



UFS 2011

# Annual Report

to the Minister of Higher Education & Training

UNIVERSITY OF THE  
FREE STATE  
UNIVERSITEIT VAN DIE  
VRYSTAAT  
YUNIVESITHI YA  
FREISTATA



UFS  
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# **Annual Report to the Minister of Higher Education and Training 2011 University of the Free State**



The submission of the 2011 Report of the University of the Free State to the Minister of Higher Education and Training complies with the format and content of the annual report of a higher education institution to the Minister as prescribed by the Minister in the Regulations for Annual Reporting by Higher Education Institutions in terms of section 41 of the Higher Education Act, 1997 (Act No. 101 of 1997), as amended.

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## **1. REPORT OF THE CHAIRPERSON OF COUNCIL**

### **1.1 Statements of self-assessment of the achievement of the Council in attaining objectives set for the period under review with summary detail of realised achievements (self-evaluation)**

Under the direction of the Council, the University continues to drive a series of major academic and human initiatives inspired by the vision and focus of the Rector and Vice-Chancellor, Professor Jonathan Jansen. As a progressive scholar, a visionary and a strategic academic leader, he has embarked on the implementation of an academic turn-around strategy as well as fundamental transformation of the University of the Free State (UFS), but with an absolute understanding that transforming attitudes is a process not an occurrence. On the one hand therefore the University focuses on the academic project and, on the other, the human project.

Evidence of this focus on shifting attitudes is the handling of the so-called Reitz Residence incident. In essence, the driving spirit of reconciliation that had led South Africa painfully but collectively out of its troubled past was the focus of the action. Consistently and without publicity, the University has acted as the bridge-building force seeking to achieve its leader's pronouncement of accommodating the futures of the Reitz four, while restoring the dignity of and empowering the demeaned staff to the point where they were comfortable to reconcile with the perpetrators. The reconciliation occurred privately and then in late, February 2011, the Vice-Chancellor presided at the symbolic public apology and act of reciprocal conciliation that was the culmination of these endeavours.

The academic project seeks to address the culture of complacency of the academic community, driving to galvanise it into genuine engagement and action with a process of academic renewal. In 2011 the complete re-curriculation of academic programmes was instituted, thus far resulting in the Faculty of Economic and Management Sciences commencing its renewed approach with first-year students.

This and the host of other initiatives that comprise this academic redirection of the University remarkably have already received substantive and meaningful affirmation from higher education across the globe. In early 2011, the World Universities Forum recognised the UFS at its annual award ceremony in the category "Best Higher Education Practices". This early accolade bodes well for the renewal initiatives and serves to embolden the UFS in its chosen academic trajectory. The academic renewal is formed by an array of strategies. Collectively they aim to enhance the profile of the UFS as a leading, competitive, research institution in South Africa.

The Council continues to execute its governance responsibilities both actively and meaningfully. In 2011 it consciously engaged with the King III good governance recommendations. The Council held a retreat which focused on South African and international trends which management is charged to encompass in its strategic plans. The Council remains committed to ensuring that the UFS complies with good governance principles. In keeping with this focus it expanded the ambit and the name of its standing Audit Committee to include Risk Management. The Risk Management and Audit Committee arranged a presentation on King III pointers for higher education governance to occur in 2012. The Council is also intent on focusing on the triad of good governance elements of financial, social and environmental accountability.

In terms of its social responsibility, the UFS continues to operate within the set of challenges common to all universities and must forge its own unique path through them, taking advantage of its particular goals and institutional strengths. Its natural feeder area accentuates the national challenges of rural poverty, HIV & AIDS, health, unemployment, and primary and secondary school inadequacy. In response to the latter issue, for example, the University's 2011 adoption of some 20 schools with poor scholastic achievement records appears to be providing evidence of interventions that will transform learner experiences in them. These findings may become directional for national interventions.

In terms of environmental responsibility, the Council has supported the use of environmental impact concerns as an element of the architectural principles used when planning. The new buildings under construction with the joint funding of the UFS and DHET are all designed with these principles in mind.

As reported in last year's reflections on the work of Council and in order to better understand the satellite campus at Phuthaditjhaba, Council held its first meeting of 2011 at the Qwaqwa Campus. The meeting gave Council the opportunity to obtain an understanding of the physical reality of the campus and its environment. The presence of the Council was commemorated by the symbolic planting of a tree by the Council members. This formed an additional element in the environmental greening of the campus during 2011 by the planting of 175 trees during the course of 2011.

Our financial governance, which is founded on best practice over many years, remains a premier achievement of the Council, as evidenced in the annual receipt of unqualified audit reports.

In 2011, Council carefully kept in mind the balancing of directional transformational gains and the growing support for such initiatives on campus, whilst encouraging the normalisation of relationships and interactions on campus. These developments are accompanied by the focus on the advancement of the academic and human projects.

## 1.2 A summary of members' attendance of meetings of the Council: 2011

Explanation of keys			
<b>Key:</b>	√	=	Present
	x	=	Absent with apology
	-	=	Absent without apology

<b>Group 1 Non-personnel members</b>		<b>Mar</b>	<b>Jun</b>	<b>Sep</b>	<b>Nov</b>
1.	Judge CHG van der Merwe	√	√	√	√
2.	Mr Z Achmat	-	-	-	-
3.	Mr P Colditz	√	√	√	√
4.	Mr JJ Crowther	√	√	√	√
5.	Mr NV de Klerk	x	√	√	x
6.	Mrs WF Hoexter	√	√	√	√
7.	Mr EC Kieswetter	x	√	√	√
8.	Dr F de K Kotzé	X	x	√	√
9.	Mr W Louw	√	√	√	√
10.	Mr H Madlala	√	√	√	√
11.	Mr PHI Makgoe	-	-	-	-
12.	Dr BE Mzangwa	√	√	√	-
13.	Mr NA Ntsele	√	x	x	√
14.	Adv MD Randlehoff	X	√	√	√
15.	Father P Towe	√	√	√	√
16.	Dr SM Vosloo	√	√	√	√

<b>Group 2 Executive staff members</b>		<b>Mar</b>	<b>Jun</b>	<b>Sep</b>	<b>Nov</b>
17.	Prof JD Jansen	√	√	√	√
18.	Prof HR Hay	√	√	x	√
19.	Prof NI Morgan		√	√	√
20.	Prof T Verschoor	√	√	√	√
21.	Prof DA Viljoen (Retired end of March 2011)	√			

<b>Group 3 Non-executive staff members</b>		<b>Mar</b>	<b>Jun</b>	<b>Sep</b>	<b>Nov</b>
22.	Prof MJH Hoffman	X	√	√	x
23.	Ms HE Knoetze	√	√	√	√
24.	Prof JJP Verster	√	√	√	√
25.	Prof H van Zyl	√	X	√	√

<b>Group 4 Students (alternating)</b>		<b>Mar</b>	<b>Jun</b>	<b>Sep</b>	<b>Nov</b>
26.	Mr N Bonyani		x		
27.	Mr R Chemaly			√	√
28.	Ms M Motholo	√	√		
29.	Mr B Ngcanga			√	-
30.	Mr SH Sibiya			√	-

<b>Group 5 In advisory capacity</b>		<b>Mar</b>	<b>Jun</b>	<b>Sep</b>	<b>Nov</b>
31.	Mr BR Buys	√	√	√	√
32.	Mr LS Geyer	√	√	√	√
33.	Mr CR Liebenberg	√	√	√	√
34.	Ms L Loader	√	√	√	√
35.	Dr KC Makhetha	√	√	√	√
36.	Dr EN Malete	√	√	x	√
37.	Mr FM Nkoana	√	√	√	√
38.	Mr PMB Ramahlele	X	x	√	√
39.	Dr DK Swemmer	√	√	√	√

<b>Secretariat</b>		<b>Mar</b>	<b>Jun</b>	<b>Sep</b>	<b>Nov</b>
40.	Mrs EC Bezuidenhout	√	√	√	√

### **1.3 Matters of significance considered by the Council during the period (2011)**

#### (a) Appointments of staff members

- Appointment of Vice-Rector: Operations: It was approved that Prof NI Morgan be appointed as Vice-Rector: Operations for a term of five years.
- Appointment of Vice-Dean: Faculty of Natural and Agricultural Sciences: It was approved that Prof RC Witthuhn be appointed as Vice-Dean: Natural and Agricultural Sciences for a term of five years.
- Dean: School for Open Learning: It was approved that Dr D Coetzee be appointed as Dean: School for Open Learning for a term of five years.

#### (b) Name change: School of Management

It was approved that the name of the School of Management be changed to the "University of the Free State Business School", retroactively from 1 January 2011.

#### (c) Name change: Department of Oncotherapy

It was approved that the name of the Department of Oncotherapy be changed to the Department of Oncology.

#### (d) Audit Committee

Reports of the Audit Committee were submitted and approved at all four Council meetings in 2011.

#### (e) Honorary Degrees, Honorary Shields, Chancellor's Medals and Council Medals

The award Honorary degrees to the following persons were approved:

- Pieter Fourie
- Dr A Sawyerr
- Prof RWM Frater
- Oprah Winfrey
- Breyten Breytenbach
- Prof Martha Nussbaum
- Etienne van Heerden

#### (f) Long-term financing of capital assets

The following was approved.

That authorisation be granted to request the Minister's permission to raise long-term loans up to a maximum of R300 million to finance the following essential strategic capital projects of the UFS:

1. The construction of four residences (250 beds each) on the main campus (R188 million).
2. The construction of one residence (250 beds) on the Qwaqwa Campus (R47 million).

The construction of a high-performance centre and sports village (R65 million).

(g) Constitution of the Student Representative Council

The Constitution of the Student Representative Council was approved for implementation to be applicable to the 2011 Student Representative Council elections on the main campus.

(h) Consolidated Financial Statements: 2010

The consolidated Financial Statements: 2010 were approved.

(i) Rules of the Audit and Risk Management Committee

The amended Charter of the Audit Committee was approved.

(j) Chairperson of the Audit and Risk Management Committee

Mr EC Kieswetter was unanimously elected as Chairperson of the Audit and Risk Management Committee.

(k) Composition of the Council

- Election of a Vice-chairperson: A proposal that Mr EC Kieswetter be re-elected as Vice-Chairperson of the Council for the term from 1 June 2011 to 31 May 2014, was approved unanimously.
- It was approved that Mr Kgotso-Buni Schoeman be elected in the category "Appointed by the Council".

(l) Annual Report (2010) to the Minister of Higher Education and Training

The report was approved for submission to the Minister of Higher Education and Training by the end of June 2011.

(m) Name change: Department of Music

The request to change the name of the Department of Music to The Odeion School of Music, UFS, was approved.

(n) Rules of the Financial Committee

The rules were approved.

(o) Representative of the Council in the Honorary Degrees Committee

Dr BE Mzangwa was elected unanimously as member of the Council in the Honorary Degrees Committee.

(p) Budget Review: 2009 – 2012

The Budget Review 2009 - 2012 was approved.

(q) Increase in Student Fees: 2013

A general annual increase (including accommodation fees) of 9% was approved for 2013. A general increase of 12% was approved for postgraduate programmes.

It was approved that the fees for new residences on the main campus had to amount to between R21 263 and R22 835, and that fees for the new residences on the Qwaqwa Campus would be R17 380 in 2012, and between R18 605 and R19 980 in 2013. Noted the explanation given in this regard in the appendix.

(r) Department of Political Studies and Governance

It was approved that the Governance and Political Transformation Programme be linked to the Department of Political Science, as well as that the name be changed to the Department of Political Studies and Governance.

(s) Name change: Department of Public Management

The proposed name change of the Department of Public Management to "The Department of Public Administration and Management" was approved.

(t) Branding Policy

The Branding Policy was approved with the exclusion of Section 6: Trademarks and Copyright.

This section would be submitted separately for approval.

(u) Representative of the Council on the Audit and Risk Management Committee

Approved that Mr NA Ntsele be appointed as representative of the Council on the Audit and Risk Management Committee.

(v) Capital Budget: 2012

The Capital Budget: 2012 was approved.

(w) Approval of purchase of property (house) in Philippolis

It was approved that the property (house) in Philippolis could be purchased, to a maximum value of R300 000.

(x) Representative of the Council on the ECC

It was approved that Mr Willem Louw and Mr Paul Colditz would henceforth be members of the ECC.

(y) Policy and procedures with regard to delegated authority of the Council

The Policy and Procedures for Council-delegated Authority was approved.

(z) Academic Appointment and Promotion Policy

The revised Academic Appointment and Promotion Policy was approved.

(aa) Amended Criteria for the conferral of Honorary Degrees and the awarding of Honorary Shields, Chancellor's Medals and Council Medals

The amended criteria were approved.

(ab) Names of new buildings

The following name changes were approved:

The new building of the Faculty of Health Sciences:  
Muller Potgieter Building.

The new lecture block for Health Sciences: James Moroka Building.

The new wellness building on the main campus: Health and Wellness Centre.

(ac) Constitution of the Central Student Representative Council

The Constitution of the Central Student Representative Council was approved.

(ad) Institutional rules for student discipline

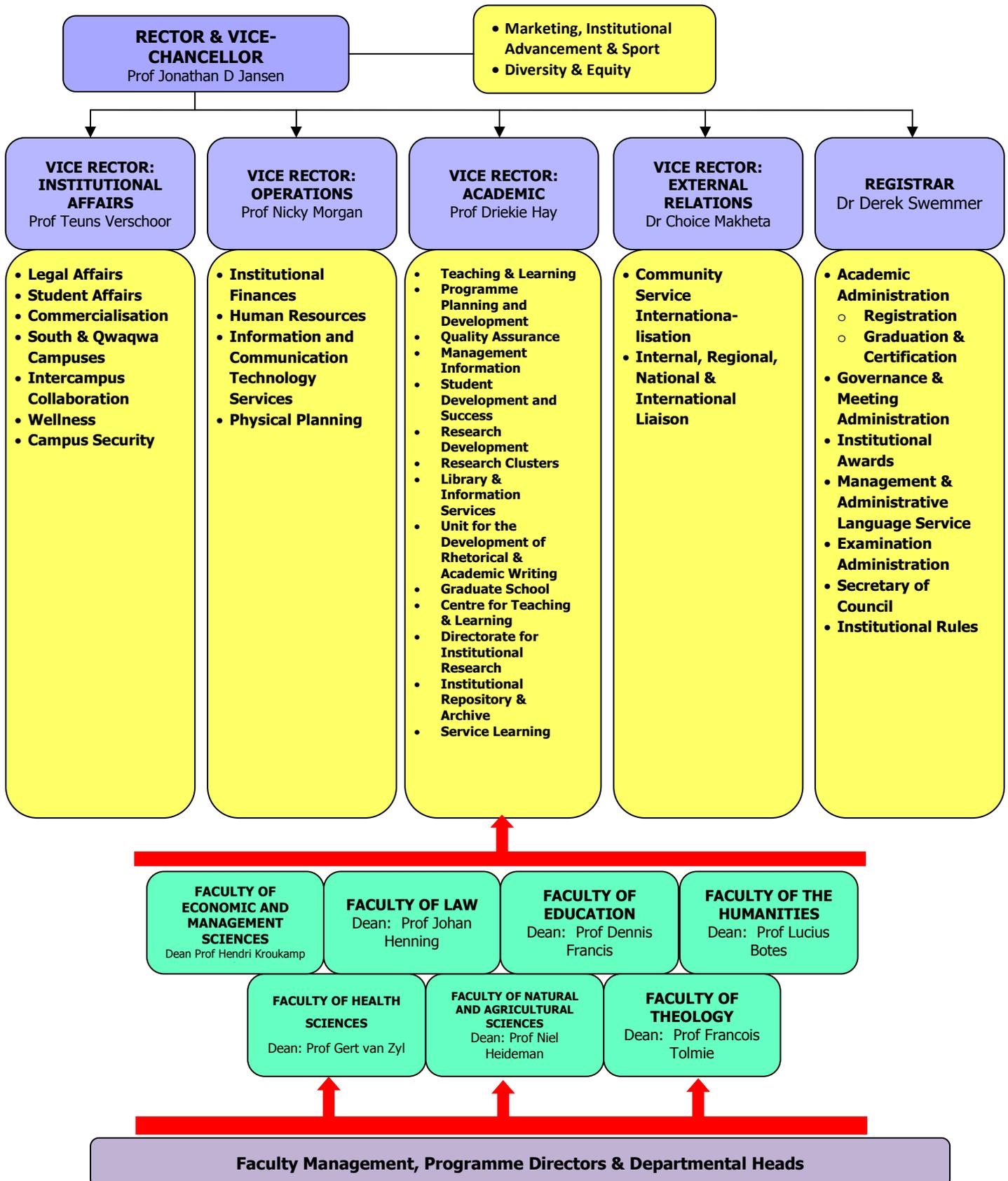
The stipulations regarding student discipline (as contained in the previous statute) were approved as part of the UFS rules, retroactively from 27 August 2010.

(ae) Representative of the Council on the Financial Committee

Mr JJ Crowther was elected as representative of the Council on the Financial Committee.

## 1.4 Operational information

### 1.4.1 Changes in operational structures (organisation chart)



#### 1.4.2 New senior appointments

<b>NAME</b>	<b>RANK</b>	<b>DEPT</b>	<b>DATE</b>
Prof H Solomon	Senior Professor	Political Science	1 January 2011
Prof J Neethling	Senior Professor	Private Law	1 January 2011
Prof JK Coetzee	Senior Professor	Sociology	1 January 2011
Dr L Lange	Senior Director	DIRAP	1 January 2011
Dr C Witthuhn	Vice Dean	Faculty of Natural Sciences	1 August 2011

#### 1.4.3 Academic research achievements

##### ***Research strategy***

The UFS Research Strategy (2009 – 2013), developed in 2009, is in the implementation phase. The overarching goal of the strategy is “to foster a contented, well connected, and vibrant critical mass of researchers who champion the University’s contribution to regional advancement, national growth and global excellence”.

During 2011 the Research Development Directorate continued with workshops to develop faculty-specific research strategies and implementation plans. Follow-up sessions were held with various faculties to monitor their progress made to date. The faculties have bought into the research strategy and realise the importance of aligning their faculty research plan with that of the University.

##### ***NRF-rated researchers***

The UFS is home to 109 NRF-rated researchers. During 2011, 10 researchers were invited to submit applications for re-evaluation and 15 received a first time rating. The latter includes Prof BF Dejene from the Department of Physics (Qwaqwa Campus) and Dr MM van Wyk, who both received a C3 rating. Prof JS du Toit from the International Institute for Studies in Race, Reconciliation and Social Justice received a C1 rating, a significant accomplishment as she is the second woman researcher within the Thuthuka Programme of the National Research Foundation to receive a C1 rating in recent years at this University. This proves that the Thuthuka Programme is succeeding in its objective to train researchers.

##### ***Research outputs***

The publication output for 2010 was 49 649 units (journal publications, book publications and conference proceedings) and the provisional figure for 2011 is 50 537 units (journal publications).

### ***Strategic academic clusters***

The key element for the establishment of the Strategic Academic Clusters Initiative at the UFS was to provide a framework for the full spectrum of research and innovation activities (scholarly activity, basic/fundamental research, strategic research, applied research, near-market research, creative work, and commercialisation).

Six clusters have been developed, of which one has been disbanded, and five approved and launched during 2009:

1. Water management in water-scarce areas.
2. New frontiers in poverty reduction and sustainable development.
3. Technologies for sustainable crop industries in semi-arid regions.
4. Materials and nanosciences.
5. Advanced biomolecular research.

A Strategic Cluster Review was commissioned to assess the progress to date and to make recommendations for future positioning. This review was conducted by an external assessor during June 2011 and a follow-up workshop was held in November 2011. Some of the recommendations of the follow-up report which have to be finalised/attended to, are the management and advisory structure for the Strategic Academic Cluster. Each cluster should develop its own medium-term plan along with a business plan, as well as develop and implement a cascading monitoring and evaluation system to assist the cluster directors in managing projects, programmes and report results and outcomes.

The climate and context in which university-based research is conducted is changing very rapidly both nationally and internationally and the UFS Cluster Initiative is now positioned at the core of all institutional research development. It is also structured to create a powerful intellectual cohesion among researchers with the potential to develop a self-sustaining critical mass in key areas of national, regional or international relevance. Multidisciplinary collaboration provides opportunities to leverage synergies; creating innovative intellectual frameworks and new research tools to facilitate cutting-edge research, and position the UFS as a key player in a global knowledge economy.

Research in the clusters received a welcome advance with two South African Research Chairs being awarded to them by the South African Research Chair Initiative of the National Research Foundation (NRF). The chairs were awarded in the fields of Solid State Luminescent and Advanced Materials and Disease Resistance in Field Crops.

### ***South African Research Chairs Initiative (SARChI)***

The South African Research Chairs Initiative (SARChI) was launched in 2006 by the Department of Science and Technology, in collaboration with the NRF, to expand on the development of research and innovation capacity in South African universities. In 2011/2012 a further 60 research chairs were awarded. The UFS submitted seven applications for the following proposed chairs:

1. Reconciliation Studies
2. Higher Education and Human Development
3. Chair in Studies of the Public Sphere
4. Solid State Luminescent and Advanced Materials
5. Disease Resistance in Field Crops

6. Rural-Urban Studies
7. Religious Translation

The UFS was successful in three applications and is in the process of developing the full proposals within the various themes:

- *HSDD Grand Challenge: Dynamics of Human and Social Behaviour, Education Research, in particular Post-school education and Training*  
Higher Education and Human Development
- *Technology Missions*  
Solid State Luminescent and Advanced Materials
- *Science and Technology for Poverty Alleviation: Food Security, Agriculture and Nutrition*  
Disease Resistance in Field Crops

### ***Postgraduate School***

The UFS's Postgraduate School was launched in May 2011 as part of the University's commitment to academic excellence and its orientation towards becoming a research-led institution.

Although established primarily as an academic project, the Postgraduate School was conceived also to undertake advocacy for postgraduate issues across a range of administrative units in the University. Its goals are to:

- \* enhance the quality of postgraduate student research, helping to situate master's and doctoral theses and dissertations at the frontiers of global field and / or disciplinary knowledge, while reflecting simultaneously local, regional, national or continental concerns or insights;
- \* produce graduates who are global citizens, research literate and able to reflect ethically on the purpose, process and product of research;
- \* improve throughput rates of postgraduates;
- \* make the experience of being a postgraduate at the UFS one which is stimulating and enjoyable, and which contributes to the development of the person beyond the limits of her/his discipline; and
- \* contribute to the development of intellectual cultures at the UFS.

We believe that postgraduate education ought to focus not only on the production of a thesis or dissertation, but also on the development of the researcher, and that if we wish to focus on the development of the researcher, research education has to include more than disciplinary training. Within this broad framework for postgraduate research education, the school's particular niche includes research methodology and approach, as well as research practice. In 2012, the school will offer more than 50 workshops and seminars on these topics.

In the light of the significance of supervisor support for research education, the school hosts campus-wide discussions on supervision. It offers face-to-face supervisor training, and it is investigating the provision of online resources and training for supervisors, as well as the institution of guidelines for the "licensing" of supervisors.

Funding is crucial, not only to attract the best students to the UFS, but also to promote diversity of the postgraduate student community; therefore the school is leading the development of a comprehensive UFS postgraduate funding strategy. A major feature of this strategy is to inform new students on admission to a research degree of the total funding package for the life cycle of their degree.

Postgraduate students' perspectives are significant in the ways that the school operates: in addition to making the school a more democratic space, it is manifest that the school can only serve students better if it is serious in listening to the concerns and suggestions of students. To this end, the school supports a Postgraduate Students' Council, which acts as a forum for postgraduate students and hosts its own programme of academic, cultural and social events.

### ***Research Capacity Development***

With the establishment of the postgraduate school, capacity development initiatives will be focused and directed towards postgraduate students and young researchers. The Research Development Directorate hosted a two-day grant proposal writing work session for young researchers in the medical and allied professions.

### ***Research Information Management***

The UFS plays a leading role in piloting the various modules, especially assisting with the customisation and configuration of the different modules. During 2011 the modules that were signed off at a national level were set up in production. This includes research administration, and management modules. There is still a lot of developing needed in each module as this is an ongoing and developing process. The following modules are configured:

- **SPIN** – The module with funding opportunities for research. This is the world's largest funding opportunities database with sponsors all over the world.
- The **Research Output Module** was refined in 2011 with new more user friendly electronic forms making us the first institution using these new E-forms. Research output submissions to the Department of Higher Education and Training (DHET) were successfully captured and submitted through the RIMS system during the 2010/2011 capturing season. All other research output information like paper & posters, creative outputs and theses was also captured successfully
- The **Grants and Contracts Module** consists of a Pre-Award and a Post-Award section. This module enables researchers to track proposals for cluster funding. All historic data of the last four years was captured and this information was used for reporting purposes. During the next year they will also be able to create and submit their cluster proposals through RIMS. The Award Tracking and Financial Tracking Modules will enable the research office and researchers to keep track of the research and available funds. The Financial Module is still in development on a national level.
- The **Technology Transfer Module** is also set up in production and researchers can create and submit an invention or patent through RIMS for approval. Data is already captured in the disclosure part of this module.
- The **Human Subjects Module** enables researchers to create, submit and track proposals for ethic clearance. An electronic application form was created for the Faculty of Education and for the Faculty of Health Sciences during 2011 and will be implemented during 2012. This is a complicated and voluminous application. Once fully operational, the application

and meeting processes will run through the RIMS system and this will save time and manpower.

- The **Lab Animals Module** is also in production but a few business processes still need to be finalised during 2012.

When all the RIMS Modules are customised and configured the next step will be intensive staff training.

One of the strategic objectives of the RIMS Programme is to provide the Department of Science and Technology with the ability to analyse and interpret trends regarding the state of Research and Development at publicly funded institutions. The Research Landscape Analysis Tool (BI Warehouse) was set up for this purpose at the NRF in order to facilitate this capability. UFS was the first university to provide the necessary information and statistics using the RIMS reporting tool.

