of SME activity and their potential contributions to employment, social cohesion, innovation and local economic development. The study highlights enabling mechanisms such as skills development,

equitable access, local sourcing, financing and public-private partnerships. It concludes that inclusive, people-centred municipal planning can strengthen community participation, urban regeneration and sustainable local development.



Research Barriers

In 2025, Milpark Business School identified the following barriers to conducting research related to sustainability and/or responsibility:

- ❖ Collaboration challenges
- ❖ Data access and management
- ❖ Funding challenges
- ❖ Research impact and application
- ❖ Time constraints
- ❖ Technology and resource access
- ❖ Skills and expertise gaps

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Continue telling your story

In 2025, Milpark continued developing an applied, practice-based and Africa-focused research identity. Its research seeks to address challenges faced by South African organisations and communities while strengthening the connection between scholarship, teaching and professional practice. This direction is also reflected in STADIO's reporting on Milpark's research development. [Click here](#)

Research contributions during the year included work on sustainability, responsible leadership, ethical technology use and professional education. Judith Terblanche and Marilize Putter presented *Leadership for a Sustainable Tomorrow: Reimagining Chartered Accountancy Education in South Africa* at ShiftXchange 2025. Their work considered how accounting education can help develop ethical, responsible and sustainability-conscious professionals. [Click here](#)

At the 2025 *Transforming Education Through AI: Innovation, Ethics and Impact* conference, Dr Khalida Akbar presented on reimagining education through generative AI. Her contribution addressed responsible curriculum and assessment design, different learning needs and the importance of protecting academic integrity in an AI-enabled learning environment. [Click here](#)

Research associated with Milpark academics also examined how artificial intelligence and digital transformation could support environmental sustainability in South African manufacturing. This work identified internal and external factors affecting organisations' ability to use technology to reduce greenhouse-gas emissions. The presenter's Milpark affiliation during the reporting period should be confirmed before final submission. [Click here](#)

Together, these contributions demonstrate Milpark's growing commitment to research that is relevant, ethically grounded and capable of informing teaching, professional practice and responsible organisational decision-making.



Partner

We engage people from business, government, civil society, and academia to advance responsible and accountable management education and practice.

How We Define Partner

At Milpark, partnering means building purposeful relationships with students, alumni, employers, professional bodies, academic networks and communities. These collaborations connect learning with practice, strengthen ethical and sustainable leadership, and expand our collective ability to create meaningful social and economic impact.

Institutional Partnerships

- ❖ AABS (Association of African Business Schools)
- ❖ AACSB (Association to Advance Collegiate Schools of Business)
- ❖ AMBA (Association of MBAs)
- ❖ ACBSP (Accreditation Council for Business Schools and Programs)
- ❖ Financial Times
- ❖ Quacquarelli Symonds (QS)
- ❖ Responsible Research in Business & Management (RRBM)
- ❖ Association of African Business Schools (AABS)
- ❖ Project Management South Africa (PMSA)
- ❖ South African Business Schools Association (SABSA)
- ❖ Golden Key International Honour Society

Student Organization Partnerships

- ❖ Graduway from Gravyty
- ❖ South African Graduate Employers Association (SAGEA)

Partnerships

The following provides more details on 8 key partnerships at Milpark Business School.

(AMBA) Association of MBAs

AMBA (Association of MBAs) is a prestigious global accreditation body that recognizes excellence in postgraduate business education. Focused exclusively on MBA, DBA, and Master's in Management programs, AMBA accredits only the top 2% of business schools worldwide. Its accreditation ensures high academic standards, strong employability outcomes, and a powerful international network of students, alumni, and business leaders.

(BGA) Business Graduates Association

BGA (Business Graduates Association) is a sister organization to AMBA, dedicated to promoting responsible management, lifelong learning, and positive impact in business education. It supports business schools committed to continuous improvement, innovation, and sustainability. BGA accreditation and membership provide schools and their graduates with global recognition, access to development resources, and a strong international network focused on ethical and entrepreneurial leadership.

(AACSB) Association to Advance Collegiate Schools of Business

AACSB (Association to Advance Collegiate Schools of Business) is one of the world's leading accrediting bodies for business schools. Founded in 1916, AACSB accreditation is a hallmark of excellence, awarded to institutions that meet rigorous standards in teaching, research, curriculum development, and student learning. Fewer than 6% of the world's business schools hold AACSB accreditation, making it a prestigious indicator of quality and global recognition in business education.

(SABSA) South African Business Schools Association

The **South African Business Schools Association (SABSA)** is the representative body for accredited business schools in South Africa that offer MBA, MBL, and related postgraduate management qualifications.