#### 1.4.4 Operational Sustainability

During 2011 no major threats were experienced as far as the operational sustainability of the university is concerned.

Some highlights that may be mentioned are:

- Continuation of the upgrading of infrastructure with the help of the Infrastructure Grant.
- Allocation of recruitment bursaries to top achievers at undergraduate and postgraduate level.
- The creation of a Finance Committee of Council.
- Launching of a Postgraduate School and the allocation of three NRF research chairs to the University. The University has made provisions for its contributions in terms of the SARChI agreement. There are infrastructure implications which were not anticipated, but the University is committed to finding means to accommodate the issue.

There is steady growth of student enrolment at the Qwaqwa Campus and the campus is self-sustaining.

#### 1.4.5 Prestigious Awards to Staff and Students

Refer to 3.2.1 Instruction (Awards and achievements).

1.4.6 Changes in the permanent infrastructure e.g. new plant and buildings

**Physical developments in 2011**

All the undermentioned projects with regard to the **main campus** form part of the long-term physical plan that was developed to optimally support the UFS's strategic priorities.

Projects	Commis- sioned in 2011	Planning Continued in 2011	Projects Launched in 2011	Planned for future
<b>General planning</b>				
Structural master planning Further planning for the western side of the main campus is the main aspect of this plan. This master plan has been developed further and finalised. It is split between sport, academic, housing, recreational, agriculture and development/commercialisation zones.		√		
A study was conducted to investigate the optimal usage of space in the UFS Sasol Library. Similar projects are being planned for other buildings such as the Agriculture building.		√	√	
<b>Security</b>				
A red pole system was implemented. This includes red poles throughout campus with emergency buttons attached to them and linked to protection services 24 hours a day.	√			
Security and access control to buildings – all new buildings are equipped with access control and many existing buildings were equipped with alarm systems.	√			
Unguarded pedestrian gates were removed to improve security.			√	

Projects	Commis- sioned in 2011	Continued in 2011	Launched in 2011	Planned in 2011
<b>Academic facilities</b>				
New laboratories in the Biotechnology Building were completed.			√	
The new Health Science Building was completed.			√	
The upgrading of the Architecture Building was completed. This focused on using natural ventilation and on the exterior of the building as well as adding new studio space, all within the existing parameters of the building.			√	
The new building for the Faculty of Education was completed. Due to savings on the project phase two of this project is now being planned.			√	√
A new Skills Laboratory was completed. The specialised training of students is the main focus. It also houses a computer laboratory.			√	
The new building for Economic and Management Sciences was completed. The building consists of two blocks. One block houses the Business School, consisting of offices as well as lecture halls. The other block consists of lecture halls as well as an auditorium with seating for 800 students.			√	
The existing weather station was upgraded.			√	
Various laboratories in the Agriculture building were upgraded.			√	
The offices of Urban Town and Regional Planning were upgraded.	√			
The lecture halls of the EPOG building were upgraded.			√	
The electrical supply to the Biology building was upgraded.			√	
Converting of an unused glasshouse to a new laboratory for research was planned (Biology Building).				√
The kitchen for the training of dietary students was revamped.				√
Alterations to the entrance of the Theology Building were made to make it more accessible for students, as well as for students with disabilities.			√	
A new wing was added to the Physics Building to house specialised equipment.				
Upgrading of the Odeion is planned.				√

Projects	Commis- sioned in 2011	Continued in 2011	Launched in 2011	Planned in 2011
<b>Student facilities</b>				
Steyn Hostel was revamped.	√		√	
A new lift with a shaft is being planned for the Winki Direko Building to allow access for people with disabilities to lecture halls and all offices.				√
Akasia hostel's electrical network was upgraded.	√		√	
Various hostel head flats were revamped.				√
A climbing wall was added to an existing building.				
Ramps were installed at several buildings to accommodate students with disabilities.	√			
<b>Facilities for support services</b>				
The conversion of unused spaces at the Benedictus Kok Building resulted in the availability of several offices. (Offices for Rag/Kovsgem.)			√	
A new kindergarten/crèche was completed. Children of personnel will get preference here. Students will get practical experience here.			√	
A new personal restaurant was opened in existing spaces.	√		√	
<b>Transport network</b>				
<b>Road upgrading</b>				
The UFS's roads require intensive maintenance. Additional phases of a long-term upgrading programme were completed.		√		
A new main entrance to the campus was constructed.			√	
<b>Pedestrian network</b>				
A new botanical garden was constructed, housing a memorial for Kowsie women, all incorporating the pedestrian network after the completion of the Chemistry Building.			√	
Maintenance was done to existing walkways.		√		

<b>Projects</b>	<b>Commis- sioned in 2011</b>	<b>Continued in 2011</b>	<b>Launched in 2011</b>	<b>Planned in 2011</b>
<b>Sports facilities</b>				
Various minor upgradings to facilities were done.			√	
New lighting to the Astro hockey fields was installed.	√			
<b>Infrastructure</b>				
New infrastructure consisting of a tarred road with street lighting, storm water drainage, electrical infrastructure as well as sewer infrastructure was completed. This was necessary for further development on the western side of the main campus			√	
Electricity supply to the Biology Building was upgraded.		√		

The following regarding projects on the other campuses:

<b>Projects</b>	<b>Commis- sioned in 2011</b>	<b>Continued in 2011</b>	<b>Launched in 2011</b>	<b>Planned in 2011</b>
<b>Qwaqwa Campus</b>				
The new building for the Faculty of Education was completed.			√	
Upgrading of the Science Laboratories (phase 2) was completed to place these facilities in line with world class standards.	√			
Upgrading of the existing education offices was completed.	√			
Student housing to accommodate 200 students was completed.			√	
The existing student cafeteria was upgraded extensively and is now in line with top class standards as well as all health and safety requirements.			√	
A new computer laboratory was completed for use by all students.			√	
<b>South Campus</b>				
New computer laboratory to be placed in existing spaces.				√
Offices for the new dean were renovated.			√	
Various new equipment was supplied.			√	

1.4.7 Achievements in respect of meeting social responsibility commitments, including composition of staff and student bodies

- (a) Achievements regarding the meeting of social responsibility commitments

Refer to par. 5.7

- (b) Student Affairs and co-curricular activities

Refer to par 5.6

- (c) Relationships with the community, both academic and service

Refer to par. 5.7

- (d) Employment equity situation

With regard to the UFS student profile, refer to par. 3.3

**Staff profile in 2011**

Refer to par. 5.4

**1.4.8 Financial health/viability, including funding sources and material changes**

Refer to the Annual Financial Review (Section 8 of the Report).

**1.4.9 Subcommittees of the Council**

- a) Committees with a mandate of strategic or financial significance are chaired by individuals with appropriate skills and experience:

- (i) Chairperson of the Audit and Risk Management Committee

Mr EC Kieswetter

- b) Significant matters on the agendas of these committees affecting the institution, which that were unresolved at the year end or had not been submitted to the Council

All significant matters arising from the Audit and Risk Management Committee meetings were submitted to the Council after the following dates 18 February 2011, 6 May 2011 and 4 November 2011.

c) Summaries of attendance

**Summary of attendance of the Audit Committee: MEMBERS' ATTENDANCE OF AUDIT COMMITTEE MEETINGS IN 2011**

<b>MEMBER</b>	<b>DATE APPOINTED</b>	<b>DATE REAPPOINTED</b>	<b>DATE RESIGNED</b>	<b>MEETING 18/02/2011</b>	<b>MEETING 06/05/2011</b>	<b>MEETING 26/08/2011</b>	<b>MEETING 04/11/2011</b>
<b>Members of the committee</b>							
Dr F de K Kotze (Chairperson)	11-Jun-01	19-Jun-04	06-May-11 as chairperson	<b>Present</b>	<b>Present</b>	<b>No meeting</b>	<b>Present</b>
Mr EC Kieswetter (Chairperson from 26 August 2011)	16-Mar-07			<b>Present</b>	Absent apology	<b>No meeting</b>	<b>Present</b>
Ms WF Hoexter	01-Nov-04			<b>Present</b>	<b>Present</b>	<b>No meeting</b>	<b>Present</b>
Mr W Louw	12-Mar-10			<b>Present</b>	<b>Present</b>	<b>No meeting</b>	<b>Present</b>
Mr KB Scoeman	04-Nov-11					<b>No meeting</b>	Absent no apology
Mr NA Ntsele	12-Mar-10		06-May-11	Absent apology	Absent no apology		
<b>UFS personnel (advisory)</b>							
Prof J Jansen (Rector)				<b>Present</b>	Absent apology	<b>No meeting</b>	Absent apology
Prof DA Viljoen			Retired in 2011	<b>Present</b>	Retired	Retired	Retired
Prof NI Morgan					<b>Present</b>	<b>No meeting</b>	<b>Present</b>
Prof J Tolmie				Absent apology	<b>Present</b>	<b>No meeting</b>	<b>Present</b>
Dr D Swemmer						<b>No meeting</b>	<b>Present</b>
Mr C Liebenberg				<b>Present</b>	<b>Present</b>	<b>No meeting</b>	<b>Present</b>
Mr G van den Berg (Internal Auditor)				<b>Present</b>	<b>Present</b>	<b>No meeting</b>	<b>Present</b>
Mr H Blom (Internal Auditor, Secretary)				<b>Present</b>	<b>Present</b>	<b>No meeting</b>	<b>Present</b>

<b>External auditors</b>							
Mr L Rossouw (PWC)				<b>Present</b>	<b>Present</b>	<b>No meeting</b>	Absent apology
Mr C Hertzog (PWC)					<b>Present</b>	<b>No meeting</b>	<b>Present</b>
Mr G Nel (PWC)						<b>No meeting</b>	<b>Present</b>

1.4.10 Significant student data and relevant statistics including realisation of transformation targets

(a) UFS Student Profile 2011: Head Count

**1. First-Time Entering Undergraduate**

	White		Coloured		Indian		Black		Male	Female	Total
	Male	Female	Male	Female	Male	Female	Male	Female			
Economic and Management Sciences	133	113	37	31	12	3	246	326	428	473	<b>901</b>
Education	65	255	6	47	2	15	726	1623	799	1940	<b>2739</b>
Health Sciences	47	189	2	8	7	3	14	43	70	243	<b>313</b>
Law	43	50	8	21	1	0	54	57	106	128	<b>234</b>
Natural and Agricultural Sciences	154	142	12	7	7	6	205	254	378	409	<b>787</b>
The Humanities	74	145	14	52	2	5	184	359	274	561	<b>835</b>
Theology	8	11	1	1	0	0	1	0	10	12	<b>22</b>
<b>Total</b>	<b>524</b>	<b>905</b>	<b>80</b>	<b>167</b>	<b>31</b>	<b>32</b>	<b>1430</b>	<b>2662</b>	<b>2065</b>	<b>3766</b>	<b>5831</b>

**2. Total Undergraduate**

	White		Coloured		Indian		Black		Male	Female	Total
	Male	Female	Male	Female	Male	Female	Male	Female			
Economic and Management Sciences	664	454	119	142	58	24	1194	1555	2035	2175	<b>4210</b>
Education	209	855	63	267	2	21	1403	3306	1678	4453	<b>6131</b>
Health Sciences	272	720	23	32	13	20	134	219	442	991	<b>1433</b>
Law	227	224	34	70	6	5	215	246	482	545	<b>1027</b>
Natural and Agricultural Sciences	761	494	41	36	22	15	1014	1163	1838	1708	<b>3546</b>
The Humanities	329	612	52	193	12	20	1131	2405	1524	3230	<b>4754</b>
Theology	44	32	2	1	2	0	8	3	56	36	<b>92</b>
<b>Total</b>	<b>2506</b>	<b>3391</b>	<b>334</b>	<b>741</b>	<b>115</b>	<b>105</b>	<b>5099</b>	<b>8897</b>	<b>8055</b>	<b>13138</b>	<b>21193</b>

### 3. Postgraduate Diploma or Certificate

	White		Coloured		Indian		Black		Male	Female	Total
	Male	Female	Male	Female	Male	Female	Male	Female			
Economic and Management Sciences	4	5	0	0	0	0	4	0	8	5	<b>13</b>
Education	26	80	4	7	1	1	83	144	114	232	<b>346</b>
Health Sciences	16	64	9	44	1	0	62	418	88	527	<b>615</b>
Law	449	219	21	23	60	46	183	131	713	420	<b>1133</b>
Natural and Agricultural Sciences	1	0	0	0	0	0	1	0	2	0	<b>2</b>
The Humanities	0	1	2	1	0	0	21	13	23	15	<b>38</b>
Theology	0	0	0	0	0	0	2	1	2	1	<b>3</b>
<b>Total</b>	<b>496</b>	<b>369</b>	<b>36</b>	<b>75</b>	<b>62</b>	<b>47</b>	<b>356</b>	<b>707</b>	<b>950</b>	<b>1200</b>	<b>2150</b>

**4. Postgraduate (Honours, Master's and Doctor's Degrees)**

	White		Coloured		Indian		Black		Male	Female	Total
	Male	Female	Male	Female	Male	Female	Male	Female			
Economic and Management Sciences	167	156	27	12	9	9	277	242	480	419	<b>899</b>
Education	40	140	20	42	2	6	204	450	266	638	<b>904</b>
Health Sciences	161	159	9	17	5	7	65	88	240	271	<b>511</b>
Law	29	38	2	2	1	2	32	26	64	68	<b>132</b>
Natural and Agricultural Sciences	499	313	24	19	18	15	501	378	1042	725	<b>1767</b>
The Humanities	100	267	13	27	2	6	151	161	266	461	<b>727</b>
Theology	61	25	5	1	6	1	40	3	112	30	<b>142</b>
<b>Total</b>	<b>1057</b>	<b>1098</b>	<b>100</b>	<b>120</b>	<b>43</b>	<b>46</b>	<b>1270</b>	<b>1348</b>	<b>2470</b>	<b>2612</b>	<b>5082</b>

## 5. Occasional Study

	White		Coloured		Indian		Black		Male	Female	Total
	Male	Female	Male	Female	Male	Female	Male	Female			
Economic and Management Sciences	99	58	38	33	12	3	325	439	474	533	<b>1007</b>
Education	24	25	0	3	2	1	11	7	37	36	<b>73</b>
Health Sciences	0	8	0	3	0	0	3	9	3	20	<b>23</b>
Law	0	0	0	0	0	0	1	0	1	0	<b>1</b>
Natural and Agricultural Sciences	32	14	3	1	4	1	127	130	166	147	<b>314</b>
The Humanities	40	39	19	65	2	2	509	1088	570	1194	<b>1764</b>
Theology	0	0	0	0	0	0	0	0	0	0	<b>0</b>
<b>Total</b>	<b>195</b>	<b>144</b>	<b>60</b>	<b>105</b>	<b>20</b>	<b>7</b>	<b>976</b>	<b>1673</b>	<b>1251</b>	<b>1930</b>	<b>3182</b>

**UFS Total**

	White		Coloured		Indian		Black		Male	Female	Total
	Male	Female	Male	Female	Male	Female	Male	Female			
Economic and Management Sciences	934	673	184	187	79	36	1800	2236	2997	3132	<b>6129</b>
Education	299	1100	87	319	7	29	1701	3907	2095	5359	<b>7454</b>
Health Sciences	449	951	41	96	19	27	264	734	773	1809	<b>2582</b>
Law	705	481	57	95	67	53	431	403	1260	1033	<b>2293</b>
Natural and Agricultural Sciences	1293	821	68	56	44	31	1643	1671	3048	2580	<b>5629</b>
The Humanities	469	919	86	286	16	28	1812	3667	2383	4900	<b>7283</b>
Theology	105	57	7	2	8	1	50	7	170	67	<b>237</b>
<b>Total</b>	<b>4254</b>	<b>5002</b>	<b>530</b>	<b>1041</b>	<b>240</b>	<b>205</b>	<b>7701</b>	<b>12625</b>	<b>12726</b>	<b>18880</b>	<b>31607</b>

#### 1.4.11 Campus development

Refer to par. 1.4.6.

#### 1.4.12 Facilities and major capital works

Refer to par. 1.4.6.

#### 1.4.13 Events

##### (a) Quality and Excellence

The Division for Student Recruitment at UFS Marketing continues to strive to recruit the best quality undergraduate and postgraduate students for this university. Even though the University shares the goal of the DHET, namely to expand access to quality learning, the UFS remains uncompromisingly committed to the highest standards of quality and all efforts are made to attract students who are dedicated to pursuing excellence in their studies.

In addition, those students who do not meet the admission requirements of the University are also offered opportunities to study. They are encouraged to enrol for the University's bridging programme or one of the many extended degree programmes designed specifically for promising students who might not otherwise qualify for degree studies.

Some of the marketing actions that were undertaken to recruit students included an extensive local and national advertising campaign in parallel with countrywide school visits to approximately 500 schools by a team of dedicated marketers. This was complemented by visits to schools across the country by the Vice-Chancellor and Rector, Professor Jonathan Jansen, and other members of the university's senior management team. Open Days on the Bloemfontein and Qwaqwa Campuses, as well as career expositions and University exhibitions, were also held in Kimberley, Kroonstad and other towns in the region.

The Kovsie Alumni Association was also active during the year and held the second Kovsie Alumni National Day in the first week of September.

##### (b) Equity, Diversity and Redress

Efforts were extended to further integrate alumni from different campuses and backgrounds, and a campaign to build and sustain affinity to the UFS among alumni was continued. Joint meetings at grassroots level were held and student activities were sponsored. Actions to increase diversity were also undertaken as part of promotion activities such as the Open Days and the unique Matriculant Competition.

(c) Financial Sustainability

The Corporate Liaison Office, which focuses on the generation of third stream income for the University, had another successful year and approximately R19 million was raised for various projects. A substantial amount was received for a project within the Department of Paediatrics and Child Health. The project, named the Beds of Hope Campaign, seeks to raise R15 million over two years to increase the number of neonatal ICU beds.

#### **1.4.14 Student Affairs**

##### **STRATEGIC OVERVIEW**

Following the restructuring of Student Affairs in 2010 that saw the introduction of the office of the Dean of Student Affairs, the Department of Student Life and Leadership and an independent Unit for Students with Disabilities, 2011 saw the purposeful development of strategic shifts for, and globally benchmarked models of, integrated student affairs management and strategically aligned student engagement.

The strategic shifts and reviewed management models responds to the imperative to sustain the transformation initiatives and progress achieved in student affairs departments, most important of which continue to target:

- A deepening of transformation and integration in general student and residence life.
- A development of the interface between faculty and student life.
- A shifting of student life programmes to greater commuter student engagement.
- A broadening of programmes to all campuses, specifically Qwaqwa Campus.
- A revitalising of strategic planning and staff management in student affairs departments.
- A review of decision making forums and systems in general student engagement.

Transformation of student engagement in student affairs continues to focus in particular on expediting initiatives to:

- diversify access to and participation in student life programming;
- further racial integration and positive engagement in residences;
- deracialise and increase access to student governance; and
- align strategic planning in student affairs with university transformation goals.

However, the student affairs transformation agenda in 2011 further grew to include:

- alignment of transformation programming between the Bloemfontein and Qwaqwa Campuses; and
- development of management structure and its functions to sustain change.

All key initiatives introduced in 2010 to diversify access and participation, further racial integration and positive engagement in residences, deracialise and increase access to student governance and align strategic planning of student affairs with university transformation goals were continued and achieved success such as with the piloting of the Gateway First Years Welcoming programme, the introduction of the Residences Cultural Renewal initiative as a standing Residence Life Programme, the election of the SRC for Bloemfontein Campus and the re-establishment of the UFS Central SRC between campuses, the effective functioning of SRC sub-councils, the piloting of two new City Residences with integrated commuter student membership and the introduction of the collegiate model in student engagement and management planning.

The alignment of transformation programming between the Bloemfontein and Qwaqwa campuses gained momentum in 2011 with the relocation of the office of the Dean of Student Affairs to the Qwaqwa Campus during May 2011, the establishment of the inter-campus Qwaqwa Student Affairs Indaba attended by all student affairs departments, revamping of the Student Dining Hall and the first ever inclusion of Qwaqwa students in the Student Affairs Award programmes for Student Leadership and Arts and Culture bursaries, while the development of management structure and its functions to sustain change included the detailing of an integrated Student Affairs Management Forum (SAM) and committees of SAM to hold oversight in particular work areas. SAM is chaired by the Dean and consists of all Student Affairs and other service departments that focus in the main on student support and include the departments of Student Life and Leadership, Qwaqwa Campus Student Affairs, Housing and Residence Affairs, Counselling and Development, the Unit for Students with Disabilities, Health and Wellness, KovsieSport and Protection Services. The SRCs also join SAM.

SAM standing committees introduced in 2011 included the Employment Equity and Research and Assessment Committees, with ad hoc committees established for key SAM programmes, which in 2011 included the Committees for the African Student Affairs Conference and the Student Masculinity Conference.

The office of the Dean continued the reorganisation of the management of the student affairs environment initiated in 2010, seeking greater integration of and collaboration between departments in student engagement, as well as greater collaboration with other support departments at the university, maintaining all duties in participation in executive management, including its ex officio advisory membership of Senate and Council, maintaining close ties with Deans of faculties and developing national and international liaison with various student affairs bodies such as the American College Professionals Association and South African Association of Senior Student Affairs Professionals and the coordination of strategic programmes in support of transformation imperatives such as the First Years (F1) International Study Abroad programme and completion of the review and redesign of student governance at the Bloemfontein Campus, which resulted in the election of the SRC and the establishment of SRC sub-councils and ex officio-seats for Academic Affairs, associations, postgraduate students, international students, student media, commuter students, campus residences, community service and community service fundraising.

The leadership and strategic management of the SAM during 2011 saw the development of a unique Student Life brand as a separate identifiable brand at the University, while the strategic alignment of planning and co-curricular programme development was adopted as a strategic outcome in student affairs and services.

The office of the Dean of Student Affairs in 2011 was furthermore fully engaged in the development of strategic shifts for, and globally benchmarked models of, integrated student affairs management and strategically aligned student engagement, as well as the introduction of strategic special projects in support of transformation in student engagement.

The introduction and piloting of the Collegiate model in student affairs management and student engagement gained momentum in 2011 and saw the introduction of pilot projects for Student Life Colleges in key programmes in Student and Residence Life, such as the Gateway First Years College (a collection of adjustment programmes across faculties and support departments) to run student adjustment and success programmes and the Living

Learning Colleges (a cluster of campus and city residences) in residence management. The Collegiate model follows globally benchmarked approaches in student engagement and is piloted as suitable model for integrated student affairs management. The Collegiate model was considered and is piloted in response to the key strategic SAM perspective that the student affairs environment provides an interface between the worlds of knowledge creation and transfer in faculty student engagement and of application of created and transferred knowledge in student life engagement and that student affairs at the university should increasingly function as the bridging space between research and application, between faculty and student life, between support and learning and between fragmented and integrated and holistically prepared graduates.

Key strategic shifts in student affairs practice and departmental management and delivery took place in 2011 following the indicated strategic perspective and in order to sustain the progress in transforming the student affairs environment. The key strategic shifts conceptualised and introduced to strategic planning and management in student affairs in 2011 included:

- From counter-service (administrative) to integrated learning engagement.
- From extra- to co-curricular student engagement (curriculum-based student life).
- From distanced to interfaced faculty engagement (integrated student experience).
- From disconnected to integrated engagement (holistic continuous learning).
- From detached to holistic graduate engagement (integrated student support services).
- From bureaucratic to student mentoring engagement (staff-student interaction).
- From support to reflective practice (evidence-based practice).

Apart from serving as secretariat to the SAM, the Dean's office, in addition to programmes introduced in 2010, established and participated in a series of new special projects focused on further detailing student support, internationalisation and social justice dialogue on campus, such as through the No Student Hungry Bursary Campaign, the collaborative hosting of the African Student Affairs Conference with the University of the Western Cape and the introduction of the Student Masculinity Conference among others.

The student affairs research desk was established and developed working relationships with all faculties in relation to studies that target the student community as population of a study and introduced the development of standardised assessment practices in departmental programmes, initiated the study of masculinity in student life and supported staff and students in attending research conferences.

#### 1.4.15 Distance learning: e-learning at the UFS

Please refer to paragraph 5.1 Managerial/administrative aspects of the operations of the institution.

#### 1.4.16 Working with industry/research commercialisation

Since the inception of a dedicated Technology Transfer Office (Office for Innovation and Business Development) there have been significant advances in terms of innovation and entrepreneurial activities throughout the University. These third stream activities add new dimensions to the roles of education and research at the UFS, resulting in a major

emphasis on the improvement of university-industry relations. The UFS acknowledges that a university cannot only be related to its two traditional roles: the training of human capital through education and the generation of new knowledge through (basic) research. A third role that the University has recognised is to be interconnected with the community, which includes promoting regional development. This new mission requires an efficient and stable relationship with all the actors.

The Office for Innovation and Business Development tries to create linkages between academia and business, supporting research projects in consortia, creating spin-offs and supporting start-up creations, patenting and licensing. From this it is evident that the Office for Innovation and Business Development at the UFS has an important role in consolidating relations between researchers and entrepreneurs to ensure an alignment of interests. In order to achieve this and to be considered an entrepreneurial university requires an enhanced capability for intelligence, monitoring, and negotiation with other institutional spheres, particularly industry and government.

Internationally, innovation is seen as the key to competitiveness which is further supported by the notion that, regionally, universities are seen as a source of innovations for local companies to create new products and local jobs. Significant achievements in the area of technology transfer were once again achieved during 2011.

#### *Technology Transfer Office (TTO)*

Compliance with the national Intellectual Property Rights Act is central to the activities of the TTO. The TTO is further tasked with the protection, promotion and development of intellectual property and the enhancement of innovation and entrepreneurship at the UFS. These activities ultimately forge linkages and activities with business in the form of products, processes and services associated with research. Through these activities the TTO has increased the patent portfolio of the UFS significantly during the past year. The majority of the 19 patents were generated in the Faculty of Natural and Agricultural Sciences, followed by the Faculty of Health Sciences. The establishment of a strong patent portfolio allows for the enhancement of downstream activities related to research development, marketing and commercialisation of intellectual property.

#### *Industry collaboration*

The UFS continues its engagement with a number of prominent South African and international companies through its research portfolio. These include an increase in EU Framework 7 programmes, mining groups such as Anglo American, energy companies such as Sasol, local government, IDRC/CRDI, CIAT and local businesses. The income generated through university/industry collaboration in the THRIP programme continues to increase at a rate of 30% year on year.

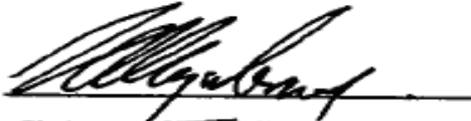
- The Metagenomics Platform, funded by TIA to the value of R13,7 million, ended its first round of funding during 2011. However, the platform was able to secure further funding from TIA to the value of R3,5 million as interim funding with a further commitment from TIA for the next three years expected to be in the region of R14 million. Research activities include postgraduate training at Master's and PhD level and employment of postdoctoral fellows in specialised fields such as bioremediation. The platform was also successful in securing a R3 million contract with an industry partner through the THRIP programme, focussing on the remediation of chrome 6 to chrome 3 chelates. The platform's activities continue to develop products for the industrial and environmental sectors. The University did a further initial funding of R1 million towards a feasibility study with regards to the establishment of a spin-off company based on technology developed in the platform. From

these activities the University and its partner (TIA) hopes to secure a further first round investment of R20 million into this company. Projects within the Metagenomics Platform continue to engage a number of industrial and academic collaborators, both locally and internationally. These include Geosyntec Consultants, Oklahoma State University, Princeton University, BHP Billiton, AngloGold Ashanti, and local universities such as North West, Limpopo and Wits.

- The UFS currently owns a 30% stake in one of its spin-off companies in the form of a multinational company (FARMOVS-PAREXEL). This company specialises in clinical trials and has secured a number of contracts with the majority of the leading pharmaceutical companies both locally and internationally. FARMOVS-PAREXEL is located on the main campus of the UFS and besides the successful business revenues it generates it also serves as an employer for a number of interns and postgraduate students in the fields of biotechnology and medicine.
- A number of departments, centres and institutes (such as the Department of Soil, Crop and Climate Sciences, Agricultural Economics, the Centre for Environmental Management and the Institute for Ground Water Studies) at the UFS receive funding from the Water Research Commission (WRC) to research various aspects associated with water and water quality for both human and agricultural uses. The funding received from the WRC is in the region of R4,5 million annually. Other contracts which also focus on water usage activities in the fields of mining, agriculture, light and heavy industry attract further funding of approximately R8,1 million through collaborations locally and internationally.
- The Department of Chemistry continues to strengthen its collaborations with companies like Sasol, who continue to invest heavily in the activities of the department. This funding is in the form of secondment of a senior personnel member from Sasol to the department, and the funding of specialised equipment, running expenses and salary adjustments for researchers in order to retain research capacity and leadership. Sasol further makes multi-million rand equipment available on loan to the department. The Department of Chemistry also receives significant funding from Ithemba/NECSA for research in the field of nuclear medicine. The department, through a THRIP programme, also does research and receives funding from the wattle industry. The research conducted for the wattle industry focuses on the analyses of tannins used in the tanning industry. Further to this, the department, under contract from the Medical Research Council (MRC), synthesised a molecule, Aspalathin, which is found in rooibos and which they hope to commercialise. This method of synthesis was patented by the University for the MRC. The department also forms part of consortiums associated with the EU Framework 7 programme, and receives funding in the area of traditional knowledge where the potions developed by traditional healers are analysed and tested.
- A number of contracts with local government are concluded annually. These contracts deal with governance, training, surveys and reviews. These activities are predominantly concluded with departments like the Centre for Development Studies and a number of departments within the Business School and the Faculty of Economic and Management Sciences.
- The University also receives significant levels of funding through its analytical laboratories. These laboratories are located at various departments within the University and routinely analyse samples for industry in the areas of GMO, water quality, food quality and doping in sports.

1.4.17 Significant changes that have taken place

Refer to par. 1.3.



Chairman of Council

**Mr Justice CHG van der Merwe**

## **2. THE COUNCIL'S STATEMENT ON CORPORATE GOVERNANCE**

### **2.1 An account of the Council's governance by means of a separate corporate governance statement in which detail of governance structures, responsibilities and procedures are provided**

#### **AUDIT AND RISK MANAGEMENT COMMITTEE**

The Audit and Risk Management Committee, the chairperson and members of which are members of Council, was established 16 years ago. Both the internal and external auditors have unrestricted access to the Audit and Risk Management Committee, which ensures that their independence is in no way impaired. Three meetings were held for the year and were attended by the internal and external auditors and appropriate members of the executive management. The Audit and Risk Management Committee operates in accordance with written terms of reference, confirmed by the Council, which provides assistance to the Council with regard to:

- ensuring compliance with applicable legislation, the code of business conduct of the University, and the requirements of regulatory authorities;
- matters relating to financial and internal control, accounting policies, reporting and disclosure;
- review at least annually of the internal auditor's assessment of risks and approval of the internal audit plan to ensure that audits are appropriately conducted to mitigate the risks identified;
- internal and external policies;
- activities, scope, adequacy and effectiveness of the internal audit function and audit plans;
- assessment of all areas of financial risk and the management thereof;
- review and approval of external audit plans, findings, problems, reports and fees;
- after due deliberation and discussion with the external auditors, recommending the annual financial statements to the finance committee;
- following up on a regular basis that all items raised in the annual audit management letter and interim internal audit reports are addressed and that actions previously taken to address these issues are still in place and effective – including points raised in previous reports and deemed to have been previously resolved, so as to ensure that the problem has not recurred;
- approving financial policies and any changes thereto;
- is responsible for ensuring that policies are in place to ensure the protection of the University's assets from loss or unauthorised use;
- compliance with the Code of Corporate Practices and Conduct;
- compliance with the HEI's Code of Ethics; and
- compliance, as far as practical, with the recommendations of King III.



**Mr EC Kieswetter**  
**Chairperson: Audit- and Risk Management Committee**

## **2.2 Council – Council Committees**

### **2.2.1 Audit and Risk Management Committee**

#### **CHARTER OF THE AUDIT AND RISK MANAGEMENT COMMITTEE** **(Approved by Council 3 June 2011)**

##### **1. NAME**

The committee is known as the AUDIT AND RISK MANAGEMENT COMMITTEE OF THE UNIVERSITY OF THE FREE STATE.

##### **2. STATUS**

- 2.1 The Audit and Risk Management Committee functions as a separate committee of the University Council.
- 2.2 The Audit and Risk Management Committee is formally instituted by the Council, which ratifies its charter.

##### **3. OVERALL PURPOSE/ OBJECTIVES**

The committee has the following goals, among others:

- 3.1. Assisting the Council in fulfilling its role in corporate governance.
- 3.2. Facilitating effective working relationships between the Council of the University, the Rectorate, and the external and internal auditors.
- 3.3. Reviewing the financial statements and considering all factors and risks that may affect the integrity of the statements.
- 3.4. Considering the need for summarised information and engaging external auditors to provide assurance on the summarised results.
- 3.5. Reviewing its own Code of Business Conduct, the system of internal control, the management of all financial risks, information systems, accounting practices, the University's processes for monitoring compliance with laws and regulations (where applicable), and the University's auditing processes.
- 3.6. Ensuring that each committee member understands the detailed responsibilities of committee members as well as the institution's business, operations and risks in order to perform his or her duties effectively.

#### **4. COMPOSITION**

- 4.1 The Audit and Risk Management Committee consist of a minimum of four Council members and a maximum of six. Committee members may not be full-time staff members or students.
- 4.2 The majority of these members must be financially literate. The committee as a whole should have a thorough understanding of the complexities of International Financial Reporting Standards (IFRS), South African Statements of Generally Accepted Accounting Practice (GAAP), Global Reporting Initiative (GRI) standards and any other financial reporting frameworks and policies and procedures of the UFS.
- 4.3 The Audit and Risk Management Committee is appointed by the Council.
- 4.4 The chairperson of the Audit and Risk Management Committee is appointed by the Council and should not be the chairperson of the Council.
- 4.5 The Council reserves the right to remove any members from the committee and to fill any vacancies created by such removal.
- 4.6 Meetings of the Audit and Risk Management Committee, as arranged by the chairperson, may be attended by representatives of the external auditors, the executive committee and its officers, and the internal auditor.
- 4.7 If the chairperson of the Audit and Risk Management Committee is absent from a meeting, the members present will appoint a chairperson from among themselves.
- 4.8 The University of the Free State will manage the secretarial duties related to Audit and Risk Management Committee meetings.
- 4.9 The Audit and Risk Management Committee meets on a regular basis, with a minimum of two meetings per year. The committee determines the dates of meetings, taking into consideration the dates on which interim and final reports of the external auditors become available.
- 4.10 Special meetings may be called as follows (after consultation with the chairperson):
- \* with the Council or any member thereof;
  - \* with members of the committee;
  - \* with the external auditors; and/or
  - \* with the internal auditor.
- 4.11 Minutes will be kept of meetings and reports submitted to Council as soon as possible after the conclusion of the meeting.
- 4.12 A minimum of three members of the Council must be present at a meeting to form a quorum.

4.13 Matters are decided by a majority of votes and, should a tie of votes occur, the chairperson does not have a casting vote.

## **5. AUTHORITY**

5.1 The Audit and Risk Management Committee, under direction of the Chairperson, as authorised by the Council, has the power:

5.1.1 to conduct interviews with other Council members, the executive committee, executive officers, advisers or staff members of the University;

5.1.2 to liaise directly with the external and/or internal auditors;

5.1.3 to carry out such investigations as may be considered necessary and to obtain advice from external experts;

5.1.4 to co-opt suitable persons to serve on the Audit and Risk Management Committee when specific expertise is required; and

5.1.5 to seek any information from external parties.

5.2 The Audit and Risk Management Committee

5.2.1 may lay claim to reasonably affordable resources required to perform its duties properly; and

5.2.2 has access to records and information belonging to the University.

5.3 Vacancies

5.3.1 If a vacancy occurs on the Audit and Risk Management Committee, the Chairperson of the Audit and Risk Management Committee must inform the Council without delay.

5.3.2 The Council must fill the vacancy on receipt of such notification, or within a reasonable period thereafter.

## **6. ROLES AND RESPONSIBILITIES**

The basic roles and responsibilities of the Audit and Risk Management Committee include the following:

### **6.1 External audit matters**

- 6.1.1 Making recommendations to the Council regarding the appointment, reappointment and removal of external auditors. The recommendations should be based on an assessment of the firm and individuals' qualifications, expertise, resources, effectiveness and independence.
- 6.1.2 Making recommendations to the Council regarding the external auditors' terms of engagement and remuneration. The committee should satisfy itself that the fee payable is commensurate with the auditors' ability to conduct an effective audit.
- 6.1.3 Assessing the scope of the proposed audit and the way in which the external audit will be approached, as well as ensuring that all critical risk areas will be addressed in an effective manner.
- 6.1.4 Defining a policy (for Council approval) about the terms under which the external auditors may perform non-audit services, and the nature and extent of such services.
- 6.1.5 Ensuring that the annual financial statements contain a description of non-audit services rendered by the external auditor, including their nature and quantity.
- 6.1.6 Verifying and evaluating the effectiveness of the external auditors' performance.
- 6.1.7 Ensuring that the external audit is not limited or handicapped in any way.
- 6.1.8 Reviewing and monitoring, on an annual basis, the external auditors' independence and objectivity, and the effectiveness of the audit process. Rotation of individual engagement partners enhances actual and perceived independence.
- 6.1.9 Considering the acceptability of materiality levels (for the purpose of making decisions) applicable to the scope of audit procedures and the errors that have to be reported.
- 6.1.10 Recording the dates on which reports must be handed in and annual financial statements and other applicable requirements have to be finalised.
- 6.1.11 Identifying steps that must be taken to remain aware of problems encountered in the previous year in order to avoid doing unnecessary auditing work.
- 6.1.12 Considering the following aspects:
  - (i) The effectiveness of internal accounting controls as identified during the external audit and the management's follow-up.
  - (ii) Significant differences of opinion between the external auditors and the management.
  - (iii) Any material unsolved accounting and audit problems identified during the external audit.

- (iv) Changes in the scope or approach of the external audit in response to changing circumstances or problems experienced, seen against the background of the original audit plan.
- 6.1.13 Reviewing the audit results (after completion of the audit) as well as the quality and contents of the financial information presented, before issuing the annual financial statements, and submitting a report in this regard.
- 6.1.14 Ensuring that management responds to recommendations by the external auditors. The Audit and Risk Management Committee may request management, during committee meetings, to report on the progress they have made and/or their reaction with regard to the recommendations of the external auditors. During committee meetings, the Audit and Risk Management Committee may also request the external auditors to indicate whether they are satisfied with management's progress/reaction with regard to their recommendations.

## **6.2 Financial reporting**

### **6.2.1 General**

- (i) Satisfying itself about the expertise, resources and experience of the finance function, with particular focus on the senior members of management responsible for the financial function.
- (ii) Identifying important risks to which the University is exposed and confirming that the internal control systems are adequate and functioning effectively.
- (iii) Paying attention to any fraud, illegal acts, deficiencies in internal control or other similar issues, in co-operation with the internal and external auditors.
- (iv) Reviewing of significant accounting and reporting requirements, including recent professional and regulatory pronouncements, and understanding their impact on the financial statements.
- (v) Querying management and the internal and external auditors about significant risks and exposures and the plans to minimise such risks.
- (vi) Reviewing any legal matters that could have a significant impact on the financial statements.

### **6.2.2 Annual financial statements**

- (i) Reviewing the integrity of the annual financial statements and determining whether they are complete and consistent with the information known to committee members; assessing whether the financial statements reflect appropriate accounting principles.
- (ii) Evaluating the judgements and reporting decisions made by management. These include changes in accounting policies, decisions requiring a major element of judgement and the clarity and completeness of proposed disclosures. Explanations must be obtained from management on the accounting for significant or unusual transactions, and the views of the external auditors must be taken into account in these instances.

- (iii) Paying attention to complex and/or unusual transactions, such as restructuring charges and derivative disclosures.
- (iv) Focusing on judgemental areas, for example: areas involving valuation of assets and liabilities; warranty, product or environmental liability; litigation reserves; and other commitments and contingencies.
- (v) Meeting with management and the external auditors to review the financial statements and the results of the audit.
- (vi) Reviewing the other sections of the annual report before its release and considering whether the information is understandable and consistent with members' knowledge about the institution and its operations.

### **6.2.3 Internal auditing matters**

- (i) Internal audit function in fulfilling its duties.
- (ii) Ensuring that the internal audit function is independent and has the necessary resources.
- (iii) Reviewing the activities and organisational structure of the internal audit function and ensuring that no unjustified restrictions or limitations are imposed.
- (iv) Evaluating the suitability, qualifications and abilities of the internal auditing staff and concurring in the appointment, replacement, reassignment or dismissal of the internal auditor.
- (v) Providing a forum for direct reporting of the internal auditor's findings.
- (vi) Evaluating the efficiency and effectiveness of the internal audit function and submitting reports to the Council on internal audit's assessment of the adequacy of internal controls.
- (vii) Meeting separately with the internal auditor or discussing any matters that the committee or auditors believe should be discussed in private.
- (viii) Ensuring that significant findings and recommendations made by the internal auditors are received and discussed on a timely basis.
- (ix) Ensuring that management responds to recommendations made by the internal auditors.
- (x) Overseeing cooperation between the external and internal auditors to avoid overlapping of audit functions.

#### **6.2.4 Risk management** ***Financial reporting and risks***

- (i) Overseeing financial and risk management controls, and ensuring that the controls:
- provide guidance that embeds internal controls in the processes and evolves to remain relevant over time;
  - follow a risk-based approach; and
  - consider not only the likelihood of all risks materialising, but also the costs of operating certain controls relative to the benefit of managing these related risks, i.e. the cost and integrity benefit analysis.

#### ***Reviewing of internal controls***

- (ii) Overseeing/protecting the integrity of the UFS's financial information. This is an integral part of the responsibilities of management to ensure that an internal control system had been designed sufficiently and that it is functioning effectively.

Management should at least annually submit a written assurance to the Audit and Risk Management Committee on the internal control measures in place.

- (iii) Tasking internal audit to perform the above-mentioned review, if necessary. The Audit and Risk Management Committee should determine the nature and extent of the review of internal financial controls to be performed by management.
- (iv) Reaching a conclusion and reporting annually to the Council on the effectiveness of the UFS's internal controls. The Audit and Risk Management Committee should holistically consider all information brought to its attention, including communications with and reports from internal audit, other assurance providers, management and the external auditors.
- (v) Submitting reports to the Council about control problems and other inadequacies that resulted in actual material loss, including fraud and/or material errors. These issues should also be included/mentioned in the statement by the Council.

#### ***Fraud risks***

- (vi) Reviewing arrangements made by the UFS to enable employees and outside whistle-blowers (including customers and suppliers) to submit confidential reports about possible improprieties related to financial reporting, non-financial issues and/or compliance with laws and regulations that may have a direct or indirect effect on the UFS.
- (vii) Ensuring that the UFS has appropriate arrangements in place for the balanced and independent investigation of whistle-blowing reports and for taking any action necessary as a result of such reports.

- (viii) Being aware of any amendments to the UFS's Code of Conduct as it applies to financial reporting, and satisfying itself that management monitors compliance with the Code of Conduct.
- (ix) Considering matters that may result in material misstatements in financial statements due to fraud.
- (x) Receiving and dealing appropriately with any complaints (whether from within or outside the UFS) related to the accounting practices and internal audit of the UFS, the content or auditing of its financial statements, and/or any relevant matter.

### ***Information technology (IT) risks***

- (xi) Considering IT risk as a crucial element of risk management at the UFS.
- (xii) Playing an oversight role regarding:
  - IT risks and controls;
  - business continuity and data recovery related to IT; and
  - information security and privacy.

### ***Other Responsibilities***

- (xiii) Oversee the development and annual review of a policy and plan for risk management to recommend for approval to Council.
- (xiv) Monitor implementation of the policy and plan for risk management taking place by means of risk management systems and processes. Ensure that the plan is integrated in the day-to-day activities of the University and that risk management is performed on a continuous basis.
- (xv) Make recommendations to Council concerning the University's levels of tolerance and appetite for risk.
- (xvi) Ensure that management considers and implements appropriate risk responses.
- (xvii) Review and approve the University's recovery plan annually.
- (xviii) Express the committee's formal opinion to Council on the effectiveness of the system and process of risk management.
- (xix) Review reporting concerning risk management that is to be included in the integrated report for it being timely, comprehensive and relevant.
- (xx) Perform other activities related to risk management as requested by Council.

### **Reporting to the Council**

Reporting to the Council on how it (i.e. the Audit and Risk Management Committee) is fulfilling its duties. It should include a report on the discharge of its responsibilities, and as a minimum, it should do the following:

- (i) update the Council about committee activities and make appropriate recommendations on a regular basis;

- (ii) ensure that the Council is aware of matters which may significantly influence the financial condition or affairs of the institution, and the accounting practices and effectiveness of the internal controls of the University;
- (iii) draw up a statement to indicate whether or not the Audit and Risk Management Committee is satisfied that the auditor is independent;
- (iv) perform other oversight functions as requested by the full Council;
- (iv) institute special investigations, if necessary, and hire special counsel or experts to provide assistance, if appropriate;
- (v) review and update the charter; receive approval of changes from the Council; and
- (vi) evaluate the Committee's own performance on a regular basis.

## COMMITTEE WORK PROGRAMME AND SELF-EVALUATION GUIDE:

The Audit and Risk Management Committee can use this form from time to time to determine whether they are meeting all their responsibilities. This form provides best practice guidelines and identifies the persons who should be involved.

**Please indicate whether practices are being followed (yes or no). Also list the follow-up steps if any are applicable.**

<b>Points refer to charter</b>	Also involved	Applied in practice? Yes/No Not applicable	Follow-up steps if necessary
<b>2. STATUS</b>			
The Council established the Audit and Risk Management Committee, which functions as a separate subcommittee of the Council.	Council		
The Council approves the charter of the Audit and Risk Management Committee, and reviews and adjusts it from time to time, if necessary. These adjustments are also approved by the Council.	Council		
The Committee's work is guided by a written charter, which outlines the applicable tasks and responsibilities.			
<b>4. COMPOSITION</b>			
The size of the committee is commensurate with the size of the University. (Between three and six members are optimal, excluding representatives of management.)	Council		
[Most of the] [All the] committee members are independent from management.	Council		
Committee members are appointed by the Council.	Council		
Period of service/membership is at the discretion of the Council, but continuity is given due consideration while the committee is in the process of obtaining a fresh	Council		

perspective.			
<b>5. AUTHORITY</b>			
The Council authorises the committee to obtain any information from any councillor, member of management, employee, external or internal auditor, or outside party.	Council		
The Council authorises the committee to obtain advice from skilled external sources and to co-opt suitable candidates, if necessary.	Council		
The Council has sufficient resources to enable it to fulfil its duties and responsibilities.	Chairperson of the committee		
<b>Membership</b>			
The experience and qualifications of Committee members are commensurate with the duties of the Committee, and the members have the ability to understand financial statements.	Council/ Chairperson of the committee		
From time to time, the Council reviews the mixture of experience and capabilities in the committee to ensure that a proper balance is being maintained.	Council/ Chairperson of the committee		
New committee members receive sufficient background information and training to enable them to adequately execute their tasks and meet their responsibilities.	Chairperson of the committee/ committee secretary		
<b>6. ROLES AND RESPONSIBILITIES</b>			
The following section of the guide can serve as an annual work plan.			
<b>External audit</b>			
Evaluating the external auditors' proposed audit scope and approach. Enquiring about the reasons for changing the audit plan.	External auditors		
Checking and evaluating the effectiveness of the work done by the external auditors.	External auditors		

Evaluating the adequacy of the audit procedures to determine if procedures are included for testing controls and controlling accounting records.	External auditors		
Ensuring that the external auditors are not restricted or handicapped in any way.	External auditors		
Enquiring about the degree of coordination between the work of the external auditors and the internal audit function to ensure that it is sufficient in the current circumstances.	External auditors/Internal audit		
Meeting regularly with the external auditor in private.	External auditors		
Giving feedback on the reports of the external auditor to management and ensuring that management reacts to these findings.	External auditors/Management		
Considering the independence of the external auditors, taking into account the plans of management to use the audit firm during the year for other services, and taking into account the type of services that will be rendered and the estimated costs.	External auditors/Management		
Considering the acceptability of the materiality levels that would be applied when deciding about the scope of audit procedures and the level of errors that will be reported.	External auditors		
Being aware of the deadlines for the submission of reports and the finalisation of financial statements and other applicable requirements.	External auditors/Management		
Identifying steps that should be taken to avoid problems that occurred in the previous year to prevent unnecessary auditing work.	External auditors/Management		
Considering the effectiveness of the internal accounting controls as identified by external audit as well as the applicable follow-up procedures.	External auditors/Rector		
Considering any considerable differences between the external auditors and the Rector.	External auditors/Rector		
Considering any material unsolved accounting and audit problems identified during the external audit.	External auditors/Management		

Considering the appointment or reappointment of the external auditors, taking into account the budgeted audit fees. Making recommendations to the Council.	Council		
<b>Internal control</b>			
Evaluating the policies and procedures implemented by executive management to ensure that the accounting and internal control systems are functioning properly.	Management		
Identifying the important risks to which the University are exposed and ensuring that the applicable internal controls are adequate and functioning properly.	Management		
Evaluating the shortcomings identified in the account and internal control system, as well as the steps taken by management to rectify these shortcomings.	Management		
Monitoring the ethical behaviour of the Rector.	Rector		
Monitoring the control measures applicable to electronic data processing and computer security to determine if these measures have been reviewed.	Management/IT Department		
Working with the internal and external auditors to make recommendations about the shortcomings of internal controls and the efficiency of the internal control system.	Management/ internal audit/ external auditors		
Monitoring to see if the recommendations by the internal and external auditors about internal controls have been executed by management.	Management/ external auditors		
Meeting with the legal advisor of the University to discuss legal aspects that may have a significant impact on the financial statements of the University.	Legal advisor		
<b>Financial reports</b>			
Determining whether financial statements are complete and in accordance with the information available to the Committee.	Management		
Judging whether the financial statements comply with	Management		

generally accepted accounting practices and other prescriptions followed during the compilation of the financial statements.			
Reviewing of the audit results and the quality and contents of the financial information presented prior to the issuing of the financial statements after completion of the audit review, and submitting a report in this respect to the Council for consideration at a meeting where the financial statements will be approved.	Management		
Compiling a summarised annual report about the activities of the Audit and Risk Management Committee during the year, the recommendations made and decisions taken by the committee, and submitting this report to the Council prior to the approval of the annual financial statements.	Management		
Querying management and the external auditors about the effectiveness of the accounting principles followed by the University and changes in accounting principles.	Management/ external auditors		
Focusing, for instance, on the valuation of assets and liabilities, large accounting accruals, reserves or other estimates done by management that will have a material impact on financial statements.	Management		
Focusing on complex and/or unusual transactions.	Financial services		
Querying management and the external auditors about any accounting or reporting matters and their resolution.	Management/ external auditors		
Judging if the other information in the financial year-end report is clear and in accordance with the information in the financial statements.	Management/ external auditors		
Making preliminary announcements, and producing interim statements and analyses.			
Reviewing management's reaction to the preliminary results, and the interim reports and analyses. Determining the extent of the involvement of the external auditors.	Management/ internal audit/ external auditors		

Judging the preliminary results and interim financial statements prior to release.	Management/ external auditors		
<b>Internal audit</b>			
Reviewing the activities and structure of internal audit and approving the charter of internal audit.	Internal audit		
Evaluating personnel provision and training as well as the budget of the internal audit function.	Internal audit		
Supplying a forum for direct reporting from the internal auditor.	Internal audit		
Evaluating the effectiveness and efficiency of the internal audit function.	Internal audit		
Ensuring that internal audit is actively involved in the financial reporting process.	Internal audit		
Reviewing the internal audit plan with the internal auditor, especially with regard to involvement in control systems and the drafting of financial reports.	Internal audit		
Looking at the changed internal audit plan.			
Looking at internal audit's findings and ensuring that management reacts to these findings.	Internal audit/ Management		
Meeting regularly in private with the internal auditor.	Internal audit		
<b>Performance audit</b>			
Judging the measures and procedures for ensuring economic, efficient and effective management.	External and internal audit		
Reviewing the findings of the internal and external auditors concerning the performance audit.	External and internal audit		
Reviewing the reporting in the financial statements on economic, efficient and effective utilisation of the University's resources.	External and internal audit		
<b>Complying with laws and regulations</b>			
Evaluating the procedures used by management for	Management		

monitoring compliance with laws and regulations at the University. If another committee of management is doing this evaluation, the implications of applicable laws and regulations for financial statements should be considered.			
Evaluating (with the assistance of management and the legal advisor) the findings of any regulation-related investigations and considering the implications thereof for the financial statements.	Management/ legal advisor		
<b>Complying with the Code of Conduct</b>			
Evaluating, from time to time, the programme for monitoring compliance with the Code of Conduct implemented by management.	Management		
<b>7. FUNCTIONING OF THE AUDIT AND RISK MANAGEMENT COMMITTEE</b>			
<b>Meetings</b>			
Meeting on a regular basis, at least twice a year. The dates of the meetings are determined by the committee, taking into consideration the dates on which the interim and final reports of the external auditors will be available.			
Convening special meetings, if circumstances require it.			
Drawing up agendas for the meetings in writing.	Secretary		
Sending out agendas prior to the meetings taking place, with sufficient background information on the items listed on the agenda. This enables committee members to prepare for the meetings.	Secretary		
Recording all the proceedings/decisions of the meetings (i.e. keeping minutes).	Secretary		
Providing regular feedback to the Council on the	Council		

committee's activities.			
<b>Maintaining quality</b>			
Ensuring that the committee has sufficient resources for the execution of its duties and responsibilities.	Chairperson of the committee		
Paying attention to the continuing training needs of Committee members.	Chairperson of the committee		
Evaluating the efficiency of each of the individual committee members (which is done by the chairperson).	Chairperson of the committee		
Evaluating the performance of the committee, from time to time.	Chairperson of the committee		

**Sources:**

1. Charter of the Audit and Risk Management Committee
2. Audit and Risk Management Committee – good practices for meeting market expectations (PricewaterhouseCoopers)

**2.2.2 Finance Committee**

Management judged the importance of decision making on budgeting of such significance that the executive management recommends budgetary decisions directly to Council. Council is fully involved in budgetary decision making.