Key Facts:

- - **Purpose:** SABSA promotes excellence, transformation, and relevance in South African business education. It works to align business school offerings with national development priorities and global best practices.
 - **Membership:** Includes over 20 business schools accredited by the **Council on Higher Education (CHE)**, such as:
 - UCT Graduate School of Business
 - Wits Business School
 - Stellenbosch Business School
 - GIBS (Gordon Institute of Business Science)
 - Henley Business School Africa
 - **Focus Areas:**
 - Advocacy and collaboration with government and industry
 - Academic quality assurance and benchmarking
 - Transformation and inclusivity in business education
 - Promotion of South African business schools globally

SABSA also collaborates with international accreditation bodies like **AMBA**, **AACSB**, and **EFMD** to ensure its members meet global standards while addressing local challenges while remaining contextually relevant.

(AABS) Association of African Business Schools

AABS stands for the **Association of African Business Schools**. It is a continental network that supports business schools across Africa in delivering **high-quality, relevant, and impactful management education**.

Key Facts:

- - **Mission:** To improve the quality of business and management education in Africa through capacity building, knowledge sharing, and promoting best practices.
 - **Members:** Includes leading African business schools from across the continent—South, West, East, and North Africa.
 - **Focus Areas:**
 - **Quality improvement** through mentorship, peer learning, and development programmes.
 - **Research and innovation** tailored to African economic, social, and cultural contexts.
 - **Networking and collaboration** among African and international institutions.
 - **Advocacy** for the role of business education in Africa's development.

Key Programmes and Initiatives:

- - **AABS Accreditation (AABS IQA):** A rigorous quality assurance system designed for African business schools.
 - **Events and Conferences:** Such as the AABS Connect conference, fostering dialogue among educators, business leaders, and policymakers.
 - **Partnerships:** Works closely with global bodies like AMBA, AACSB, EFMD, and SABSA to elevate African business education on the world stage.

Why It Matters:

AABS plays a critical role in **shaping future African leaders**, promoting inclusive growth, and making African business schools more globally competitive while remaining contextually relevant.

(QS) Quacquarelli Symonds

QS stands for **Quacquarelli Symonds**, a UK-based global higher education company best known for its **QS World University Rankings**.

QS – What It Does:

QS provides **ranking, analysis, and benchmarking** for universities, business schools, and academic programs worldwide. It is a trusted resource for students, institutions, and employers.

Key Products & Services:

- - **QS World University Rankings**
 - Ranks global universities based on indicators like academic reputation, employer reputation, faculty/student ratio, citations per faculty, international faculty, and student diversity.
 - **QS Global MBA Rankings**
 - Evaluates full-time MBA programs worldwide using criteria such as employability, return on investment, thought leadership, and diversity.

- **QS Stars**
- A rating system that assesses institutions across broader metrics, including teaching, employability, internationalization, and facilities.
- **Student Fairs & Recruitment Events**
- QS organizes events like **QS World MBA Tour** and **QS World Grad School Tour**, connecting prospective students with leading institutions.

Why It Matters to Business Schools:

- ◦ **Visibility:** High QS rankings enhance an institution's international profile.
- **Benchmarking:** QS tools help schools assess and improve performance.
- **Recruitment:** QS connects schools with prospective students globally.

(PMSA) Project Management South Africa

With **Project Management South Africa (PMSA)**, success and impact are measured by a school's ability to **develop skilled and certified project management professionals**, deliver **relevant and applied project management education**, achieve **strong graduate employability and career progression**, and contribute to **effective, ethical, and sustainable project outcomes** within organizations and society.

(SREM) Social Responsibility and Environmental Management

Social Responsibility and Environmental Management SREM01-8

The purpose of this module is to empower students (business executives, managers, and leaders) to understand the influence and impact of business enterprises and their responsibilities. The module examines the social, ethical, and environmental issues faced by both business and other kinds of organisations, providing business executives, managers, and leaders with a theoretically supported analytical perspective of Corporate Social Responsibility (CSR) and enabling them to critically assess CSR issues, initiatives, drivers, and responses.

The module will enable students to recognise that current forms of economic activity are either unsustainable or will at least be subject to a wider raft of ethical, social, and environmental constraints in the future. As such, the module considers social, ethical, and environmental issues to the extent to which they represent both constraints and opportunities for commercial enterprise.

Partner Voices

The following statement from our partners demonstrates ways in which our collaborations at Milpark Business School support sustainability and responsible management education.