The Audit and Risk Management Committee assesses financial statements from a risk perspective.

**2.2.3 Remuneration Committee**

The Remuneration Committee of Council for Senior Staff has been reconstituted to comply with the requirements of King III. The Committee met once during 2011, on Friday 18 November 2011, to deliberate on and approve merit bonuses to senior personnel.

**2.3 Statement on conflict management**

Refer to par 2.4 below.

**2.4 Statement on employee and student participation****(a) Employee participation**

The UFS has entered into formal recognition agreements with UVPERSU (the majority union) and NEHAWU. Monthly meetings were held between the Labour Relations Divisions and with the unions individually. Exco of Executive Management also meets both unions separately on a quarterly basis.

Employee participation is further encouraged throughout the infrastructure and systems, committees, etc. by representation in various formal structures, i.e. the Gender Committee, Institutional Forum, Employment Equity Committee, Executive Management and Council.

**(b) Student participation**

One member of the Central Students' Representative Council is a full member of the University Council and of Senate. Students and trade unions are also represented on the Executive Management, the Institutional Forum and the Monitoring Committee (an ad hoc committee that deals with requests for late registration by individual students, and which is empowered to extend registration dates for individual students).

## **2.5 Statement on code of ethics/code of conduct**

This code has been formulated to promote the highest ethical and moral standards and to foster an understanding of the conduct expected from staff. The role of the University is to create, preserve, transmit and apply knowledge and understanding through teaching, research, creative works and other forms of scholarship. In carrying out this role, the University reaffirms its commitment to the values. Staff members should be aware that breaches of aspects of this Code may fall within the scope of improper conduct and could therefore result in disciplinary action being taken.

### **3. SENATE REPORT TO THE COUNCIL**

#### **3.1 Composition of the Senate**

- Rector and Vice-Chancellor (Chairperson)
- Vice-rectors
- Registrar
- Two members of the Council elected by the Council
- The deans of the faculties
- The full professors of the University
- Academic employees (two representatives of the Lectorate and one (1) representative of the associate professors)
- Administrative employees (in advisory capacity)
- Two members of the Central Students' Representative Council elected by the CSRC

#### **3.2 Significant developments and achievements**

##### 3.2.1 Instruction

#### **A. STRUCTURES THAT SUPPORT TEACHING AND LEARNING**

Again, this year, as in the past, this part of the report reflects ongoing teaching and learning initiatives as an outcome of the UFS's Teaching and Learning Plan (TLP). It will mainly focus on three areas, firstly teaching and learning enhancement initiatives, secondly, special projects and lastly a précis of initiatives which support the UFS's valuing of excellence in teaching.

#### **I. Teaching and learning enhancement initiatives**

In terms of teaching and learning enhancement initiatives the academic development of lecturers, national and international collaboration and responding to students' feedback will be reported on.

##### **a. Academic development of lecturers**

The purpose of the academic development of lecturers on both the Main and Qwaqwa campuses was to create access to teaching and learning theories through two formal credit-bearing short learning programmes (SLPs), a 20-credit module as part of a structured Master's degree in Higher Education Studies (HES), and various workshops. A brief outline of the three formal programmes and a list of the workshops presented are provided.

- **Short Learning Programme on the Assessment of Learning in Higher Education**

Lecturers were provided with the opportunity to either enrol for the Short Learning Programme on the Assessment of Learning in Higher Education (SPALHE) or a module in the HES programme on advanced diploma level. Both these offerings provided information on key concepts in and guidelines for the assessment of student learning, as well as different forms, methods, instruments and tools with regard to student assessment in higher education. The major goal was to improve lecturers' assessment practice and make it more effective to contribute to enhanced student learning. Well over 300 academics have undergone the assessor training over the last five years.

- **Short Learning Programme on the Facilitation of Learning in Practice**

The focus of the Facilitation of Learning in Practice (FLIP) SLP was to explore the quality of the whole learning experience and to contribute to a more successful learning environment and outcome for students. The module was practically orientated and consists of teaching related tasks and activities that enhance the understanding of contemporary teaching-related decisions in the academic staff member's own particular field. Eleven lecturers from the Bloemfontein Campus and 21 from the Qwaqwa Campus from various faculties enrolled for the SLP. Seventeen successfully completed the programme over the last three years.

- **Magister Artium in Higher Education Studies**

A 20-credit module, Learning Design and Learning Facilitation (HES720) on NQF Level 9, was also offered as an academic development initiative. The module is organised into four topics, which focus on aspects important for lecturers who wish to enhance their teaching and their students' learning. These four aspects are: a theoretical framework for teaching-learning facilitation in higher education; the constructivist theory of learning; contexts for effective teaching-learning and analysing and improving teaching-learning practices. Twelve lecturers were involved in the module.

**b. Workshops presented**

Various institutional and invitational workshops were presented by the Directorate for Institutional Research and Academic Planning (DIRAP), as part of the initiatives to enhance teaching and learning at the University. Those presented institutionally were the following:

- **January 2011: Academic introduction session for newly appointed lecturers.**

This session introduced newly appointed academics to good teaching practices and principles. It included how to effectively support and guide students into an academic environment, learning material design and development, assessment practices, programme design and the use of emerging technologies to enhance students' learning.

- **February 2011: Workshop for Kimberley facilitators and other academic and non-academic staff involved in the University Preparation Programme (UPP).**

The workshop theme was student-centred teaching and learning and focused specifically on how to promote an understanding of our unique and diverse student population and to support the designing, developing and delivering of active learning experiences for students.

- **April 2011: Workshop for Bloemfontein Campus facilitators and other academic and non-academic staff involved in the UPP.**

The workshop theme was innovative assessment and focused specifically on how to design assessment tasks that provide a driving force for learning.

- **May 2011: Faculty of Law, teaching and learning summit.**

The summit focused on the facilitation of learning based on strategic enquiry addressing the faculty's greatest assets and best possible opportunities that can be exploited to enhance student success rates at the UFS.

- **July 2011: Department of Afrikaans, student-centred teaching and learning.**

The session focused on how to create and design a relevant teaching and learning experience for students who are not fully prepared for the high demands of higher education.

- **July 2011: Qwaqwa Campus, effective assessment practices.**

The session focused on informal and formal formative assessment, question and answer practical tips and formative feedback to students.

- **November 2011: Faculty of Law, teaching and learning enhancement session.**

The design of study material, the writing of learning outcomes and the principles of assessment were presented and facilitated.

The invitational workshops created valuable opportunities for lecturers to gain an informed insight into other universities' teaching and learning matters which led to a better understanding of the complexities involved in teaching a diverse population of students. The following workshops were presented:

- **June 2011: Academic Development and Support (ADS), North-West University's Seminar Vaal Triangle Campus: Innovative teaching strategies in higher education.**

The participants included 20 faculty deans and school directors as well as 48 lecturers. The workshop mainly focused on how engaged learning could alleviate the negative impact of higher education underpreparedness.

- **September 2011: Division for Institutional Planning and Quality Promotion (DIPQP), University of Johannesburg Auckland Park Kingsway Campus, Johannesburg.**

The workshop was initiated because staff experienced a need to enhance their presentation skills first in a scientific context (as in delivering a paper at a university congress) and secondly in a more general context, where it is simply about making 'a presentation' to an audience (not necessarily linked to a congress or conference). Various presentation tips and pitfalls formed part of the session.

- **September 2011: South African Association for Health Profession Educationalists (SAAHE) Central Region, “The Ethical Teacher” symposium, Central University of Technology campus in Bloemfontein.**

The workshop addressed universities’ need to address the controversial issue of plagiarism, as well as broader issues of academic integrity, to maintain public confidence in the reputation of the institution, our courses and the quality of our graduates.

**c. National and international collaboration**

In terms of both national and international collaboration, the University has undertaken initiatives to strengthen connections and as an intended outcome to advance insight into teaching and learning practices. On a national level it included the Higher Education Learning and Teaching Association of Southern Africa (HELTASA) academic development leaders forum, special interest group (SIGs) and on an international level, the Association of Commonwealth Universities Management Benchmarking Programme for 2011. International learning and teaching experts, who have collaborated with DIRAP in presenting various workshops and sessions on critical matters identified by UFS’s lecturers, also formed part of attempts to improve teaching and learning at the UFS. On a national level this was:

- **The academic development leaders forum, special interest group**

Special interest groups (SIGs) are an important part of the Higher Education Learning and Teaching Association of Southern Africa (HELTASA). These groups enable academics with shared areas of interest to come together to discuss developments in the field of higher education, policy changes, personal experience and joint concerns. The 2011 Academic Development Leaders SIG meeting held at the UFS in April 2011 included various members from academic planning units from 12 of the 23 universities.

The teaching development focus of the meeting was ‘The Developer’s Professional Identity and Role’. The motivation for this focus was that leaders in academic development face pressures of how to ensure academic quality, efficiency and effectiveness in a rapidly changing academic environment. The core question raised and discussed was: “What expertise is required for leadership in academic development and how may these position holders and those aspiring to the role best develop their own professional competencies, identity and role.” A need to empower young academics and the development of strategies for experienced academics to lead young and upcoming academics were identified since the replacement of academic staff and attracting young black South Africans as academics is a matter of concern.

The forum sees its future commission as to develop expertise through the understanding and defining of what academic development is, the broadening of the knowledge base, knowing what the theories of teaching and learning are, creation of a policy, the conceptualisation of the national and international environment, managing/coordinating/training academics and developing a formal programme. To provide the basis and expertise as well as to increase the pool of knowledge in academic development the development of a postgraduate diploma in academic development was suggested. The expertise required for leadership in academic development might also determine what a qualification in academic development should include. Firstly, it should involve knowledge of higher education, knowledge of a related or disciplinary area and should address a range of know-how relating on two levels, namely teaching and learning knowledge and expertise

discourse as well as specific academic expertise (language and academic literacy). Academics need to be trained to obtain a wider view of teaching and learning, managerial skills, consulting and advising, strategic leadership and how it is different from management. The upcoming teaching and learning review was seen as a driver in promoting good practices.

The international initiatives included:

- **The Association of Commonwealth Universities Management Benchmarking Programme for 2011**

As part of the teaching development initiatives, a member of DIRAP represented the UFS at the 2011 Association of Commonwealth Universities (ACU) Management Benchmarking Programme. This programme provided a mechanism for participants to compare their key management processes with those of other institutions. The aims were to help participants to identify areas of strength and weakness within the management process of their own university and to provide a mechanism for capturing best management practices as they develop worldwide. The focus was on finding, adapting and adopting best practices. The focus area most applicable to teaching development was what the university understands within its strategic thinking to be the challenges associated with access to higher learning at the present time, and looking forward, and how does it resolve to address such challenges? This experience has provided a great deal of useful insight into the ways in which different universities approach similar problems, deal with externally changing circumstances, and seek to improve their effectiveness.

- **International teaching and learning experts**

The UFS inevitably experienced a rapid increase in student enrolment, from 14 000 in 2001 to 31 000 in 2011. With the trend of large classes fast increasing and the concomitant challenges for teaching academics, a specific teaching development need was identified regarding effective large class teaching. It became important to train staff in pedagogical and other skills to deal with these large cohorts of students. Short sessions in faculties, workshops and an international expert formed part of our initiatives to assist those lecturers who are responsible for teaching large classes to effectively use large class teaching techniques for optimal student learning.

Dr Barbara Grant, from the Centre for Academic Development at the University of Auckland, New Zealand, visited the UFS in April 2011. Her expertise includes the major theoretical and cultural questions about the nature of teaching and learning during the supervisory process for doctoral students, the pedagogy of graduate supervision with a specific focus on the relationship between supervisor and student, the reshaping of academic development for changing expectations in higher education and large class teaching. She presented *Large Class Teaching* sessions on perspectives on learning/teaching strategies and the logistics of large class management on both the Bloemfontein and Qwaqwa Campuses.

Prof Peter Rosseel, Visiting Professor at the University of Leuven in Belgium, EMS Professor at the EHSAL Management School in Brussels (HU Brussels), Extraordinary Professor at the UFS, presented a two-day workshop on the Qwaqwa Campus. The participants were mainly Qwaqwa lecturers but also included two members from the campus's management team. The themes included were resistance to change, how to remain motivated in the ever-changing higher education environment, and creating a powerful learning

environment at the University. These themes addressed various teaching development needs raised by lecturers on the campus.

## **II. Special projects**

Special projects undertaken included mobile learning, student tracking, a Deputy Vice-chancellor: academic student forum, a lecture video capture unit and a pilot that investigated the impact of compulsory class attendance on student success rates. A brief description of these projects follows.

### **a. Mobile learning**

Mobile learning (ML) or M-learning has become the gateway to many of our students to learn content using different forms of delivery that do away with geographical boundaries. This involves the use of mobile phones for the delivery of small bites of academic content, quizzes, audio and video. ML, based on sound teaching and learning principles and practices, has the potential to fill an important gap in the UFS's efforts to improve throughput rates through the creation of engaged learning experiences. The outcomes of ML to improve students' learning at the UFS are based on four niche areas, namely content, audience response system, information and formative assessment. Currently the ML pilot project is growing into a more mature educational tool. The UFS is currently one of the leading universities regarding the rollout of ML. Universities such as Wits and the US, Jörn Schultz, working in the Ethiopian Engineering Capacity Building Program (ECBP), and the Midrand Graduate Institute all showed an interest in the way the UFS has rolled out ML.

### **b. Student tracking**

Another TDG-funded project was the student performance tracking system that was developed and implemented in April and October of 2010 and 2011 with positive results. Progress reports were sent to newcomer first-year and second-year students on the Bloemfontein Campus and first-year students on the Qwaqwa Campus (6928 in April and 8470 in October). This was seen as a concrete initiative to create an early warning system to identify students who are at risk academically and consequently to contribute towards improving student performance patterns at the UFS.

### **c. DVC: Academic student forum**

The establishment of a teaching-learning related student forum is considered by the UFS as a concerted effort to provide a platform on which major barriers to academic success, based on student perspectives, can be explored. The group consisted of students both on and off campus from various academic and non-academic domains namely, that of the interim Student Representative Council (SRC), residence committees, as well as students from the different faculties. The aim of the session was to obtain input from these students on the type of changes that could be implemented on campus to improve teaching and learning, thereby improving throughput rates at the UFS. The following points were raised and are currently receiving attention:

- the negative impact of over-capacitated venues on students' learning;
- the waiting time for study material;
- the lack of learning spaces and computer access in residences;

- the quality of teaching practices;
- campus facilities, and
- important regulations which students are not familiar with.

#### **d. Audiovisual production unit**

To increase students' success rates the UFS explored various forms of technology to facilitate student access to teaching and learning content, in efforts to create more effective learning environments. The aim of these video recordings of important academic presentations and guest lectures by experts integrated with the learning process is to benefit the students. While progress is being made the facility is still in its developmental phase and additional funds are sought to complete the physical infrastructure of the unit.

#### **e. Compulsory class attendance pilot project**

The University has its own set of challenges, such as our low throughput rate, which was in the forefront of our attention during 2011. In an effort to create and instil a learning culture in our students the impact of compulsory class attendance was investigated as a variable for increasing success rates. The outcome of the pilot showed that compulsory class attendance, as an important determinant of academic success, was found to be statistically significant for the 2011 first semester modules. In some instances where an increase in student numbers coincided with a downward drift in student success rates, it appears as if compulsory class attendance counteracted the expected inverse negative effect to some extent. In general though, the investigation supports the idea that compulsory class attendance positively influenced student success rates in the 20 modules investigated. However, with the complexity underlying teaching and learning, our diverse student populations, student retention and success, it is seen as a resource to be developed further.

### **III. The UFS's valuing of excellence in teaching**

The UFS has created awards to celebrate excellence in teaching and the scholarship of teaching and learning (SoTL). Through its vision, mission and values, its strategic priorities, and as a direct response to its aspiration to maintain the highest standards of teaching and learning the UFS acknowledges that it is imperative to create reward structures that validate this commitment. Since good undergraduate teaching is the University's economic lifeblood, an institution-wide "culture of teaching" is cultivated to heighten the prestige and recognition of teaching excellence. At the UFS, the Teaching and Learning Policy outlines specific means by which academic staff members are encouraged to enhance teaching-learning practices. Valuing of excellence in teaching and learning is necessary since the Council on Higher Education (CHE) argues that it is essential for academics to regain their professionalism and suggests a revival of commitment to teaching and learning as a professional value. The CHE further sees teaching not as transferring knowledge, but as transforming the student – an effort that promotes scholarship. Excellence in teaching and the SoTL were rewarded utilising the TDG funds allocated to the University in the following categories:

Category I: Teaching and learning.  
Subcategories:

- A. Excellence in teaching and learning.
  - B. Excellence in e-Learning.
  - C. Excellence in service learning (SL).
  - D. Excellence in programme design and delivery
- Category II: Scholarship of teaching and learning (Vice-Chancellor's Award).  
Category III: Outstanding scholarly contribution in the field of teaching.  
Category IV: Best presentation and/or poster at the prestige teaching and learning forum.  
Category V: Best paper on teaching and learning (published during the last two years or submitted for publication).

Intensifying the sharing of good practice is seen as an initiative to advance teaching development at the UFS. An annual prestige teaching learning forum, Conversations about Quality in Teaching and Learning, funded by the TDG, was held to afford campus-wide prestige and prominence to excellence in teaching as well as to create an awareness of its importance. Among others, the programme included a keynote by Dr Lis Lange, the senior director of DIRAP, on Reflecting on the curriculum: Where do we stand? Several prestige awards such as the Kowsie Dux student for 2011 and the Vice Chancellor's award for teaching excellence also formed part of the forum. Staff members from various faculties were acknowledged for their commitment towards teaching excellence. The forum showcased staff members' noteworthy contributions that underscore the university's pursuit towards quality in teaching and its commitment to support students in their learning.

## **B. INSTITUTIONAL RESEARCH (DIRAP)**

### **Progress during 2011**

DIRAP entered into a process of re-structuring and reconceptualisation in May 2011. As a result of this process and other institutional decisions, DIRAP's five sub-directorates were reorganised. The Student Development and Teaching and Learning sub-directorates merged to constitute the Centre for Teaching and Learning. The remaining three sub-directorates were reorganised into two units: Monitoring and Institutional Research and Academic Planning, which is also responsible for quality enhancement.

The Monitoring and Institutional Research unit worked on developing a monitoring system for the UFS, which helps track progress made in relation to the achievement of both institutional strategic goals and their contribution to national imperatives in the core functions of teaching and learning and research.

The unit provides access by senior and middle management to university data disaggregated according to reporting needs. This has created new awareness as to the usefulness of data for the management of teaching and learning.

The Academic Planning unit's work has concentrated mainly on the inventory of the UFS's programme and qualifications mix, in order to ensure its alignment with the Higher Education Qualifications Framework (HEQF). This has entailed a review of the UFS's PQM for submission to the Higher Education Qualifications Committee (HEQC). This unit focused on the development of a framework for the conduct of curriculum review at institutional level.

DIRAP undertook a major piece of research during this period, a status report of the Qwaqwa Campus, which served as the basis for the integration of DIRAP's work and as a pilot of the type of analytical reports that the institution requires for strategic management purposes.

DIRAP has also undertaken a consultancy for SARUA to support research in the Southern African region higher education system.

DIRAP continues to coordinate the National Benchmark Testing as a way of supporting enrolment planning and improving the quality of teaching and learning at the institution

### **Activities and reports during 2011**

- 2011 NBT Institutional Summary Report.
- DIRAP coordinated the monitoring of the UFS's enrolment planning in order to ensure the institution meets all targets entered into with the DHET in relation to intake and graduation of students.
- Report on the impacts of the Residence-Based Peer-Educator Project (working together with WP Wahl, Student Affairs). This includes offering (within a research framework) the YGPS (Your Global Positioning System) Short Learning Programme as a key component of the ongoing training provided for the peer educators.

### **Work still in progress includes:**

- Review and tracking of the implications of the increased admissions requirements.
- Formulation of a school classification scheme that can be used to provide greater depth to our access and admissions research (building on DOBE quintiles and other classifications, but addressing the various challenges inherent in these approaches). Once a classification has been prepared and discussed, DIRAP will work with Computer Services to load this classification system on to the PeopleSoft system.
- Study of staff perception of students.
- Development of a UFS student profile.

### **UFS QUALITY ASSURANCE**

In 2011, DIRAP began the process of organisational restructuring. The movement towards a more organic, coordinated, and strategic approach to the work of DIRAP as well as the creation of the Centre for Teaching and Learning required that the then-appropriate five sub-directorates, of which Quality Assurance was one, be reorganised. Simultaneously, the national alignment of institutional academic offerings with the revised HEQF seeded conversations about a more holistic approach to quality at the UFS.

Consequently, all planned but not yet initiated external evaluations of programmes and departments that did not fall under a professional council were stopped in order for a process of realignment with the HEQF and simultaneous review of the University curriculum to take place in the next two to three years. This provided an opportunity for the reorientation and reconceptualisation of the role of quality assurance at the University.

During 2012 UFS will produce and operationalise a framework for curriculum review that will for the next three years concentrate the internal quality assurance of the institution.

A new framework for quality enhancement will be developed by the end of 2012.

## UFS SUCCESS RATES 2011

### First-time entering undergraduates

	White	Coloured	Indian	Black	Total
Economic and Management Sciences	81.08%	73.86%	67.20%	71.38%	<b>74.37%</b>
Education	93.45%	69.92%	94.32%	69.14%	<b>69.84%</b>
Health Sciences	93.40%	85.66%	93.84%	80.49%	<b>90.52%</b>
Law	71.95%	52.36%	9.50%	63.25%	<b>65.48%</b>
Natural and Agricultural Sciences	82.72%	71.31%	61.35%	71.15%	<b>75.47%</b>
The Humanities	82.39%	76.99%	73.61%	80.64%	<b>80.86%</b>
Theology	79.37%	100.00%	0.00%	67.59%	<b>80.62%</b>
<b>Total</b>	<b>82.53%</b>	<b>71.66%</b>	<b>74.23%</b>	<b>72.96%</b>	<b>75.89%</b>

### Total contact and distance undergraduates

	White	Coloured	Indian	Black	Total
Economic and Management Sciences	75.31%	64.25%	55.52%	58.65%	<b>63.03%</b>
Education	93.04%	76.41%	95.22%	69.68%	<b>70.92%</b>
Health Sciences	95.96%	83.98%	90.21%	84.93%	<b>92.61%</b>
Law	79.16 %	63.12%	59.34%	63.52%	<b>70.46%</b>
Natural and Agricultural Sciences	83.89%	65.78%	53.82%	68.85%	<b>72.49%</b>
The Humanities	81.25%	72.39%	69.08%	70.93%	<b>73.77%</b>
Theology	88.65%	78.78%	100.00%	83.69%	<b>87.66%</b>
<b>Total</b>	<b>83.41%</b>	<b>69.42%</b>	<b>66.02%</b>	<b>67.30%</b>	<b>72.51%</b>

**Distance undergraduates**

	<b>White</b>	<b>Coloured</b>	<b>Indian</b>	<b>Black</b>	<b>Total</b>
Economic and Management Sciences	62.08%	70.73%	0.00%	56.51%	<b>61.48%</b>
Education	95.52%	74.43%	95.18%	68.99%	<b>70.06%</b>
Law	69.12%	79.13%	48.53%	57.74%	<b>67.24%</b>
Natural and Agricultural Sciences	71.02%	53.16%	0.00%	62.50%	<b>67.79%</b>
The Humanities	96.79%	79.27%	93.66%	68.97%	<b>76.34%</b>
Theology	100.00%	100.00%	0.00%	0.00%	<b>100.00%</b>
<b>Total</b>	<b>77.56%</b>	<b>74.69%</b>	<b>87.32%</b>	<b>68.51%</b>	<b>69.99%</b>

**Contact undergraduates**

	<b>White</b>	<b>Coloured</b>	<b>Indian</b>	<b>Black</b>	<b>Total</b>
Economic and Management Sciences	75.38%	63.72%	55.84%	58.67%	<b>63.05%</b>
Education	90.98%	85.42%	100.00%	71.11%	<b>72.72%</b>
Health Sciences	95.96%	83.98%	90.21%	84.93%	<b>92.61%</b>
Law	81.15%	62.31%	60.12%	63.76%	<b>70.81%</b>
Natural and Agricultural Sciences	84.07%	65.99%	53.82%	66.86%	<b>72.53%</b>
The Humanities	81.09%	71.97%	67.93%	70.96%	<b>73.73%</b>
Theology	87.95%	71.32%	100.00%	83.69%	<b>86.98%</b>
<b>Total</b>	<b>83.57%</b>	<b>68.72%</b>	<b>64.91%</b>	<b>67.16%</b>	<b>72.72%</b>

## UFS GRADUATES AND GRADUATION RATE 2011

### Output of Graduates

	White	Coloured	Indian	Black	Total
<b>Undergraduate</b>	<b>1237</b>	<b>167</b>	<b>27</b>	<b>1529</b>	<b>2960</b>
Undergraduate Diploma or Certificate (one or two years)	16	29	1	236	<b>282</b>
Undergraduate Diploma or Certificate (three years)	8	40	0	102	<b>150</b>
General Academic First Bachelor's Degree	514	57	14	840	<b>1425</b>
Professional First Bachelor's Degree (three years)	202	19	5	98	<b>324</b>
Professional First Bachelor's Degree (four years or more)	497	22	7	253	<b>779</b>
<b>Postgraduate</b>	<b>1278</b>	<b>113</b>	<b>61</b>	<b>1164</b>	<b>2617</b>
Postgraduate Diploma or Certificate	371	38	28	367	<b>805</b>
Postgraduate Bachelor's Degree	10	4	0	35	<b>49</b>
Honours Degree	558	52	18	474	<b>1102</b>
Master's Degree	271	13	10	263	<b>557</b>
Doctor's Degree	68	6	5	25	<b>104</b>
<b>Total</b>	<b>2515</b>	<b>280</b>	<b>88</b>	<b>2693</b>	<b>5577</b>

### Contact Graduation Rate

	<b>White</b>	<b>Coloured</b>	<b>Indian</b>	<b>Black</b>	<b>Total</b>
<b>Undergraduate</b>	<b>20.98%</b>	<b>11.96%</b>	<b>13.20%</b>	<b>12.52%</b>	<b>15.15%</b>
Undergraduate Diploma or Certificate (one or two years)	11.43%	50.00%	0.00%	22.64%	<b>22.14%</b>
Undergraduate Diploma or Certificate (three years)	0.00%	41.18%	0.00%	18.33%	<b>18.96%</b>
General Academic First Bachelor's Degree	23.72%	13.55%	12.61%	11.68%	<b>14.38%</b>
Professional First Bachelor's Degree (three years)	26.27%	13.49%	16.13%	10.94%	<b>17.58%</b>
Professional First Bachelor's Degree (four years or more)	17.65%	6.04%	12.73%	11.42%	<b>14.32%</b>
<b>Postgraduate</b>	<b>43.66%</b>	<b>35.29%</b>	<b>37.36%</b>	<b>32.78%</b>	<b>37.06%</b>
Postgraduate Diploma or Certificate	58.47%	50.91%	33.33%	49.04%	<b>51.03%</b>
Postgraduate Bachelor's Degree	50.00%	26.67%	0.00%	21.74%	<b>25.00%</b>
Honours Degree	69.64%	52.04%	72.00%	40.65%	<b>52.53%</b>
Master's Degree	26.97%	13.68%	23.81%	21.42%	<b>23.50%</b>
Doctor's Degree	22.44%	23.08%	23.81%	11.74%	<b>18.47%</b>
<b>Total</b>	<b>27.56%</b>	<b>17.83%</b>	<b>20.83%</b>	<b>17.28%</b>	<b>20.73%</b>

### Distance Graduation Rate

	White	Coloured	Indian	Black	Total
<b>Undergraduate</b>	<b>23.58%</b>	<b>29.44%</b>	<b>5.00%</b>	<b>3.54%</b>	<b>6.70%</b>
Undergraduate Diploma or Certificate (one or two years)	38.10%	48.65%	100.00%	6.65%	9.21%
Undergraduate Diploma or Certificate (three years)	16.00%	27.52%	0.00%	1.20%	3.24%
General Academic First Bachelor's Degree	23.26%	14.63%	0.00%	10.53%	14.44%
Professional First Bachelor's Degree (three years)	29.41%	50.00%	0.00%	0.00%	33.33%
Professional First Bachelor's Degree (four years or more)	23.46%	33.33%	0.00%	23.81%	23.85%
<b>Postgraduate</b>	<b>38.23%</b>	<b>26.19%</b>	<b>25.23%</b>	<b>14.22%</b>	<b>31.43%</b>
Postgraduate Diploma or Certificate	39.94%	24.39%	25.47%	14.86%	32.40%
Honours Degree	19.67%	100.00%	0.00%	0.00%	17.81%
<b>Total</b>	<b>34.90%</b>	<b>28.87%</b>	<b>22.05%</b>	<b>4.44%</b>	<b>13.41%</b>

## AWARDS AND ACHIEVEMENTS

### Faculty of Law

(a) New senior appointments

*None*

(b) Prestigious awards to staff and students

**Prof Johann Neethling** was appointed as Law editor of LitNet Academic Journal.

**Prof JJ Henning**, was appointed in the following capacities:

- Co-chairperson of the annual Cambridge Symposium on Economic Crime and editor of two related international legal journals, viz. the *Journal of Financial Crime* and the *Journal of Money Laundering Control*.
- Senior research fellow in Comparative Company Law at the Institute of Advanced Legal Studies at the University of London.
- Visiting professor at the BPP University College (BPPUC), London (largest postgraduate legal school in the United Kingdom) – first appointment of this kind at the BPPUC.
- Regional Director for Africa of the CIDOEC (Centre for International Documentation on Organised and Economic Crime) – Cambridge.

**Ms JG Horn** received the UFS award: “*Outstanding Scholarly Contribution in the Field of Teaching*”.

AWARDS, BURSARIES AND PRIZES	NUMBER OF STUDENTS
UFS Bursaries	19
Absa Prize	2
Bar Council Prize	1
Lexis Nexis	2
Bowman Gilfillan Attorneys	1
Hill McHardy Herbst Bursary & Prize	3
Cliffe Dekker Hofmeyr Prize	2
Honey and Partners Prize	3
Faculty of Law Prize	1
FPI Prize	1
Free State University Law Clinic Award	2
Joos Hefer Prize	2
Juta Prize	1
Kloppers Award	1
McIntyre and van der Post Prize	3
Naude Prize	1
Symington & De Kok Prize	1

FT Preller Prize	1
Law Society Prize	1
Mini Thesis Certificates	20
Recognition Certificates	7
Faculty of Law Trophy	10
Rosendorff and Reitz Barry Prize	1
Spoor & Fisher Prize	2
Tjaart Maré Floating Trophy	2
Department of Criminal and Medical Law Prize	1
Appie Steenkamp Prize	1
D H van Zyl Prize	1
PPS Prize	2
Moritz Bobbert Medal	1
Adams + Adams Prize	1
Van Schaik Bookstore Award	1
Phatshoane Henney Prize	9

## Faculty of the Humanities

(a) New senior appointments

Prof HJ Strauss – Professor, Department of English

(b) Prestigious awards to students

**Kovsie Alumni Trust Award** for the best MA student, awarded to Andri Keeve.

**Kovsie Alumni Trust Award** for the best MSocSc student, awarded to André Janse van Rensburg.

(c) Student achievements

**Tobie van Dyk** (English Department's PhD graduate), was recently awarded the prestigious Erasmus Mundus fellowship. The Erasmus Mundus programme is the European Union's flagship programme for international co-operation in higher education, and by receiving this award he makes history by being one of the first South Africans to be selected for Action 2 (Sapient Mundus) of this programme. Its purpose is to enhance academic mobility between South Africa and Europe, to the benefit of both.

**Richard Rheeder** won the Philip H. Moore Music Competition in Johannesburg on 3 September. He also won the Concerto Category of the 5th National Grahamstown Music Competition on Heritage Day by performing Beethoven's Piano Concerto No. 3 in C Minor.

**Jaco Griessel** won a prestigious Mandela Rhodes Scholarship for 2012. The Mandela Rhodes Foundation offers young Africans who exhibit academic prowess as well as broader

leadership potential an educational opportunity unique on the continent. While pursuing their chosen postgraduate degree, each scholar benefits from access to leadership development programmes, rooted in the principles underpinning the foundation.

**The Junior Odeion String Quartet** was chosen to participate in the International Foundation Master Class Apeldoorn.

**Luzanne Eigelaar** won the Hennie Joubert Merit Prize for 2010 – a country-wide prize awarded to the top three candidates in each grade. **Teresa de Wit**, a well-known South African mezzo-soprano who is studying towards the degree BMus at the Odeion School of Music at the UFS, was chosen to participate in the summer master classes in Europe.

(d) Staff awards and achievements

**Prof André Wessels**, Department of History, has been appointed as a Visiting Fellow at UNSW@ADFA for three years, i.e. from 15 August 2011 until 15 August 2014. This achievement is the result of Prof Wessels's continued research and publications with regard to military history, in particular the history of the Anglo Boer War, as well as the history of the South African National Defence Force, in particular the South African Navy.

**Hans Huysen**, Department of Music, is to be the current recipient of the prestigious 2010 Helgaard Steyn Prize, the prize-winning work being Huysen's Proteus Variations (2006). The award is presented annually to a selected composer, painter, author or sculptor by the Universities of the Free State and the North-West.

**Dr Daleen Krige** of the Department of Communication Science was set to lecture in the Business Management Faculty in the Department of Languages and Business Communication at the University of Aarhus in Denmark in August 2011.

**Dr Sara Motsei** and **Ms Mamolupe Dladla**, Department of African Languages, were selected to adjudicate Sesotho books for the 2010 South African Literary Awards.

**Dr Derik Coetzee**, Department of Sport and Exercise Sciences, was selected as a member of the SARU Medical Association Advisory Committee.

**Prof Heidi Hudson**, Centre for African Studies, has been appointed co-editor of the International Feminist Journal of Politics (July 2011-June 2014).

**Dr Alexius Amtaika** was elected to the International Committee of Scholars of Local Government as executive director and convener at an international conference on local government which took place at the Khon Kaen University in Thailand on 17 – 19 November, 2011.

**Edwin Wouters**, Centre for Health Systems Research and Development, won the Encouragement Prize of the Research Council of the University of Antwerp, the European Society for Health and Medical Sociology paper prize 2010 (Foundation for the Sociology of Health and Illness) and the Young Researchers Essay Competition 2010 (The Lancet, Global Forum for Health Research, First Global Symposium on Health Systems Research).

**Prof Hennie van Coller**, Department of Afrikaans and Dutch, German and French, was nominated as member of the NALN Advisory Committee.

**Prof Louise Cilliers**, Department of Classical and Near Eastern Studies, was appointed honorary president of the Classical Association of South Africa during the CASA conference in Grahamstown, June 2011.

**Corlietha Swart**, Department of Afrikaans and Dutch, German and French, was appointed as regional representative of the Bible Society of South Africa.

**Maud Marcinkowski**, Department of Afrikaans and Dutch, German and French, is a member of the SARUA team 2011 – Higher Education Profiling in the SADC Region (translator).

**Prof Danie Strauss**, Research Fellow, won the Prestigious Herman Dooyeweerd Prize for his book, "Philosophy: Discipline of the Disciplines" (August 2011). The prize is an award for work in the fields of systematic philosophy or the history of philosophy that furthers the cause of the "Philosophy of the Cosmological Idea" the most.

**Gerben Kamper**, Department of Drama and Theatre Arts, received the award for the Best Debut Production at the Vryfestival 2011 for *Lewe in die Teater* and also shares the award for Best Actor in *Lewe in die Teater*.

**Prof Nico Luwes**, Department of Drama and Theatre Arts, received the award for Best Free State Production at the Vryfestival 2011.

**Prof Johann de Wet**, Department of Communication Science, was a judge for the annual Vodacom Journalist of the Year National Competition.

**Dr Roelf Reyneke**, Department of Social Science, was elected to the Board of Child Care Bloemfontein and Childline Free State, portfolio: deputy chairperson.

**Prof Hussein Solomon**, Department of Political Science, was appointed Visiting Professor at the Osaka School for International Public Policy, Osaka University, Japan.

**Prof Hennie van Coller**, Department of Afrikaans and Dutch, German and French, was awarded the Eurias scholarship for overseas research. The scholarship includes a 10-month residency at one of the 14 institutions involved. Prof Van Coller will be accommodated at the Flemish Academic Centre for Science and the Arts (VLAC) in Brussels. Applicants had to submit an "innovative" research proposal, which demonstrates the ability to move further than disciplinary specialisation and also show an international alliance and quality of publications.

**Prof Bernard Odendaal**, Department of Afrikaans and Dutch, German and French, elected as deputy chairperson of the *Suider-Afrikaanse Vereniging vir Neerlandistiek*, received NRF rating (C2) from 1 January 2012.

**Corlietha Swart**, Department of Afrikaans and Dutch, German and French, received the BSV Versatile Trophy for Creative Writing.

**Lindie Coetzee** and **Ashwill Ramon Phillips**, Department of Criminology, presented the Best Research Paper at the CRIMSA Bi-Annual Conference 2011.

**Prof Hussein Solomon**, Department of Political Science, was appointed as a current affairs columnist for News24.com

## Faculty of Theology

- (a) New senior appointments

None.

- (b) Prestigious awards to staff and students

AWARDS, BURSARIES AND PRIZES	NUMBER OF STUDENTS
Deo Gloria	1
Kovsie Alumni Trust	1
ABSA award	1
CC Oosthuizen award	2

AWARDS, BURSARIES AND PRIZES	NUMBER OF STAFF
The following persons received research grants from the NRF:	
Prof RM Britz – R40 000	1
Prof PGR de Villiers – R40 000	1
Prof SD Snyman – R40 000	1
Prof J Janse van Rensburg - R40 000	1
Prof P Verster – R30 000	1
Prof DF Tolmie – R 40 000	1

## Faculty of Economic and Management Sciences

- (a) New senior appointments

None

- (b) Prestigious awards to staff and students

**Prof Tina Kotze** received the Senior Faculty Research Award

**Jacques Nel** received the Junior Faculty Research Award.

**Salomien de Kock** received the Junior Faculty Teaching and Learning Award.

**Cornelie Crous** received the Senior Faculty Teaching and Learning Award.

**Dr Arno van Niekerk** received the Faculty Award for Community Service Learning.

**Prof Hendri Kroukamp** was elected on the editorial board of the Journal of Governance and Public Policy, India.

**Dr Werner Vermeulen** was elected as member of the editorial advisory board of the International Journal: Measuring Business Excellence.

**Prof Philippe Burger** was elected as President-elect (for 2011/2) and President (for 2012/4) of the Economic Society of South Africa.

**Prof Philippe Burger was** re-appointed as associate editor for the South African Journal of Economics

**Jana Lamprecht** received the UFS Prestige Forum award for excellence in e-Learning. She also received the price for the best presentation at the e-Learning Showcase Day.

**Dr Hanli Joubert** received the Kallie Strydom award for the best PhD dissertation in Higher Education at the UFS.

**Prof Dave Lubbe** and **Dr Philna Coetzee** (Prof Dave's PhD student) received the award for the best auditing paper at the Southern Africa Accounting Association's international conference.

**Cornelie Crous** was elected as chair of SAAA: Central Region and as the SAAA Central Region Forum Representative.

**Hanli Joubert** was elected as Secretary of SAAA: Central Region.

**Shaun Watson** elected as subject chair of Financial Accounting of SAAA: Central Region.

**The Centre for Accounting** maintained their grade 1 accreditation from the South African Institute of Chartered Accountants.

**Prof Dave Lubbe** received a 35-year service award

**Prof Hentie van Wyk** received a Kovsie Sport award for his role as Treasurer of Cricket South Africa

**Prof Lochner Marais** served on the advisory committee for the Department of Human Settlements.

**Prof Helena van Zyl** was elected as President of SABSA (South African Association for Business Schools) 2011-2012.

<b>AWARDS, BURSARIES AND PRIZES</b>	<b>Number of Staff</b>
360 Wealth Creation	1
Absa Prize	2

Absa Student Bureau Prize	3
Auditor General	1
Bennie Anderson Prize	1
Business School	1
Campher Management & Entrepreneurial Award	1
Centre for Development Support	2
Christo Tarnanis	2
Cima	1
Department of Industrial Psychology	3
Department of Economics	1
Department of Business Management	1
Department of Public Administration and Management	2
Ernst & Young Prize	2
ERSA	8
EW Grunow Prize	2
Faculty Award for Teaching & Learning	2
Faculty Research Award	2
First National Bank Prize	1
Flip van Heerden	1
Greenwoods Chartered Accountants	1
HP Langenhoven Prize	3
ILSC	1
Interstate Bus Lines	1
JGL Consulting Prize	1
Juta Academic Prize	4
Kloppers Prize	1
Konica-Minolta	1
Newtons	1
Lexis Nexis Butterworths Prize	3
Marais & Crowther Prize	1
OFM	1
Pieter du Toit	1
PKF	1
PPS Prize	3
PriceWaterhouseCoopers Prize	4
Private Sector management	3
SAICA Prize	2
Standard Bank Prize	3
Sure Etnique Travel	1
T Roos & Co Prize	1
Unit for Entrepreneurship	1
Van Schaik Prize	5
Wilgenhof Boerdery	1
Willem Britz	1
YBG Consulting Prize	1

**Faculty bursaries** were awarded to the following postgraduate students:

A Meintjies  
A du Toit

Janine van Zyl  
Tshegofatso Eister  
Anneke van der Schyff  
Nicola Dormehl  
Bonolo Phatlane  
Ramarou Nkadimeng  
Vuyelwa Jane George  
Sandiswa Ndymbu  
D Siamubi.

**Inlorr Bosch** received the NATP Award for the best tutor on the UFS Campus. She tutored financial accounting (FIN208).

## Faculty of Health Sciences

### (a) Appointments

- Dr E Elliott : Head of the Department of Medical Microbiology and Virology.
- Prof M Mulder: Head of the School of Nursing.
- Dr MS Monatisa : Head of the Department of Forensic Medicine
- Prof WID Rae: Head of the Department of Medical Physics, as well as promoted to associate professor.
- Prof D Litthauer: Head of the National Control Laboratory for a five-year contract.
- The UFS appointed Prof MB Mayosi as Extraordinary Professor from 1 July 2011 to 30 June 2014.

### (b) Prestigious awards to staff and students

- Prof RWM Frater (thoracic surgeon): Honorary doctor's degree from the UFS, awarded on 15 September 2011.
- Prof GJ van Zyl: Elected as chairperson of the joint COHSASA PharmAccess Board.
- A group of third-year medical students (PD Theron, L de Man, L Combrinck and M Muller): Won the division Community-Based Research at the Pfizer UKZN National Young Scientists Research Symposium.
- Dr L Holtzhausen: Presented an informative study on the physical health profile of personnel of the UFS to the EMC on 1 November 2010.
- Prof AA Stulting: Received the award from the HPCSA for excellence in health care.
- Department of Ophthalmology: Received an excellence award in health care from the HPCSA.
- Dr M Jama and T van der Merwe: Received the Prestige Scholarship awards of the UFS.
- Dr WID Rae (Department of Medical Physics): Elected to the Medical Sciences Committee of the HPCSA.
- Dr WJ Marais (Department of Ophthalmology): Appointed by the MEC as Chairperson of the Hospital Board of Universitas Academic Complex.
- A van Jaarsveld: Awarded the Sonia Martins Lopez International Award, to an exceptional individual outside the USA who made a contribution to the promotion of sensory integration research and practice.
- Prof GJ van Zyl: Appointed to the Hospital Board of the Universitas Academic Complex as a full member.

- Prof AA Stulting: Appointed as Honorary Fellow of the Colleges of Medicine. This was only the second time a person from the Free State was granted a fellowship in an honorary capacity.
- Prof AA Stulting: Elected a member of the Executive Committee of the Senate on 3 May 2011.
- Prof RS du Toit: Elected as president of the Surgical Association of South Africa.
- Dr Holtzhausen: Attended the American College of Sports Medicine's annual meeting and the second World Congress for Exercise is Medicine, where he was the official African representative and one of the opening speakers on behalf of Africa.
- Dr Holtzhausen: Appointed as medical officer for the All Africa Games.
- The following persons were selected to take part in the Prestige Scholarship Programme:
  - Dr Gerda Marx
  - Prof Vernon Louw
  - Dr Paulina van Zyl
  - Dr Louis Holtzhausen.
- Prof Theron and his team: Breakthrough in valve replacement (TAVI procedure).
- Prof FE Smit (Head: Department of Cardiothoracic Surgery) and his team: Successful and utterly delicate recent operation to remove a cardiac haemangiosarcoma from the heart of Mr CE Botes.
- Dr A Loubser: Appointed as Bloemfonteiner of the Year for 2010.
- Prof RS du Toit: Received the Goue Ventrikel award (best clinical lecturer) for the third consecutive time.
- Mr J Steyl (Department of Basic Medical Sciences): Awarded as best pre-clinical lecturer.
- Prof H Brits: Elected as co-chairperson on the first board of the International Children's Palliative Care Network (ICPCN) in Africa.
- Prof Mulder and Dr L Roets: Received the following awards during the gala dinner of the annual NEA/FUNDISA (Nursing Education Association / Forum for Nursing University Deans of South Africa) conference in Sun City:
  - Prof M Mulder: For her contribution as founding member of the Academy of Nursing of South Africa to "nursing scholarship and clinical practice based on pioneering contributions to wound care in South Africa".
  - Dr L Roets: Received a NEA excellence award for groundbreaking leadership in offering a master's degree for midwives in the DRC, while having to work through an interpreter.
- The School for Allied Health Professions: Inauguration of the new skills centre.
- The following members of the school have been appointed as officials of the Colleges of Medicine in their various subject fields:  
Prof BJS Diedericks, Prof A Walubo, Prof WJ Steinberg, Dr L Fouché, Dr BD Henderson, Prof A Kruger, Prof AC Otto, Prof JA Shipley, Prof R Y Seedat, Prof SC Brown, Dr S M le Grange, Prof CS de Vries, Prof RS du Toit, Prof S W Wentzel and Prof WF Mollentze.
- Congratulations to the following persons who received long-service awards:
  - 10 YEARS**  
CW Serfontein, Prof G Lamacraft, Dr DJDV Hugo, SNN Acho, JL du Preez, Dr JBF Cilliers, Prof GJ van Zyl, Dr CO Larson, C Henderson, CM Mitchell, Dr PM van Zyl, Dr TJ Nel, Veitch, Prof CM Walsh, T v/d Merwe, Dr LJ Solomon.
  - 15 YEARS**  
C Spies, Prof BW Janse van Rensburg, Prof WH Kruger, Dr JC Cronje, Dr RG Finn, Dr M Myburgh, Prof A Venter, KS Motaung, Prof H Brits, Prof WF. Mollentze, Dr E Janse v Rensburg, JL Steyl.

**25 YEARS**

JJ van den Heever , Dr A De Kock, Prof BF Cooreman, WC du Toit, Prof JH van Zyl.

**35 YEARS**

Prof H Pieters, Prof LdK Louw.

**40 YEARS**

Prof A Crous.

**The following prizes were awarded at the Faculty Prize Function based on academic achievements during 2010**

**SCHOOL FOR ALLIED HEALTH PROFESSIONS**

**DEPARTMENT OF OCCUPATIONAL THERAPY**

**OTASA Prize**

Awarded to the best fourth-year student in Occupational Therapy Clinical: C de Beer.

**PPS Prize**

Awarded to the best fourth-year student in Theoretical Occupational Therapy: C de Beer.

**LIEZL JANSE VAN RENSBURG Prize**

Awarded to the best student in research in the fourth year: B Kemp.

**DEPARTMENT OF OCCUPATIONAL THERAPY Prize**

Awarded to the best third-year student in Occupational Therapy: W Böning.

**JOCK MURRAY Floating Trophy**

Awarded to the best student in Community Service Learning: D Viljoen.

**MARLIZE WATERMEYER Prize**

Awarded to the student with the best performance over four years of study in Occupational Therapy: C de Beer.

## **DEPARTMENT OF PHYSIOTHERAPY**

### **DR W GRUNDELL Floating Trophy**

Awarded to the best second-year student in Physiotherapy: C van der Merwe.

### **HITECH THERAPY Prize**

Awarded to the best academic third-year student in Physiotherapy: SW Wentzel.