Partner Voices

Suggested partner	Proposed focus	Narrative
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South African Graduate Employers Association (SAGEA)	Graduate employability, inclusive career access, employer expectations and responsible talent development	Milpark Business School is engaging with the South African Graduate Employers Association (SAGEA) to explore opportunities to strengthen career development and connections between students, graduates and employers. This is an emerging relationship, and we will report on outcomes as the work develops.
Business Ethics Network Africa (BEN-Africa)	Business ethics, responsible management education and ethical leadership in the African context	Milpark Business School is an organisational member of Business Ethics Network Africa (BEN-Africa). This connection gives the School access to a network for dialogue and research on business ethics, supporting our focus on ethical and responsible leadership.
South African Business Schools Association (SABSA)	Collaboration among business schools and the development of responsible African business leaders	Through its membership of the South African Business Schools Association (SABSA), Milpark Business School collaborates with other business schools and contributes to discussions on developing responsible African business leaders.

AMBA and BGA	Responsible management education, programme quality, lifelong learning and positive societal impact	Milpark Business School's AMBA accreditation and BGA membership connect us with a global network that supports quality management education. These relationships inform our work on responsible leadership, lifelong learning and alumni engagement.
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Partnerships

Milpark Education works with professional bodies to connect its teaching with practice. Its School of Financial Services is a recognised educational provider for FPI, IISA, IRMSA, CII and ILASA, while its School of Professional Accounting has SAICA-accredited pathways. Within Milpark Business School, MBA students have worked with SAICA's Thuthuka Bursary Fund through the Social Responsibility and Environmental Management module. The 2024 winning team secured R320,000 for the fund, supporting access to accounting education. The Business School also held an MBA information session in partnership with Golden Key in June 2025. These examples show how professional and community relationships can contribute to learning, access and social impact. [Milpark Education](#)

ASSOCIATIONS AND PARTNERSHIPS

Working together to advance responsible management education and practice.



Milpark currently has accreditations, associations, and/or partnerships with leading professional bodies, industry associations and education networks that support our mission and enhance our impact.



South African Institute of Chartered Accountants (SAICA)
Supporting excellence in accountancy and ethical leadership.



Association of MBAs (AMBA)
Global accreditation that recognises quality MBA and DBA programmes.



Chartered Insurance Institute (CII)
Advancing professional standards in insurance and financial services.



Compliance Institute Southern Africa (CISA)
Promoting compliance, ethics and good governance.



Digital Education Council (DEC)
Championing innovation and quality in digital education.



Financial Planning Institute of Southern Africa (FPI)
Developing financial planning standards and professionalism.



Institute of Bankers in South Africa (IOBSA)
Strengthening the banking profession through learning and development.



Institute of Loss Adjusters of Southern Africa (ILASA)
Advancing expertise and ethics in loss adjusting.



Institute of Risk Management South Africa (IRMSA)
Promoting risk management excellence and best practice.



Insurance Institute of South Africa (IISA)
Driving professionalism and ethical insurance practices.



Marketing Association of South Africa (MASA)
Advancing marketing excellence and industry standards.



South African Board for People Practices (SABPP)
Elevating people practices for organisational impact.



The South African Business Schools Association (SABSA)
Collaborating to advance management education in South Africa.



South African Graduate Employers Association (SAGEA)
Partnering to develop future-ready graduate talent.



South African Institute of Taxation (SAIT)
Advancing the tax profession and fiscal responsibility.



Principles for Responsible Management Education (PRME)
A UN-supported initiative shaping responsible leaders and organisations.



South African Private Higher Education Association (SAPHE)
Advocating for quality and sustainability in private higher education.



Stronger together.

These partnerships enable us to enhance academic quality, promote ethical business practice, support lifelong learning and create meaningful impact for our students, stakeholders and society.



COLLABORATION
DRIVES PROGRESS
FOR A BRIGHTER,
MORE INCLUSIVE
TOMORROW.



STRIVE
Pursuing excellence
in all that we do.



LEARN
Cultivating curiosity
and lifelong learning.



CARE
Championing people
and positive impact.



REAL
Being authentic,
accountable and relevant.

OUR VALUES IN ACTION



Source: Milpark Business School, Partnerships and Associations (2025). Visual identity adapted from Milpark Education, Our Values (2025).



Practice

We adopt responsible and accountable management principles in our own governance and operations.

How We Define Practice

At Milpark, Practice means translating our purpose and values into consistent action across teaching, assessment, governance, student support and operations. It is how we embed ethics, responsibility, inclusion and sustainability into everyday decisions, policies and behaviours, ensuring that our commitments are reflected in the lived experiences of our stakeholders.

Institutional Policies and Practices

- ❖ AI use guide
- ❖ Accreditation body recommendation documents
- ❖ Curriculum guidelines
- ❖ Ethical leadership or good governance policies
- ❖ Ministry of education recommendation documents
- ❖ Professional training opportunities
- ❖ Student equity, diversity, inclusion
- ❖ Academic Integrity
- ❖ Student Conduct
- ❖ Data Privacy
- ❖ Protection of Personal Information Policies

Policy Documents Related to RME and/or Sustainability

Milpark Education POPIA Commitment

View document  Download document 

Milpark Education Good Conduct and Disciplinary
Policy for Students

View document  Download document 

Institutional Policies Policy

View document  Download document 

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In 2025, Milpark Education continued to translate its purpose and values into practical institutional behaviour.