### **HITECH THERAPY Prize**

Awarded to the best clinical third-year student in Physiotherapy: SW Wentzel.

### **HITECH THERAPY Prize**

Awarded to the best final-year student in Physiotherapy: K Marais.

### **PHYSIOTHERAPY Medal**

Awarded to the best final-year student in Physiotherapy: K Marais.

## **DEPARTMENT OF NUTRITION & DIETETICS**

### **COMPASS GROUP Prize**

Awarded to the best first-year student in B.Sc. Dietetics: B Prinsloo.

### **NESTLÉ Prize**

Awarded to the best second-year student in B.Sc. Dietetics: SA MacSherry.

### **ABBOTT LABORATORIES Floating Trophy**

Awarded to the best third-year student in Clinical Nutrition: A Bentley.

### **ABBOTT LABORATORIES Prize**

Awarded to the best final-year student in Clinical Nutrition: M Lochner.

### **DIVA NUTRITIONAL PRODUCTS Prize**

Awarded to the best final-year student in Community Nutrition: M Cronje.

### **COMPASS GROUP Prize**

Awarded to the best final-year student in Quantity Nutrition: KL Naudé.

## **DEPARTMENT OF OPTOMETRY**

### **FIRST-YEAR IN OPTOMETRY Prize**

Awarded to the best first-year student in Optometry: ND Wiltshire.

### **JP DIRKER Floating Trophy**

Awarded to the best first-year student in PHT112 and PHT122: OA Mtikitiki.

### **SECOND-YEAR IN OPTOMETRY Prize**

Awarded to the best second-year student in Optometry: S Pieterse.

### **JP DIRKER Floating Trophy**

Awarded to the best second-year student in PHT212 and PHT222: S Pieterse.



**WELCH ALLYN Prize**

Awarded to the student with the highest average mark obtained in all the modules in the second year: G Viljoen.

**M.B.,Ch.B. III****WELCH ALLYN Prize**

Awarded to the student with the highest final combined mark in Clinical Skills: KJ Peacey.

**PHARMACOLOGY Prize**

Awarded to the student with the best achievement in Pharmacology in Phase II: KJ Peacey.

**MEDSIEN MEDICAL BOOKSTORE Prize**

Awarded to the best student in Phase II with the highest average academic mark, provided it is a distinction: KJ Peacey.

**WELCH ALLYN Prize**

Awarded to the student who displayed the best progress in Clinical Skills: S Kaplan.

**UNDERGRADUATE Research Prize**

Awarded to the group that obtained the highest mark in the research project: Group: L Combrinck, L de Man, M Muller, PD Theron.

**MCGRAW HILL Prize**

Awarded to the student with the highest average mark obtained in all the modules in the third year: DJ Joubert.

**M.B.,Ch.B. IV****HENRY DUBOVSKY Prize**

Awarded to the M.B.,Ch.B. IV student who obtained the highest average mark in Internal Medicine: S Joubert.

**WELCH ALLYN Prize**

Awarded to the M.B.,Ch.B. IV student who obtained the highest average mark in Otorhinolaryngology: L Pieterse.

**BARRY FICHARDT Medal**

Awarded to the best M.B.,Ch.B. IV student who obtained the highest average mark in General Surgery: JA Wessels.

**OPHTHALMOLOGY Prize**

Awarded to the M.B.,Ch.B. IV student who obtained the highest average mark in Ophthalmology, provided it is a distinction: P Anastasiades.

**VAN SCHAİK Prize**

Awarded to the best overall M.B.,Ch.B. IV student: EL de Kock.

## **M.B.,Ch.B. V**

### **CORNELIS WESSELS Medal**

Awarded to the best final-year student in Surgery: JC Swanepoel.

### **THEO ARNDT Medal**

Awarded to the best undergraduate Urology student in the clinical years: JC Swanepoel.

### **HORACE WELLS Medal**

Awarded to the best student in Anaesthesiology: JC Swanepoel.

### **ASTRAZENECA Prize**

Awarded to the best candidate in Anaesthesiology: JC Swanepoel.

### **OBSTETRICS AND GYNAECOLOGY Medal**

Awarded to the best final-year student in Obstetrics and Gynaecology: JC Swanepoel.

### **JAPIE HOUGH Medal**

Awarded to the best final-year student in Internal Medicine: MA Pienaar.

### **PAUL FISCHER Medal**

Awarded to the final-year student who achieves the highest combined mark in Paediatrics for the fourth and fifth years of study, provided it is a distinction: MA Pienaar.

### **MEDICAL ASSOCIATION OF SOUTH AFRICA: OFS BRANCH Prize**

Awarded to the best M.B.,Ch.B. final-year student: MA Pienaar.

### **SMITH & NEPHEW Prize**

Awarded to the best undergraduate student in Orthopaedic Surgery: MA Pienaar.

### **SA ORTHOPAEDIC ASSOCIATION Prize**

Awarded to the best final-year student in Orthopaedic Surgery: MA Pienaar.

### **PSYCHIATRY Medal**

Awarded to the best final-year student in Psychiatry: C Strating.

### **ELI LILLY Prize**

Awarded to the student with the highest achievement in Psychiatry over all the study years: C Strating.

### **NESTLÉ Prize**

Awarded to the final-year student who achieves the highest mark in the final Paediatric examination, provided it is a distinction: Z Swart.

### **PPS INSURANCE COMPANY Prize**

Awarded to the best undergraduate student in Family Medicine: L-B Muller.

### **SA ACADEMY FOR FAMILY PRACTITIONERS Prize**

Awarded to the best final-year student in Family Medicine: JJ Oosthuizen.

### **RUDASA ELECTIVE Award**

Awarded to the student with the best elective study in Family Medicine: JJ Moolman.

### **SCHOOL OF MEDICINE Prize**

Awarded to the final-year student in the undergraduate medical programme with the highest academic achievement over all the years of study: M Bleker.

### **B.Med.Sc (Radiation Sciences)**

#### **MG LÖTTER Prize**

Awarded to the best student in B.Med.Sc (Radiation Sciences): D Wiggill.

#### **VAN RENSBURG PATHOLOGY Prize**

Awarded to the best B.Med.Sc (Hon) student in all the pathology disciplines: C Combrinck.

### **POSTGRADUATE DEPARTMENT OF MEDICAL PHYSICS**

#### **PC MINNAAR Prize**

Awarded to the best honours student in Medical Physics Y Muller

#### **MEDICAL PHYSICS Floating Trophy**

Awarded to the best M.Med.Sc student in Medical Physics: J Otto.

### **DEPARTMENT OF FAMILY MEDICINE**

#### **PPS INSURANCE COMPANY Prize**

Awarded to the best student in Practice Management in M.Fam.Med over all the study years: LT BheBhe.

#### **FAMILY MEDICINE Medal**

Awarded to the best M.Fam.Med student: Y Hancke and Y Muller.

### **SCHOOL OF NURSING**

#### **UNDERGRADUATE**

#### **OLD MUTUAL Floating Trophy**

Awarded to the first-year student in the B.Soc.Sc Nursing programme who obtained the highest average mark in all the modules, provided it is a distinction: I le Roux and N Thamae.

#### **KOVSIÉ-ALUMNI TRUST Award**

Awarded to the student in the first-year B.Soc.Sc Nursing programme with the highest average mark in the nursing theory and practical modules: NS Vieira.

#### **NITA POSTHUMUS Floating Trophy**

Awarded to the second-year student in the B.Soc.Sc Nursing programme who obtained the highest average mark in all the modules, provided it is a distinction: E Smuts.

#### **ABBOTT LABORATORIES Floating Shield**

Awarded to the third-year student in the B.Soc.Sc Nursing programme who obtained the highest average mark in all the modules, provided it is a distinction: A Kruger.

**ANNALENE SCHOEMAN Floating Trophy and ARJOHUNTLEIGH Prize**

Awarded to the final-year student in the B.Soc.Sc Nursing programme who displayed the best clinical skills in Midwifery Practice: TM Human.

**PPS Prize**

Awarded to the final-year student in the B.Soc.Sc Nursing Programme with the highest average mark in all the theoretical modules over the four study years, provided it is a distinction: TM Human.

**GENERAL CLINICAL PRACTICE Floating Shield**

Awarded to the final-year student in the B.Soc.Sc Nursing programme who obtained the highest average mark in all the practical modules over the four study years, provided it is a distinction: A Raubenheimer.

**PRO MENTE SANA Floating Trophy**

Awarded to the final-year student in the B.Soc.Sc Nursing programme who obtained the highest average mark in Psychiatric Nursing Theory, provided it is a distinction: A Raubenheimer.

**JOHNSONS' BABY Floating Trophy and prize**

Awarded to the final-year student in the B.Soc.Sc Nursing programme who obtained the highest average mark in Midwifery Theory, provided it is a distinction: MR Setungoane.

**HENRIËTTA STOCKDALE Floating Trophy**

Awarded to the final-year student in the B.Soc.Sc Nursing programme who displayed the best professional development throughout all the study years: J Thake.

**POST BASIC**

**MEDI-NURSE Trophy**

Awarded to the B. Degree student in Advanced Nursing with the highest average mark, provided it is a distinction: H Ceronio.

**HIV/AIDS Floating Trophy**

Awarded to the student in HIV/AIDS Care with the highest average mark in core modules (theory and practice), provided it is a distinction: M Weilbach.

**REGIONAL SOCIETY OF COMMUNITY NURSES OF THE FREE STATE Floating Trophy**

Awarded to the student in Community Health Nursing with the highest average mark in core modules (theory and practice), provided it is a distinction: MP Lesihla.

**MARLENE VILJOEN Floating Trophy and Medal**

Awarded to the student in Primary Clinical Health Care with the highest average mark in core modules (theory and practice), provided it is a distinction: C Jaquire.

**LILY VAN RHYN Floating Trophy**

Awarded to the student in Advanced University Diploma in Child Psychiatric Nursing with the highest average mark in core modules (theory and practice), provided it is a distinction: M Wiid.

**SMITH and NEPHEW Floating Trophy and Prize**

Awarded to the student in Wound Care with the highest average mark (theory and practice), provided it is a distinction: C Toerien.

**JOUBERT Floating Trophy**

Awarded to the student in Nursing Education with the highest average mark in core modules (theory and practice), provided it is a distinction: E Thorne.

**BSN MEDICAL Floating Trophy**

Awarded to the student in Operating Room Nursing with the highest average mark in theory, provided it is a distinction: P Tshabalala.

**FSNCP MEDICAL Floating Trophy**

Awarded to the student in Operating Room Nursing with the highest average mark in practical work, provided it is a distinction: M Menza.

**POSTGRADUATE  
VAN SCHAİK Prize**

Awarded to the master's degree student who obtained the highest mark in all the modules: J MacKenzie.

**THE FOLLOWING PRIZES WERE AWARDED AT THE FACULTY RESEARCH FORUM  
IN AUGUST 2011****MEDAL WINNERS – PUBLISHED ARTICLES****John van der Riet Medal (clinical article)**

Nutritional status of HIV-infected adults on antiretroviral therapy and the impact of nutritional supplementation in the Northern Cape Province, South Africa.

R Lategan, L Steenkamp, G Joubert, M Le Roux

S Afr J Clin Nut 2010, 23 (4):197-201

**John van der Riet Medal runner-up (clinical article)**

Mite and cockroach sensitisation in patients with allergic rhinitis in the Free State.

RY Seedat, J Claassen, AJ Claassen, G Joubert

SAMJ 2010, 100 (3): 160-163

**Muller Potgieter Medal (laboratory article)**

A founder BRCA2 mutation in non-Afrikaner breast cancer patients of the Western Cape of South Africa.

NC van der Merwe, N Hamel, S-R Schneider, JP Appfelstaedt, JT Wijnen, WD Foulkes

Clinical Genetics doi: 10.1111/j.1399-0004.2010.01617.x

**Kerneels Nel Medal (educational & qualitative research article)**

Research and Reflection: Potential Impact on the Professional Development of Undergraduates

SHJ du Toit, AC Wilkinson

Occupational Therapy Students. Syst Pract Action Res 2010, 23:387-404

**Kerneels Nel Medal runner-up (educational & qualitative research article)**

Role of research in occupational therapy clinical practice: Applying action learning and action research in pursuit of evidence-based practice.

SHJ du Toit, AC Wilkinson

Australian Occupational Therapy Journal 2010, 57:318-330.

**CLINICAL PAPER AND POSTER**

**Senior winner: clinical paper and the PATHCARE VOIGT & PARTNERS floating trophy**

The nutrition transition in rural and urban Free State

CM Walsh, FC van Rooyen, Department of Nutrition and Dietetics

**Senior runner-up: clinical paper**

Risk-factor profiles for chronic diseases of lifestyle and metabolic syndrome in an urban and rural setting in South Africa

S van Zyl, LJ van der Merwe, CM Walsh, C van Rooyen, AJ Groenewald, Department of Basic Medical Sciences

**Senior winner: clinical poster presentation**

Too old to be gray?

L Pretorius, JJ Janse van Rensburg, VJ Louw, C Conradie, V Necsulescu, Department of Haematology and Cell Biology

**Junior winner: clinical paper and the BEST JUNIOR CLINICAL PAPER floating trophy**

Arbeidsterapie en die gebruik van musiektempo in behandeling: die effek op die geestesgesondheidsorgverbruiker met psigose

M Strauss, SM van Heerden, A van Heerden, G Joubert, Department of Occupational Therapy

**Junior runner-up: clinical paper**

Calculation of comparative utilisation and cost: intra venous vs inhalational anaesthesia for different duration procedures. a South African perspective

E Snyman, BJS Diedericks, Department of Anaesthesiology

**Junior winner: clinical poster presentation**

Is this the first case of phylogenetically proven HIV transmission via surrogate breastfeeding?

I Rossouw, D Goedhals, U Hallbauer, T de Oliviera, Department of Medical Microbiology

**LABORATORY PAPER AND POSTER**

**Senior winner: laboratory paper and the ROCHE floating trophy**

Linear B cell epitopes on CCHFV nucleoprotein identified using epitope prediction software and peptide libraries

FJ Burt, R Samudzi, Department of Medical Microbiology

**Junior winner: laboratory paper and the BEST JUNIOR LABORATORY PAPER floating trophy**

The effect of inflammation and coagulation on Von Willebrand factor in cultured human endothelial cells

WE Allers, SM Meiring , Department of Haematology & Cell Biology

**Junior runner-up: laboratory paper**

A chaperone-based expression vector system expressed a serologically functional recombinant protein for West Nile virus

L Mathentheng, FJ Burt, Department of Medical Microbiology

**Junior winner: laboratory poster presentation**

Corticosteroid analysis: the possibility of false negative results

E Grobbelaar, A Coetzee, PJ van der Merwe, Department of Pharmacology

**Junior runner-up: laboratory poster presentation**

Qualitative evaluation of low count myocardial perfusion spect images with new 3D spect reconstruction algorithm

Y Muller, B Jonson, J van Staden, Department of Medical Physics

**EDUCATION & QUALITATIVE RESEARCH PAPER AND POSTER**

There were two winners in 2011:

**(1) Senior winner: education and qualitative research paper and the DEANS floating trophy**

Employee assistance programme in the health care sector: elements for a best practice  
WH Kruger, GJ van Zyl, A Venter, Department of Community Health

**(2) Senior winner: education and qualitative research paper and the DEANS floating trophy**

Predicting success of the first two years of study in Medicine at the UFS  
B de Klerk, PPC Nel, A Cliff, LVM Moja, Department of Community Health

**Junior winner: education and qualitative research paper and the BEST JUNIOR EDUCATION AND QUALITATIVE PAPER floating trophy**

Authentic leadership in undergraduate nursing students; an appreciative inquiry  
AC Jacobs, R Myburgh, School of Nursing

**Junior winner: education and qualitative research paper**

Turning an OSCE into a VOSCE

J Lombaard, L de Bruyn, Division Clinical Skills Unit

**Faculty of Education – 2011**

**AWARDS**

**SANPAD BURSARY FOR PhD STUDENT IN HIGHER EDUCATION STUDIES**

Juliet Ramohai, a PhD student in Higher Education Studies, was awarded a SANPAD bursary as part of the Research Capacity Initiative of the South African Netherlands Programme on Alternatives in Development (SANPAD) for 2010/11. Her title was: A living journey towards understanding black women academics' perceptions of transformation in South African higher education. Her promoters were Profs Rita Niemann and Adri Beylefeld.

## **FACULTY/DEPARTMENTAL AWARDS, BURSARIES AND PRIZES:**

<b>AWARDS, BURSARIES AND PRIZES</b>	<b>NUMBER OF STUDENTS</b>
<b>FACULTY AWARDS</b>	
Dean's Medal: Best BEd student:	1
Dean's Medal: Best BEd Hons student:	1
<b>BACCALAUREUS EDUCATIONIS</b>	
Practical Teaching	1
Pre-School and Foundation Phase	1
Intermediate Phase	1
Further Education and Training Phase	1
<b>POSTGRADUATE CERTIFICATE IN EDUCATION</b>	1
<b>BACCALAUREUS EDUCATIONIS HONORES</b>	
Professional Psychology of Education in Support Teaching	1
Professional Education Management and Leadership	1
Professional Curriculum Studies	1
Professional Curriculum Studies in Arts	1

## **ACHIEVEMENTS**

### **DEAN'S OFFICE**

**1. DEAN: PROF D FRANCIS**

## **CHAIR OF NATIONAL PROFESSIONAL ASSOCIATIONS**

Prof Francis serves as the Chairperson of the National Education Deans Forum.

## **POSITIONS ON INTERNATIONAL PROFESSIONAL ASSOCIATIONS**

Prof Francis served on the Advisory Board of Hope 2008 International Conference, Mumbai, India and on the Advisory Board of International Conference on Teaching and Learning 2009, 2011, Kuching, Malaysia.

## **EDITORIAL RESPONSIBILITIES**

### **Editor-in-chief**

2011 Perspectives in Education

## **Guest editorship**

Francis, D & Mahlomaholo, S (2011). *South African Journal of Education (Education for Social Justice)*, 31.

Rita Niemann and Dennis Francis (2011). *Journal of Education* : 52.

## **Editorial boards**

Editor-in-Chief *Perspectives in Education*

Editorial Committee of the *Journal of Education*

Editorial Committee *Educational Research for Social Change*

Editorial Committee of *South African Journal of Childhood Education*

## **RESEARCH ACHIEVEMENTS**

### **Refereed Journal Articles**

Francis, D. (2011). Teacher positioning on the teaching of sexual diversity in South African schools, *Culture Health and Sexuality*

Francis, D & Le Roux, A (2011) Teaching for social justice education: the intersection between identity, critical agency, and social justice education, *South African Journal of Education*, 31, 299-311

Francis, D & Le Roux, A (2011) The intersection between identity, agency and social justice education: implications for teacher education, *New Generation Science*,28;10-22

Francis, D (2011). Wedged within a triad of contradictory values: sexuality education in South Africa, *African Journal of Psychology*, 21(2), 319-328.

Francis, D (2011). I would tell no one because it is for me to know... No one!, Whom do Youth talk to about decisions regarding Voluntary Counselling and Testing?, *Indian Journal of Social Work*, 72(1)55-69.

### **Books**

Francis, D (2011) *Acting on HIV and Sexuality: using drama to create possibilities for change*, Sense Publishers: Rotterdam.

### **Chapters in books**

Francis, D, Khanare, F, Beyers, C (2011) *Acting on HIV: using drama to create possibilities for change*, In D Francis, *Acting on HIV and Sexuality*, Sense Publishers: Rotterdam.

### **Conference papers (National and International)**

Francis, D (2011). Teacher positioning on the teaching of sexual diversity in South African schools, *Discourse Power and Resistance Conference, Plymouth, England, 20-23 April*.

Francis D (2011). The [in]visibility of [homo]sexuality in South African schools, Human Rights Education in Diversity Conference, NWU Potchefstroom, 15-20 April (Invited plenary speaker).

Francis, D (2011) *Towards understanding elements of a theory of oppression that should inform the work of teachers in higher education?* The 4<sup>th</sup> International Conference on Educational Reform 2011 ('Equity in Education'), Santi Spa & Resorts, Luang Prabang, Laos PDR March 24-25 March (Invited keynote address).

#### **Invited keynote/plenary speaker**

Francis, D (2011) *Towards understanding elements of a theory of oppression that should inform the work of teachers in higher education?* The 4<sup>th</sup> International Conference on Educational Reform 2011 ('Equity in Education'), Santi Spa & Resorts, Luang Prabang, Laos PDR, March 24-25 March (Invited Keynote address)

Francis D. (2011). The [in]visibility of [homo]sexuality in South African schools, Human Rights Education in Diversity Conference, NWU Potchefstroom, 15-20 April (Invited plenary speaker)

## **2. RESEARCH PROFESSOR: ASSOCIATE PROF HB EBRAHIM**

### **EXECUTIVE POSITION ON A PROFESSIONAL ASSOCIATION**

Prof Ebrahim is the Deputy President of the first South African Research Association for Early Childhood Education in South Africa (SARAECE).

### **EDITORIAL BOARDS**

Co-editor of the *South African Journal of Childhood Education*.

### **RESEARCH ACHIEVEMENTS**

#### **Refereed Journal Articles**

Ebrahim, HB (2011) Children as agents in early childhood education. *Education as Change*. 15, 1 pp109-119.

Ebrahim, HB, Verbeek, C. & Mashiyah, J.N. (2011). Enabling roles to reclaim teacher agency: Insights from the Advanced Certificate for Education (Foundation Phase). *Perspectives in Education*, 29, 4. pp58-65.

Declerq, B, Ebrahim HB, Koen, M, Martin, C, Van Zyl, E, Daries, G, Olivier, M, Venter, R, Ramabenyane, J, Ramabenyane, M and Sibeko, L (2011). Levels of well-being and involvement in centre-based provision for birth to four years in the Free State in South Africa. *South African Journal of Childhood Education*. 1,2 pp 1-15.

#### **Book chapter**

Ebrahim, HB & Penn, H (2011). Research on early childhood in KwaZulu-Natal, South Africa. Halai, A & Williams, D (Eds). *Researching Methodologies in the South*. Oxford University Press: Pakistan.

Prof Ebrahim hosted a seminar where international experts presented multiple perspectives on curriculum in the early years.

### **Conference papers (National)**

Ebrahim, HB 2011. *Unpacking the South African birth to four curriculum*. ECD Conference – Our Vision is Our Children’s Future – 2 February

Ebrahim, HB 2011. *A situation analysis of children’s lives in early childhood*. ECD Seminar Week. 26 September.

Ebrahim, HB 2011. *Reimagining early childhood education in South Africa through the 3 Bs (Becoming, Being and Belonging)*. SASE conference 6 October.

Ebrahim, HB, Martin, C, Koen, M, Ramabenyane, J, Daries, G, Sibeko, L, Lesupi, E, Van Zyl, E, Olivier, M, Venter, R 2011. *Interrogating the current imagination of teacher education for early childhood and the foundation phase*. SASE conference 6 October.

Ebrahim, HB 2011. *Access with quality as a key driver for sustainable early childhoods*. SURELEC colloquium. 25 November.

### **Key note address (International)**

Prof Ebrahim was invited as a keynote speaker to The University College Cork in Ireland in April. She presented a paper on *Tensions in incorporating global childhood into ECD programmes*.

## **3. RESEARCH PROFESSOR: PROF SECHABA MAHLOMAHOLO**

### **GUEST EDITORSHIP OF JOURNALS**

Sechaba Mahlomaholo and Dennis Francis (2011). *South African Journal of Education* 31(3).

### **RESEARCH ACHIEVEMENTS**

#### **Refereed Journal Articles**

Sechaba MG Mahlomaholo (2011). Gender differentials and sustainable learning environments. *South African Journal of Education* 31, 3: 312 -321.

#### **Conference papers (National and international)**

Sechaba MG Mahlomaholo (2011). Creating sustainable learning environments in schools as a reflective practice. The South African Society for Education Conference in Bloemfontein CUT, 6 – 8 October, 2011

Sechaba MG Mahlomaholo (2011). Abstract of Plenary Address – Social Communication as discourse in the creation of sustainable learning environments. Social Conference: *Universe of Professional Activity*, St Petersburg State University in Russia, November 2011.

Sechaba MG Mahlomaholo (2011). Creating sustainable learning environments at a school through the validation of its community cultural wealth. *International Journal of Arts and Sciences Conference* in Rome October 20 – November 03, 2011.

Sechaba MG Mahlomaholo (2011). Social communication as discourse in the creation of sustainable rural learning ecologies. The First Sustainable Rural Learning Ecologies Conference in Qwaqwa November 26 – 28.

#### 4. PROGRAMME DIRECTOR FOR INITIAL TEACHER EDUCATION: PROF GAWIE DU TOIT

##### RESEARCH ACHIEVEMENTS

###### Refereed Journal Articles

Du Toit GF (2011), *Conceptualising the re-design of the curriculum for teacher education*, Acta Academica, 43 (3)

###### Book chapter

Du Toit, GF (2011), *Curriculum types and models – A theoretical inquiry*, 1<sup>st</sup> Edition Editor(s): Bitzer E, Botha, N, Curriculum Inquiry in South African Higher Education, Sun Press, Bloemfontein (pp 59-78).

#### 5. PROGRAMME DIRECTOR FOR POSTGRADUATE STUDIES AND RESEARCH: ASSOCIATE PROF RITA NIEMANN

##### CHAIR OF NATIONAL PROFESSIONAL ASSOCIATION

Chair of the study group Education Management and Leadership of the Education Association of South Africa (2009 - 2011)

##### GUEST EDITORSHIP OF JOURNALS

Rita Niemann and Dennis Francis (2011). *Journal of Education* : 52.

##### EDITORIAL BOARDS

Editorial Committee *Perspectives in Education*

##### RESEARCH ACHIEVEMENTS

###### Refereed Journal Articles

Niemann R & Marais N, 2011. Re-imagining research teaching: our living journey with our students towards improved practices. *Journal of Education*. 52.

###### Chapters in books

Niemann R, Marais N & Swanepoel Z. 2011 Problem Areas in Schools. *Teaching-learning dynamics*. Johannesburg: Heinemann

###### Conference papers (National and international)

- *Development of postgraduate students to produce new knowledge for sustainable learning in rural environments*. Sustainable rural learning ecologies colloquium. UFS Qwaqwa Campus 24 – 26 November 2011.
- *Revisiting the tide of postgraduate studies: quality knowledge production and the globalised knowledge economy*. EASA Conference. Sun City (UNISA): 11 – 13 January 2011.

- *Gender and Power: Employment equity in the South African Higher Education landscape.* International Conference in Education Reform (ICER) – Equity in Education. Luang Prabang, Laos: 23-26 March 2011

### **Keynote speaker at subject-related conferences/occasions**

*Human Resource Management in Schools.* SA Teacher Association: Northern Cape Seminar. Douglas. 3 March 2011.

## **6. TEACHING AND LEARNING MANAGER: ASSOCIATE PROF AA BEYLEFELD**

### **EDITORIAL BOARDS**

*African Journal of Health Professions Education*

### **RESEARCH ACHIEVEMENTS**

#### **Chapters in books**

Beylefeld, AA 2011. Action research and curriculum transformation. In: Bitzer, EM & Botha, N (eds), *Curriculum inquiry in South African Higher Education – Some Scholarly Affirmations and Challenges.* Stellenbosch: Sun Media.

### **SCHOOL OF OPEN LEARNING**

- The projects and activities of the School of Continuing Education have been moved to the newly established School of Open Learning, which operates independently of the Faculty of Education. However, the new school continues to manage education-related open learning programmes and projects, as well as projects which find their academic home in other faculties.
- Education-related projects of the School of Open Learning include tenders awarded in 2011 for the upgrading of qualifications of teachers in the North West and Mpumalanga provinces in Life Sciences; Economic and Management Sciences as well as Physical Sciences and Mathematics.
- Funding for the activities of the Science for the Future project by SANRAL has also been secured for a further three years.

### **OTHER FACULTY RESEARCH ACHIEVEMENTS AND ACTIVITIES**

#### **NRF-rated researchers**

Since 2010 the number of NRF-rated researchers increased from zero to four. They are:

Prof DA Francis

Prof NC de Wet

Dr A van Staden

Prof L Jita

## Faculty research achievements and activities

- The research outputs of the faculty have doubled since the new dean, Prof Francis, took office in 2010.
- The School of Education Studies' research outputs were the second highest of all academic departments at the UFS.
- Prof NC de Wet is ranked one of the top 10 researchers at the UFS.
- The average research output per full-time academic staff member is 0.6.
- Two article writing workshops were organised and attended by 23 academic staff members, who each had to produce an article by the end of the workshops.
- The faculty's Ethics Board is fully operational, which plays a leading role in the institution's establishment of an Ethics Office.
- The faculty hosted a number of international experts to stimulate research. They were:
  - Prof Gregory Thomas (Canada)
  - Prof Vasti Tores (US)
  - Prof Melanie Walker (UK)
  - Prof Helen Penn (UK) (ECD)
  - Prof Vanessa Paki (New Zealand) (ECD)
  - Prof Auma Okwany (Kenya) (ECD)
  - Prof Theodora Papatheodorou (Greece) (ECD)
  - Prof Christine Pascal (UK) (ECD)
- In 2011 the faculty hosted the following two national academic seminars:
  - Early Childhood Development
  - Sustainable Education in Rural Learning Ecologies.

## Faculty of Natural and Agricultural Sciences – 2011

### Message from the Dean

Cutting edge research culminating in exciting prospects for new technologies, scholarly leadership in compelling national issues, exciting discoveries, prestigious international research awards and highly sophisticated new state-of-the-art equipment again characterised the achievements of our faculty in 2011. The uncovering of new insights for drug development using nanotechnology made world headlines and opened up an exciting new area for scientific exploration while the discovery of a multi-cellular organism (a nematode worm) at the greatest depth below the earth's surface ever recorded was greeted with much excitement by the research community. The studying of seasonal movements, migration routes and behavioural patterns in giraffes using GPS-equipped collars was also a world first. Significant new discoveries were made with regard to the identification of wheat and barley genotypes having genetic resistance to leaf and stem rust. And work on a model eukaryote showed that its epigenome was adjusted to reflect a general state of transcriptional repression during quiescence, a fundamentally important finding. While numerous prestigious awards were once again conferred on several staff members, a particularly special one was the African Union Kwame Nkrumah Scientific Award for research advancing socio-economic development on the continent, which was won by one of our leading female researchers. Finally, without state-of-the-art equipment research leadership is impossible which makes the acquisition of a multi-million rand Time of Flight Secondary Ion Mass Spectrometer as an addition to our highly sophisticated nano-technological research equipment a further significant stride in this area of research.

(a) **Staff achievements**

***Building Sciences***

**Department of Architecture**

- Henry Pretorius received a National Award of Excellence from the South African Council for the Architectural Profession (SACAP) for his design of the UFS taxi rank.

**Department of Quantity Surveying and Construction Management**

- Prof Verster was elected as Vice-President (Education) of the CIOB (Africa).
- Prof Verster was selected for the best lecture at the SACQSP Research Congress.
- Michelle Burger was selected as the best young researcher during the recent SACQSP Research Congress in Durban.

***Agricultural Sciences***

**Department of Agricultural Economics**

- Prof Johan Willemse promoted to Full Professor.
- Prof Bennie Grove promoted to Associate Professor.
- Five lecturers from the Department of Agricultural Economics attended the 18<sup>th</sup> biennial International Farm Management Association (IFMA) Conference in Methven, New Zealand, from 20 – 25 March 2011 where they presented six papers.

**Department of Soil, Crop and Climate Sciences**

- Dr Pieter le Roux was elected as Vice-President of the Soil Science Society of South Africa.
- Prof Cornie van Huyssteen served as past-President on the Council of the Soil Science Society of South Africa.
- George van Zijl received the Soil Science Society of South Africa's prize for the best presentation for a researcher younger than 30 years (Disaggregation of land types Ea34 and Ca11 with terrain analysis, expert knowledge and GIS methods). Dr Pieter le Roux and Dr Dave Turner were co-authors.
- Prof Sue Walker was hosted by the FAO – Land and Water Division in Rome where she worked on calibrating the FAO-Aqua Crop model for the important African crops amaranthus, pearl millet and taro.
- Prof Cornie van Huyssteen visited St Istvan University in Hungary to relate the Taxonomic Soil Classification System for South Africa with that of the World Reference Base.
- Two staff members, Stephan Steyn and Dr Elmarie Kotzé, and 13 postgraduate students under the Inkaba yeAfrica programme attended the 8<sup>th</sup> Annual Inkaba yeAfrica Conference in Cape Town where they reported on their progress.

***Natural Sciences***

**Department of Chemistry**

- During 2011, Profs Jannie Swarts and Jeanet Conradie were invited to contribute to two cover articles in the high-impact international chemistry journals *Dalton Transactions* and the *European Journal of Inorganic Chemistry*.
- Dr Lizette Erasmus spent four months at the group of Prof Hans Niemantsverdriet at the Schuit Institute for Catalysis at the Technical University of Eindhoven, The Netherlands.
- Prof A Roodt was admitted as member of the Academy of Sciences of South Africa and was elected chair of the Special Interest Group on Chemical Crystallography

(SIG13) of the European Crystallographic Association. Prof Deon Visser was elected the South African Representative of SIG13.

- Prof Andrew Marston obtained research funding of approximately R2.5 million from the European Union [7<sup>th</sup> Framework Programme] and the Norwegian Research Council, while the Applied Process Chemistry II project of Profs André Roodt, Jannie Swarts and Ben Bezuidenhout obtained funding of more than R4 million from SASOL and the THRIP programme.

#### **Department of Computer Science and Informatics**

- Dr Liezel Nel received the Excellence Award of the UFS for e-learning during its Prestige Forum for Teaching and Learning.
- Based on research publications stemming from her PhD, Tanya Beelders was invited to submit a proposal for a chapter in a book on speech technologies. The chapter was published in *Speech Technologies*, edited by Ivo Ipsic. The research was focused on using speech recognition and eye gaze in Microsoft Word in order to make it a hands-free environment.

#### **Department of Consumer Science**

- Jana Vermaas has been invited to report the results of her project on the "Evaluation of the antimicrobial effect and strength properties of cotton and polyester fabrics treated with Anolyte" at the conference of the International Federation of Home Economics in Melbourne, Australia in July 2012.

#### **Department of Genetics**

- Prof Paul Grobler was appointed as full Professor and he improved his NRF rating.
- Prof Johan Spies received a Certificate of Appreciation from the *Clivia* Society.
- Prof Paul Grobler was successful in his application for funds from the Kenya/South Africa Cooperation programme for studying genetic variation in catfish in South Africa.
- A master's student received excellent reviews for the abstract of her paper to be presented at the International Society for Research on Aggression conference.

#### **Department of Geology**

- Prof Marian Tredoux was nominated as a Fellow of the Geological Society of South Africa.

#### **Department of Mathematical Statistics and Actuarial Sciences**

- Prof Abrie van der Merwe and Dr Delson Chikobvu won the prestigious Herbert Sichel medal for their paper "A process capability index for averages of observations from new batches in the case of the balanced random effects model" that appeared in the *Journal of Statistical Planning and Inference* in 2010. The Herbert Sichel Medal is awarded annually by the South African Statistical Association for the best paper published by a member of the association.
- Prof Max Finkelstein received a B1 rating from the NRF.

#### **Department of Microbial, Biochemical and Food Biotechnology**

- Prof Lodewyk Kock received several invitations to present keynote addresses in China, Greece and the USA. Prof Kock was elected Honourable Guest and Host of the Opening Ceremony of the 2<sup>nd</sup> World Congress on Biotechnology, held in Philadelphia, USA. These honours stemmed from the novel application of a new imaging nanotechnology for his research on yeast ultrastructure as well as medical research, i.e. Nano Scanning Auger Microscopy (NanoSAM) that can be used in conjunction with yeast bio-assays to search for new drugs.

- Prof Kock was invited to publish a chapter and review on his research in a highly accredited book series on yeasts (*The Yeasts: A Taxonomic Study*, 5<sup>th</sup> Ed.) and a medical journal, *Expert Opinion*, respectively. He presented this work on invitation in video e-conference format on the lecture website of the *Journal of Translational Biomedicine* (<http://vimeo.com/21056636>). His research was also applied to the benefit of the community and formed part of an investigative journalism TV programme presented by Carte Blanche.
- Prof Kock was awarded the Dean's Medal for Research at the end of the year function of the Faculty of Natural and Agricultural Sciences, UFS.
- The work by a team under the leadership of Prof Esta van Heerden of the department's Extreme Biochemistry group and counterparts in Belgium and the USA was published in the June 2011 edition of the prestigious academic journal *Nature* (*Nature* **474**: 79-82). At the head of the research was Prof Gaetan Borgonie of Ghent University in Belgium, a world leader in the discipline of nematode research. The article, titled *Nematoda from the terrestrial deep subsurface of South Africa*, sheds more light on life – in the form of a small worm – under extreme conditions in deep hot mines.
- FEMS Yeast Research, which is the top international journal in this field of research, recently announced their three "most read articles" of 2011, based on the number of downloads from their website. Of these three published papers, two were from the Department of Microbial, Biochemical & Food Biotechnology, UFS: The article, titled *The yeast Saccharomyces cerevisiae – the main character in beer brewing*, was authored by Prof Bettie Lodolo and Martin Brooks (Brewing Consultant and Chief Brewer of the SAB Ltd. Brewing Centre of Excellence in Alrode, Johannesburg, respectively), Prof Lodewyk Kock (Dept of Microbial, Biochemical and Food Biotechnology) and Prof Barry Axcell (Global Chief Brewer, SABMiller, Sandton). Prof Lodolo is also an Affiliated Professor in the department. The authors of the second paper, titled *The alcohol dehydrogenases of Saccharomyces cerevisiae: a comprehensive review*, were Dr Olga de Smidt (researcher at the Central University of Technology and a former PhD student of the department), Prof Koos Albertyn and Prof James du Preez.
- Prof Celia Hugo was invited by the Bergey's Manual Trust to co-author a chapter (published in 2011) in the authoritative *Bergey's Manual of Systematic Bacteriology* together with two international leaders on the taxonomy of *Chryseobacterium*.
- In an article in the highly acclaimed scientific journal, *International Journal of Systematic and Evolutionary Microbiology* (vol. 61, pp 2320-2327), Dr Carlien Pohl-Albertyn, Prof Martie Smit and Prof Koos Albertyn describe four new yeast species, one of which is named after Bloemfontein, *Rhodotorula bloemfonteinensis*. This yeast is only the second living organism to be named after Bloemfontein.
- Prof James du Preez was elected member of the Academy of Science of South Africa (ASSAf).
- Prof du Preez was appointed as the American Society for Microbiology's ambassador for South Africa.
- Prof Koos Albertyn was elected as vice president of the South African Society for Microbiology, Dr Carlien Pohl-Albertyn as treasurer and Prof James du Preez as council member.

### **Department of Plant Sciences**

- Prof Neal McLaren received the society's award for applied plant pathology research at the congress of the SASPP.
- Prof Sakkie Pretorius received the CH Persoon medal (gold), the highest award for contributions to the subject field in South Africa, for applied plant pathology research.
- Prof Maryke Labuschagne was appointed to the Professional Development Panel

as well as to the Protein Committee of the American Association for Cereal Chemists International.

- Prof Maryke Labuschagne and her team published an article in the *Journal of Science* that had an impact of more than 3. It is of the highest in the applied research field.
- Prof Amie van der Westhuizen's international collaboration with Prof Bruno Moerschbacher, Department of Plant Biochemistry and Biotechnology, Muenster University, Germany, resulted in two articles being published in top international journals.
- Prof Louis Scott was elected as a member of the Royal Society of South Africa.

#### **Department of Physics**

- Prof Swart was also elected as member of the Academy of Science of South Africa (ASSAF).

#### **Centre for Disaster Management, Training and Education**

- During Andries Jordaan's visit to Brazzaville, Congo, DIMTEC was approached by the government of the Republic of the Congo to assist them with their national disaster management plan, particularly focused at Brazzaville, as well as the establishment of a disaster management centre.

#### **Institute for Groundwater Studies**

- Prof Gerrit van Tonder received an extraordinary merit award and Lifelong Honorary membership as a token of appreciation for superior service and dedication in promoting the science of groundwater, awarded by the Groundwater Division of the Geological Society of South Africa.

### b) Student achievements

#### **Department of Architecture**

- Madelein Markram was one of the winners of her team who participated in the Sanlam competition on the theme *Creativity for Progress*. The project was of an exceptionally high standard.
- Wim Steenkamp was selected as the National Corobric Architecture Student of the Year 2008.
- Craig Atkins, an Architecture student, was selected as one of the top 10 on the shortlist of the Africa Thesis Awards.

#### **Department of Chemistry**

- Three students from Chemistry, Truidie Venter, Ilana Ehgelbrecht and Theunis Muller, each visited the research group of Prof Peter Comba at the University of Heidelberg, Germany for two months under the INKABA ye Africa programme.
- Ellen Kuo (Materials and Nanosciences) and Marietjie Schutte and Alice Brink (Advanced Biomolecular Research) held prestige bursaries under the UFS Research Cluster initiative.
- Alice Brink gave a lecture at the XXII Congress and General Assembly of the International Union of Crystallography Conference in Madrid during August, while Marietjie Schutte visited the group of Prof Roger Alberto at the University of Zurich, Switzerland, for a two-month research period.
- Three students from the Polymer Science research group at the Qwaqwa campus, Shale Sefadi, Thabang Mokhothu and Tshwafo Motaung, each spent approximately

a four-week period at the Institute for Polymer Research (Dresden, Germany), the University of Modena and Reggio Emilia (Italy) and the University of Palermo (Italy), respectively.

#### **Department of Genetics**

- A master's student received excellent reviews for the abstract of her paper to be presented at the International Society for Research on Aggression conference.

#### **Department of Geology**

- Geology students at AngloGold Ashanti holiday work: Donovan Pienaar (now Honours) came first and a second-year student, Cornu van Niekerk, came second for presentations on the work they submitted.

#### **Department of Microbial, Biochemical and Food Biotechnology**

- At the congress of the South African Society for Microbiology that took place in Cape Town from 6 – 9 November, Carmien Tolmie and Dr Chantel Swart received awards for the best undergraduate and PhD student in microbiology, respectively.

#### **Department of Physics**

It was an excellent year for our postgraduate students and they almost made a clean sweep of prizes at the 56<sup>th</sup> Conference of the South African Institute of Physics in the field of Condensed Matter Physics and Materials Sciences. The winners are:

- Gebhu Ndlovu – (Promoters: Profs Wiets Roos and Thembela Hillie) in the category Doctorate Oral for the best oral presentation;
- Abdub Ali (Promoters: Profs Hendrik Swart and Francis Dejene) and Shaun Cronje (Promoters: Dr Ted Kroon and Prof Wiets Roos) shared the prize in the category Doctorate Poster for the best poster presentation;
- Charl Jafta – (Study leaders: Profs Wiets Roos and Koos Terblans) in the category Master's Publication Award for the best publication from a MSc thesis;
- Pieter Barnard (Study leaders: Profs Hendrik Swart and Koos Terblans) won the prize for the best Master's Poster; and
- Luyanda Noto (Study leaders: Profs Hendrik Swart and Koos Terblans) was specially recommended for the prize – best MSc poster.
- George Tshabalala (Promoters Profs Martin Ntwaeaborwa and Hendrik Swart) won the prize for the best Poster Presentation at the Korean Materials Research Society Symposium in JeJu Island, 26 – 27 May.
- Gebhu Ndlovu (Promoters: Profs Wiets Roos and Thembela Hillie) won the SMM prize for the best paper on an Innovative Microscopy Technique, presented at the 49<sup>th</sup> Conference of the Microscopy Society of Southern Africa. He also won the Wirsam Tescan prize for the most Exceptional Presentation at the same conference.
- Shaun Cronjé (Promoters Prof Wiets Roos and Dr Ted Kroon) won third prize for the best oral presentation at the 11<sup>th</sup> Symposium of the Suid Afrikaanse Akademie vir Wetenskap en Kuns in Pretoria.
- Dr Lisa Coetsee, appointed as researcher and chief operator on the Nano SAM and XPS Versa Probe spectrometers, was rated as a Y2 researcher by the NRF.

#### **Centre for Environmental Management**

- Yolandi Bezuidenhout (Magister in Environmental Management) received the CText-award for an extraordinary contribution in the field of environmental studies at the

Postgraduate Symposium in the natural sciences, of the *Suid-Afrikaanse Akademie vir Wetenskap en Kuns Simposium*, held on 28 October 2011.

- Morgan Hauptfleisch (PhD student) received the award for the best poster at the 31st Annual Conference of the International Association for Impact Assessment, Mexico, in June 2011.

### 3.2.2 Research

Refer to 1.4.3.

### **3.2.3 Research funding**

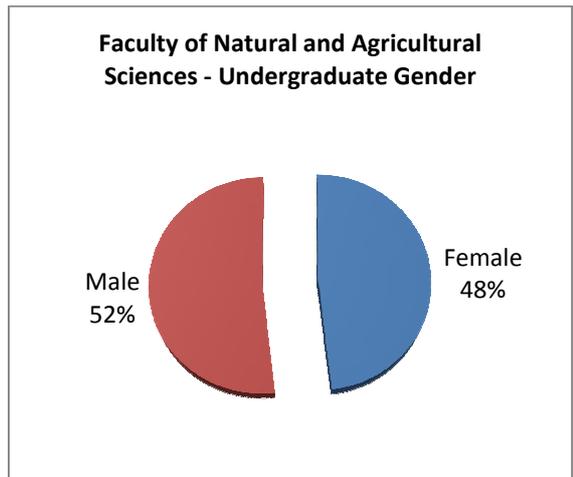
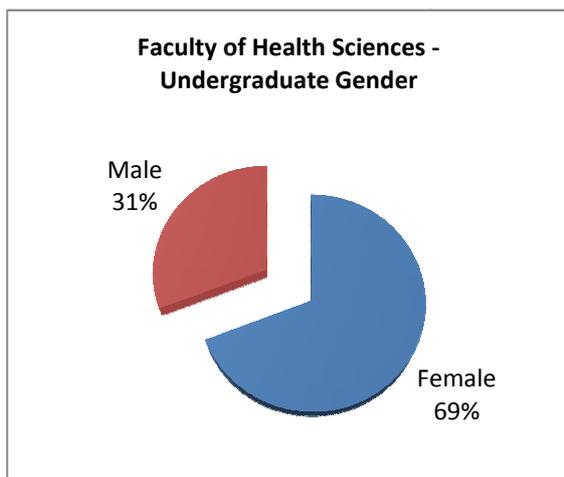
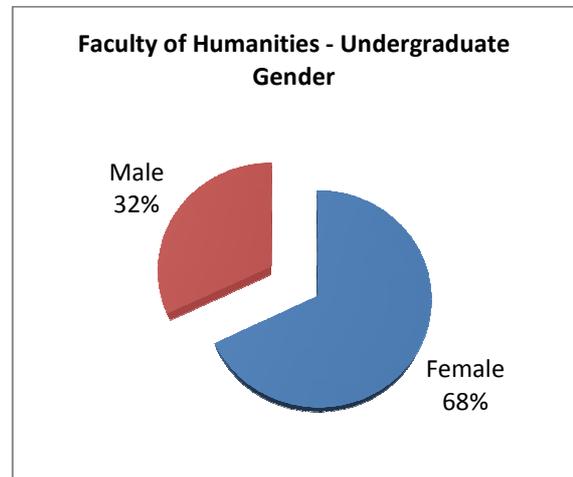
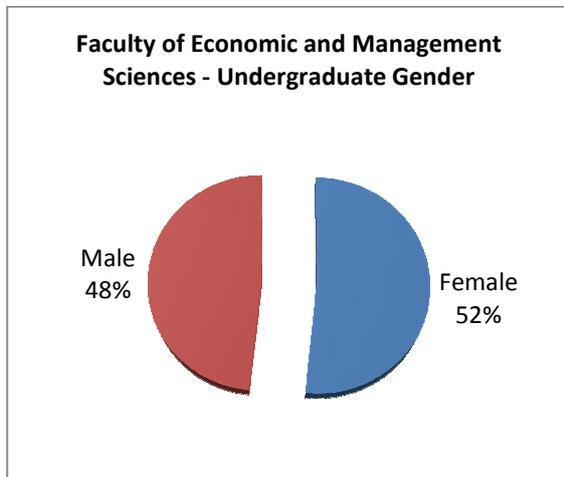
The total funding made available for research at the UFS increased from R211 million in 2010 to R222 million in 2011. A total of R8,9 million was allocated to researchers from Central Research Funds, a total of R23,0 million for Research Strategy Imperatives, a total of R6,0 million for Strategic Academic Clusters and an additional R2,0 million for bursaries in the Strategic Academic Clusters.

The University received approximately R27 million from the National Research Foundation in 2011.