Our purpose, “To enable people to become more than they dared imagine,” is supported by the values **Real, Learn, Strive and Care**.



These values influence how we teach, assess, support students, manage information and engage with our stakeholders.

As a predominantly online higher education institution, responsible practice includes providing accessible and flexible learning opportunities to students across South Africa and beyond. Milpark's digital learning model supports students who must balance their studies with employment, family responsibilities and geographic constraints. Academic, administrative and wellness support contribute to a more inclusive student experience.

Academic integrity remains central to Milpark's practice. The Good Conduct and Disciplinary Policy for Students, examination rules and assessment-integrity processes establish clear expectations for ethical conduct and accountability. Milpark's approach to artificial intelligence similarly seeks to balance innovation with academic honesty, critical thinking and the responsible use of emerging technology.

Responsible information governance is supported through Milpark's Privacy Notice and PAIA Manual. These measures guide the lawful and transparent management of personal information in accordance with South African requirements, including POPIA and PAIA.

Milpark's academic practices are also guided by the requirements of DHET, CHE, SAQA and relevant professional and international accreditation bodies. Quality-assurance processes support the ongoing review of programmes, curricula, assessment practices and student support.

Together, these practices demonstrate that responsibility and ethics are not treated as separate activities. They are incorporated into Milpark's teaching, learning, assessment, governance, student support and daily operations.

[Our Manifesto](#)

At Milpark, we understand that choosing to study is one of life's biggest decisions. Our manifesto reflects our commitment to being more than just an educational institution—we're your partners in growth, supporting you every step of the way.



Share

We share our successes and failures with each other to enable our collective learning and best live our common values and purpose.



How We Define Share

At Milpark, Share means communicating our commitments, practices and progress openly with students, staff, alumni, partners and the public. It involves providing accessible information, inviting feedback and exchanging knowledge so that stakeholders can participate meaningfully, hold us accountable and contribute to responsible management education and continuous improvement.

Engagement Opportunities

Milpark Business School offers transparent engagement opportunities for members of our institution and community to contribute to our sustainability and responsibility efforts in the following ways:

- ❖ Boards and advisory committees
- ❖ Community events and consultation forums
- ❖ Feedback mechanisms (e.g., surveys, suggestion boxes)
- ❖ Open faculty and student meetings and town halls
- ❖ Partnerships with local organizations
- ❖ Public events and panel discussions
- ❖ Student and staff volunteer programs
- ❖ Student

Communication Audiences

Milpark Business School communicates its policies and progress on sustainable development and responsibility with:

- ❖ Accreditation bodies
- ❖ Alumni and donors
- ❖ Boards and advisory committees
- ❖ Business and industry partners
- ❖ Faculty and staff
- ❖ Government and policy makers
- ❖ Media and public relations channels
- ❖ Prospective and current students

Communication Barriers

Milpark Business School faces the following barriers in transparent communications:



**Accessibility
issues**



**Audience
reach**



**Bureaucratic
delays**



**Data privacy
regulations**



**Engagement
gaps**



**Inconsistent
updates**



Media visibility

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Continue telling your story

In 2025, Milpark Education demonstrated its commitment to transparency by communicating institutional policies, academic expectations and developments through publicly accessible and stakeholder-specific channels.

Milpark's website provides access to information on programmes, accreditation, academic integrity, artificial intelligence, examination conduct, privacy and access to information. The publication of its Privacy Notice and PAIA Manual supports accountability by explaining how personal information is managed and how stakeholders may request access to institutional information.

Milpark also publicly communicated its approach to the responsible use of artificial intelligence in teaching, learning and assessment. By sharing its position on AI, academic integrity and curriculum development, the institution contributed to wider conversations about the ethical use of emerging technology in South African higher education.

Communication is supported by engagement opportunities such as surveys, student feedback platforms, webinars, panel discussions, advisory structures and meetings with students, staff, alumni and industry representatives. These channels allow stakeholders to receive information, provide feedback and contribute to institutional improvement.

Milpark further maintains transparency through reporting and engagement with DHET, CHE, SAQA, professional bodies and international accreditation organisations. Academic and operational information is shared through formal submissions, programme reviews, accreditation processes and quality-assurance activities.

Through public communication, regulatory reporting and stakeholder engagement, Milpark seeks not only to share its progress but also to encourage dialogue, accountability and collective learning.



SIGNATORY

Milpark Business School



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