### 3.3 Composition and size of student body

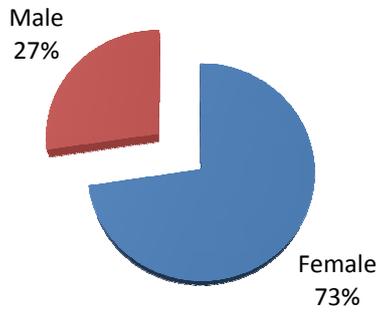
#### Student Profile Charts 2011

#### Total Undergraduate Headcount by Gender

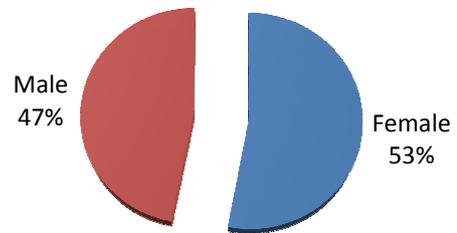


## Total Undergraduate Headcount by Gender

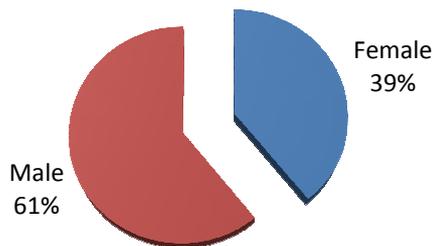
Faculty of Education - Undergraduate Gender



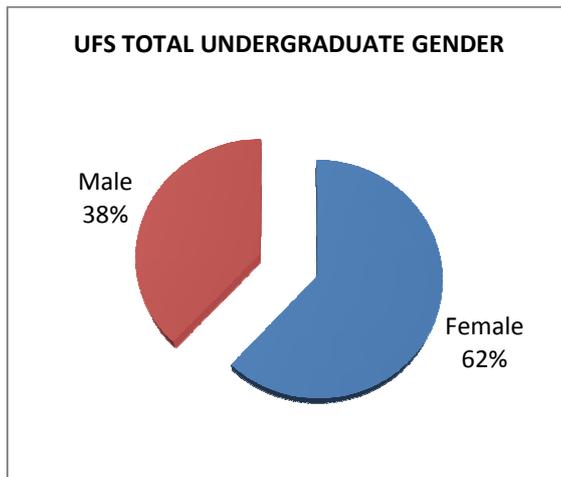
Faculty of Law - Undergraduate Gender



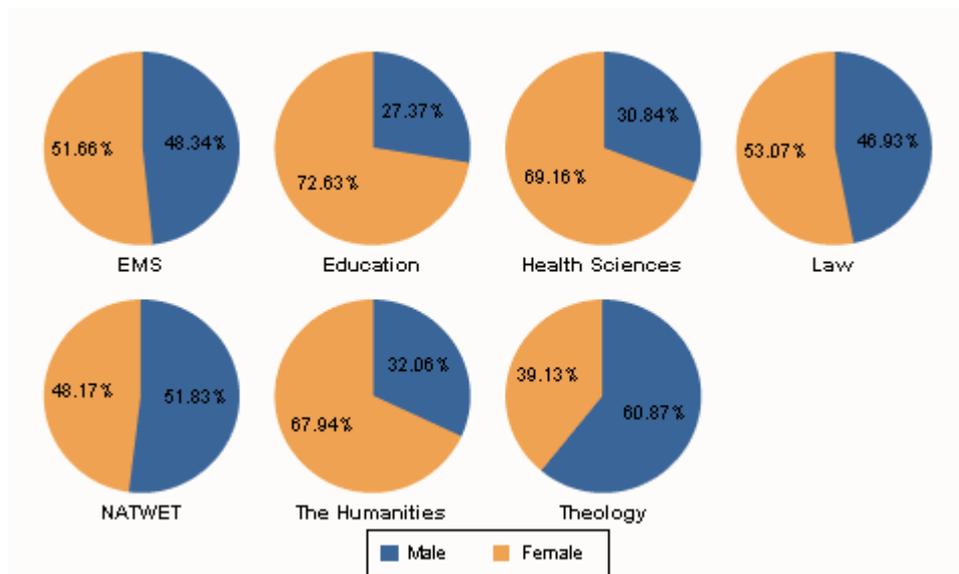
Faculty of Theology - Undergraduate Gender



## Total: UFS Undergraduate Gender Percentage

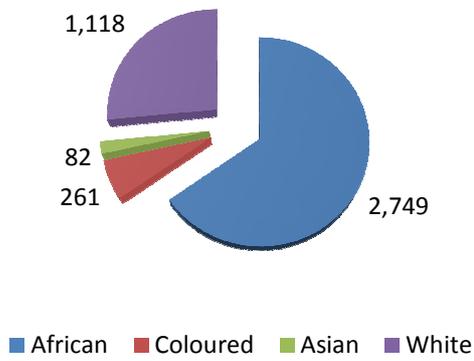


## TOTAL UNDERGRADUATE HEADCOUNT BY GENDER

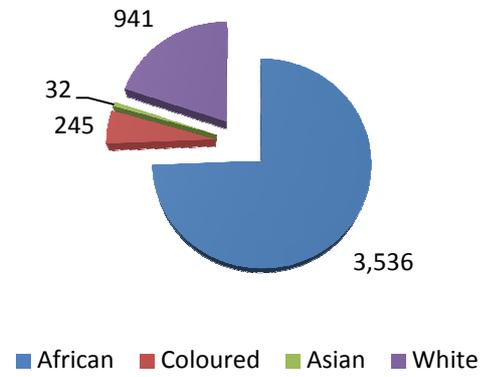


## Total Undergraduate Headcount by Race

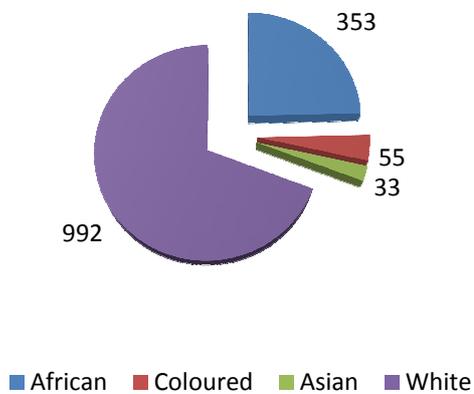
**Faculty of Economic and Management Sciences - Undergraduate Race numbers**



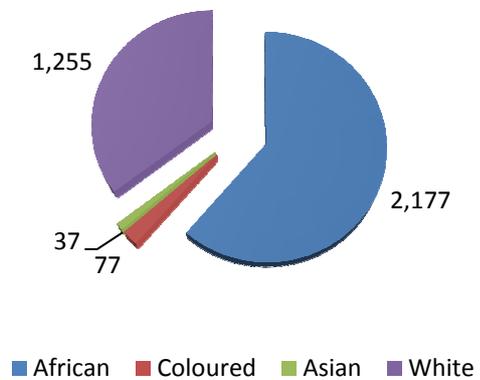
**Faculty of Humanities - Undergraduate Race numbers**



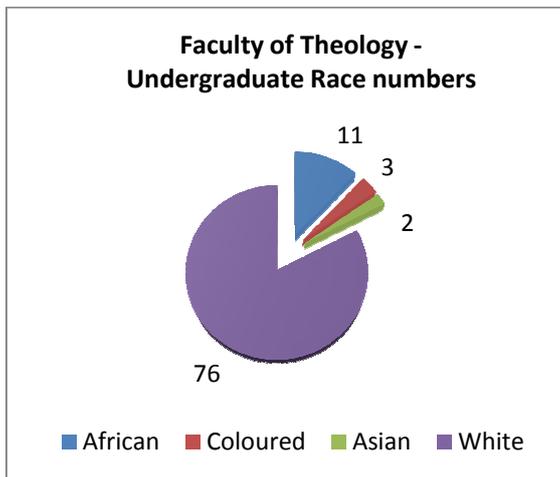
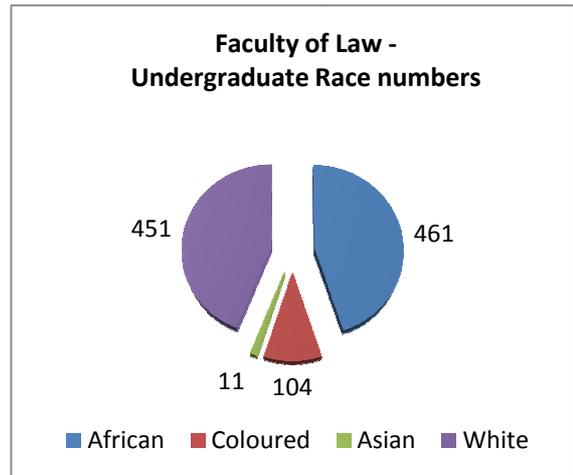
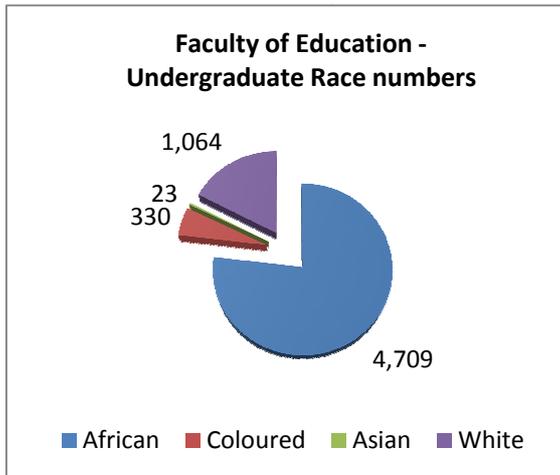
**Faculty of Health Sciences - Undergraduate Race numbers**



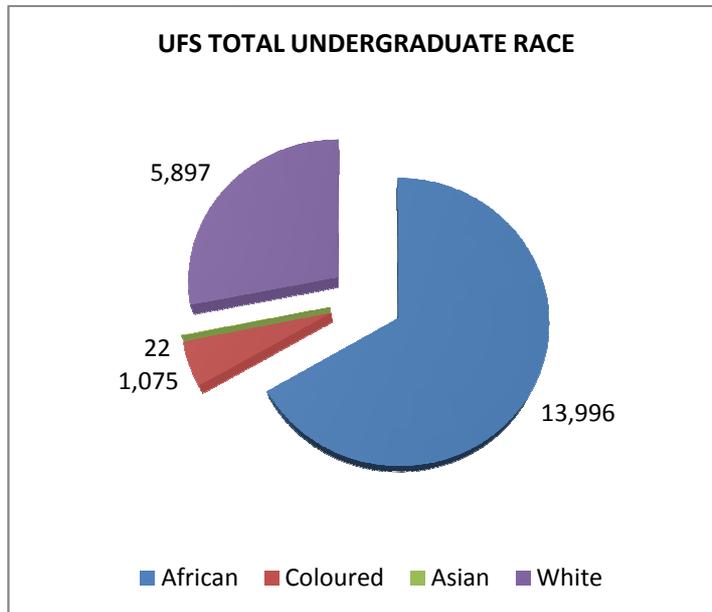
**Faculty of Natural- and Agricultural Sciences - Undergraduate Race numbers**



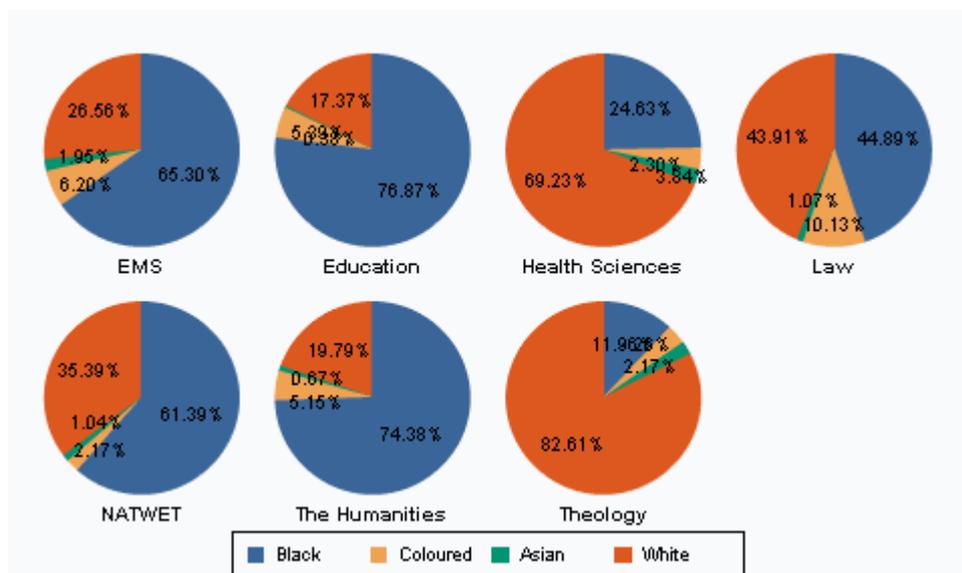
## Total: Undergraduate Race Percentage



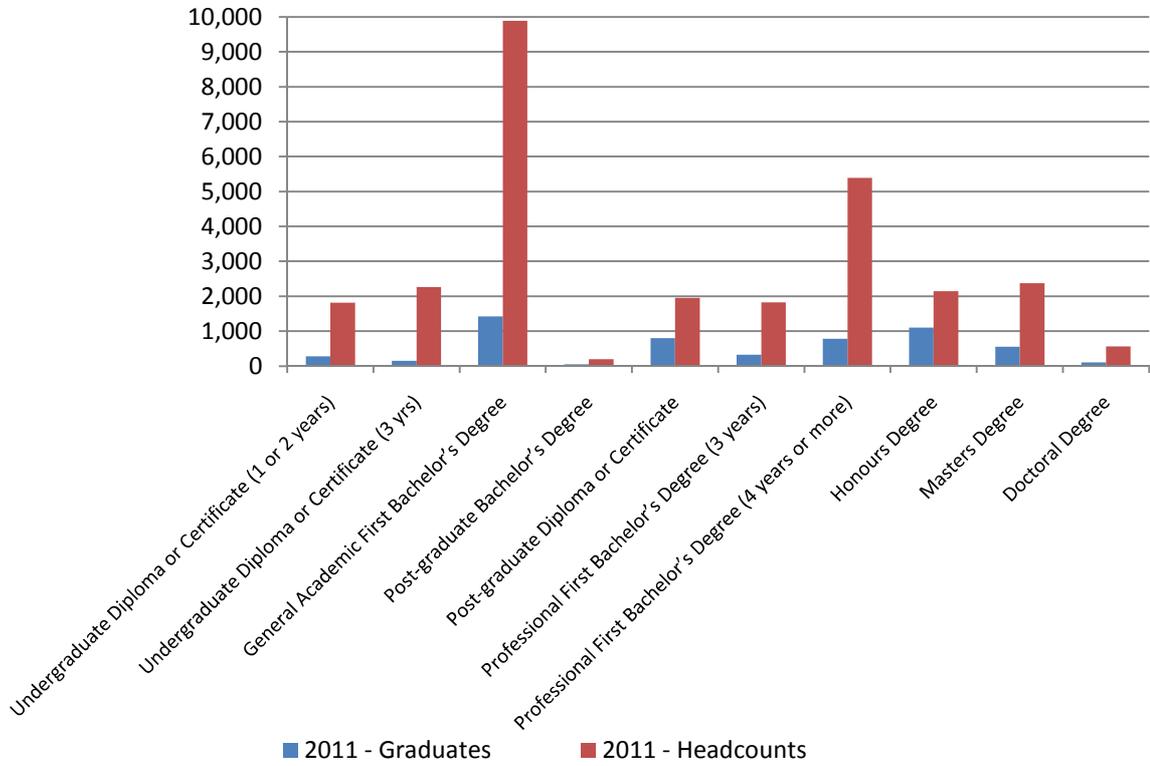
## Total Undergraduate Headcount by Race



## TOTAL UNDERGRADUATE HEADCOUNT BY RACE



## 2011 Enrolled students and Graduates



### 3.4 Access to financial aid and provision thereof

#### (a) Bloemfontein Campus

A total of **1 205** students on the main campus received financial assistance. A breakdown of sources of funding is as follows:

<b>Main Campus</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>
NSFAS/DE	R 19 424 917,00	R 22 678 939,00	R 24 307 478,00	R 32 935 818,00	R 37 616 034,00	R 27 687 978,00
NSFAS/ECProv	R 44 116,00	R 44 680,00	R 26 503,00	R 69 462,00	R 140 568,00	R 91 025,00
NSFAS/NGO	R 213 334,00	R 142 297,00	R 114 528,00	R 213 797,00	R 319 213,00	R 173 075,00
NSFAS/DE Education	R 936 480,00	R 739 527,00	R 453 105,00	R 381 766,00	R 720 809,00	R 866 329,00
NSFAS/Thuthuka			0,00	R 1 468 576,00	R 2 006 949,00	R 3 480 660,00
NSFAS/Final year	R					R 12 835 656,00
NSFAS/Post grad	R					R 106 819,00
NSFAS/Historical Debt	R					R 221 081,00
<b>Total</b>	<b>R 20 618 847,00</b>	<b>R 23 605 443,00</b>	<b>R 24 901 614,00</b>	<b>R 35 069 419,00</b>	<b>R 40 803 573,00</b>	<b>R 45 462 623,00</b>

#### (b) Qwaqwa Campus

Financial assistance is a core aspect at the campus that is situated in a very poor area. In 2003 financial assistance was also discussed with the Minister by the management of the University.

In 2003 discussions were held with student leaders in view of assisting as many students as possible to register.

A total of **1 333** students at Qwaqwa received financial assistance. A breakdown of sources of funding is as follows:

<b>Qwaqwa Campus</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>
NSFAS/DE	R 15 116 020,00	R 18 391 489,00	R 22 669 339,00	R 27 696 261,00	R 31 411 577,00	R 36 381 013,00
NSFAS/DE Education	R 934 393,00	R 1 183 972,00	R 1 847 895,00	R 1 942 234,00	R 1 770 191,00	R 1 749 671,00
NSFAS/Final year	R					R 5 231 041,00
NSFAS/Post grad	R					R 117 368,00
NSFAS/Historical Debt	R					R 0.00
<b>Total</b>	<b>R 16 050 413,00</b>	<b>R 19 575 461,00</b>	<b>R 24 517 234,00</b>	<b>R 29 638 495,00</b>	<b>R 33 181 768,00</b>	<b>R 43 479 093,00</b>

A total of 0 students at Vista campus received financial assistance because the pipeline students were phased out at the end of 2008. A breakdown of sources of funding is as follows:

(c) Vista Campus

<b>Vista Campus</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>
NSFAS/DE	R 1 799 968,00	R 866 038,00	R 432 433,00	R 0,00	R 0,00	R 0,00
NSFAS/DE Education	R 0,00	R 0,00	R 0,00	R 0,00	R 0,00	R 0,00
<b>Total</b>	<b>R 1 799 968,00</b>	<b>R 866 038,00</b>	<b>R 432 433,00</b>	<b>R 0,00</b>	<b>R 0,00</b>	<b>R 0,00</b>

(d) Total Allocations to UFS

<b>Total allocations to UFS</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>		<b>2009</b>		<b>2010</b>	<b>2011</b>
NSFAS/DE	R 36 340 905,00	R 41 936 466,00	R 47 409 250,00	R	R 60 632 079,00	R	R 69 027 611,00	R 64 068 991,00
NSFAS/Irish aid	R 0,00	R 0,00	R 0,00	R	R 0,00	R	R 0,00	R 0,00
NSFAS/-ECProv	R 44 116,00	R 44 680,00	R 26 503,00	R	R 69 462,00	R	R 140 568,00	R 91 025,00
NSFAS/NGO	R 213 334,00	R 142 297,00	R 114 528,00	R	R 213 797,00	R	R 319 213,00	R 173 075,00
NSFAS/National Skills	R 0,00	R 0,00	R 0,00	R	R 0,00	R	R 0,00	R 0,00
NSFAS/DE Education	R 1 870 873,00	R 1 923 499,00	R 2 301 000,00	R	R 2 324 000,00	R	R 2 491 000,00	R 2 616 000,00
NSFAS/Thuthuka	R		R 0,00	R	R 1 468 576,00	R	R 2 006 949,00	R 3 480 660,00
NSFAS/Final year	R							R 18 066 697,00
NSFAS/Post grad	R							R 224 187,00
NSFAS/Historical debt	R							R 221 081,00
NSFAS/Social Work	R							R 8 315 608,00
NSFAS/Dept of Agriculture	R							R 627 634,00
NSFAS/DE Disability	R							R 340 705,00

NSFAS/EC Scholar	R							R	508 080,00			
NSFAS/Nedbank	R							R	1 757 065,00			
NSFAS/NSF Init	R							R	941 464,00			
Teacher Ed												
NSFAS/REAP	R							R	384 262,00			
NSFAS/Fundza Lushaka	R							R	28 039 874,00			
NSFAS/National Skills Fund	R							R	219 976,11			
<b>Total</b>	<b>R</b>	<b>38 469 228,00</b>	<b>R</b>	<b>44 046 942,00</b>	<b>R</b>	<b>49 851 281,00</b>	<b>R</b>	<b>64 707 914,00</b>	<b>R</b>	<b>73 985 341,00</b>	<b>R</b>	<b>130 076 384,11</b>

### 3.5 Changes in tuition fees charged

The increase in tuition fees charges between 2010 and 2011 was 9,50%.

### 3.6 Statement of self-assessment of the Senate

#### 3.6.1 Enrolment Objectives of the UFS for 2011

In assessing performance against predetermined objectives, the UFS has made use of the enrolment targets for 2013/14 as agreed with the Department of Higher Education and Training. The enrolment targets, at a national level, are critical in terms of the higher education sector as a whole meeting its shared responsibility towards the achievement of the national goal of a skilled and capable workforce (see *Ministerial Statement on Enrolment Planning 2011/12 – 2013/14*). As such, assessing progress towards our institutional targets is critical in an assessment of institutional performance. As is shown in the tables below, which document progress towards each of the targets set for the UFS by the Minister of Higher Education and Training, the enrolment targets encompass both undergraduate and post-graduate education as well as teaching and learning (reflected in the success rates).

A review of the figures shows that the UFS is performing on, or above target with respect to total head count enrolment as well as enrolled FTEs. Enrolment of first-time entering undergraduate students is also above target for 2011 as is the number of graduates in the scarce area of Initial Teacher Education. Based on the projections shown in the tables below, the UFS is likely to meet its 2013 targets with respect to teaching input units, success rates and expansion of distance education provision. The following areas have been noted as requiring specific attention in the coming year in an effort to achieve the targets set: proportional enrolment in SET as whole; increasing enrolment in the scarce skills areas of Animal and Human Health and Natural and Physical Sciences; and increasing enrolment and graduation of research masters and doctoral students.

Target : Headcount totals will be allowed to increase from 27,241 in 2009 to 32,594 in 2013 which represents an average annual increase of 4.6% between 2009 and 2013.

Headcounts	Year				
Faculty	2008	2009	2010	2011	
Economic and Management Sciences	5,745	6,010	6,335	6,129	
Education	5,649	5,510	5,857	7,454	
Health Sciences	2,406	2,427	2,473	2,582	
Law	2,253	2,329	2,225	2,293	
Natural and Agricultural Sciences	4,810	5,141	5,656	5,629	
The Humanities	5,037	5,553	7,084	7,283	
Theology	293	271	271	237	
<b>Grand Total</b>	<b>26,193</b>	<b>27,241</b>	<b>29,901</b>	<b>31,607</b>	
		<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>
<b>Target projections</b>		<b>27,241</b>	<b>28495</b>	<b>29805</b>	<b>31176</b>
					<b>32611</b>

Target : Unweighted FTE totals are expected to increase from 20,337 in 2009 to 24,477 in 2013 with an average annual increase of 4.7% over the same period.

Target : The funded teaching input unit total for 2015/16 is 59,556. The funded teaching input unit share of UFS will increase from 4.46% in 2011/12 to 4.87% in 2015/16.

	Year							
	2008	2009	2010	2011				
FTE	19 202.392	20 337.336	21 705.807	23 835.165				
Funded Credits	14 052.066	14 886.964	16 029.329	17 489.785				
Teaching Input Units	46 042.113	48 180.225	51 935.517	55 687.333				
TARGETS:		2009	2010	2011	2012	2013	2014	2015/2016
FTE								
FUNDED CREDITS		20 337.000	21 292.839	22 293.602	23 341.402	24 438.448		
TIU'S								59,556

Target : The approved number of first-time entering undergraduates for your institution 2013 is 4,500. This represents a 2.7% average annual increase from the 4,038 first-time entering undergraduate cohort in 2009.

	Year			
	2008	2009	2010	2011
First-time entering student	4,501	4,038	5,007	5,831
<b>Grand Total</b>	<b>4,501</b>	<b>4,038</b>	<b>5,007</b>	<b>5,831</b>

TARGETS:	2009	2010	2011	2012	2031
					4500

Target : In 2013, the proportion of headcount enrolments by major field of study is as follows: 31.1% in science, engineering and technology; 20.4% in business and management; 19.3% in education; and 29.2% in other humanities

Major Field of Study	2008		2009		2010		2011	
	ENRL	%	ENRL	%	ENRL	%	ENRL	%
BUS/MAN	3 643	13.91%	3 575	13.12%	7 393	24.72%	6 966	22.04%
EDUCATION	5 469	20.88%	5 433	19.94%	4 998	16.72%	6 559	20.75%
OTHER HUM	9 348	35.69%	10 042	36.86%	8 338	27.89%	8 636	27.32%
SET	7 734	29.53%	8 191	30.07%	9 172	30.67%	9 446	29.89%
Grand Total	26 193	100.00%	27 241	100.00%	29 901	100.00%	31 607	100.00%

Target : At undergraduate level, 10.9% of the 2013 enrolments should be in undergradate diplomas and certificates and 53.5% in undergraduate degrees. At postgraduate level 14.3% should be enrolled in postgraduate qualifications below Masters, 7.9% at Masters level, and 2.0% at doctoral level.

Qualification Type - Grouping	2008	2009	2010	2011	2013 TARGETS:
Occasional	8.17%	9.62%	12.22%	10.07%	NO TARGET SET
Diplomas and Certificates	12.29%	10.40%	9.84%	12.91%	10.90%
Degrees	51.96%	52.40%	53.31%	54.14%	53.50%
Other Postgraduate	7.93%	8.36%	7.11%	6.80%	
Honours	8.89%	8.80%	7.71%	6.80%	13.60%
Masters	8.54%	8.25%	7.89%	7.50%	7.90%
Doctoral	2.21%	2.17%	1.92%	1.78%	2%
Grand Total	100.00%	100.00%	100.00%	100.00%	100%

**Target : It is expected that distance headcount enrolments will increase to 5,229 in 2013 from 3,585 in 2009 at an average annual increase of 9.9%**

Attendance Mode	2008	2009	2010	2011		
Contact mode	24 600	23 656	26 336	26 821		
<b>Contact mode Total</b>	<b>24 600</b>	<b>23 656</b>	<b>26 336</b>	<b>26 821</b>		
Distance mode	1 545	3 200	3 216	4 471		
Distance mode Total	1 545	3 200	3 216	4 471		
Mixture of contact/distance	48	385	349	315	<b>TARGETS:</b>	<b>TARGETS:</b>
Mixture of contact/distance Total	48	385	349	315	<b>2 012</b>	<b>2013</b>
<b>FINAL DISTANCE TOTAL (includes mixed mode)</b>	<b>1 593</b>	<b>3 585</b>	<b>3 565</b>	<b>4 786</b>	<b>5300</b>	<b>5229</b>
<b>Target projections:</b>		<b>3 585</b>	<b>3 940</b>	<b>4 330</b>	<b>(ESTIMATE)</b>	
Grand Total	26 193	27 241	29 901	31 607		

**Target : Graduates should increase from 5,379 in 2009 to 6,600 in 2013. This represents a 22.7% increase in total. The ratio of headcount graduates to headcount enrolments is approved at 21% for 2013.**

	Year				TARGETS 2012	TARGETS 2013
	2008	2009	2010	2011		
Number of graduates	<b>5113</b>	<b>5379</b>	<b>5543</b>	<b>5584</b>		<b>6600</b>
Graduation rate	<b>20%</b>	<b>20%</b>	<b>19%</b>	<b>18%</b>		<b>21%</b>

**UFS PROJECTED 6000 graduates for 2013 in its submissions**

**Target : The graduate contribution in scarce skill areas for 2013 should be 372 graduates in life and physical sciences; 322 graduates in animal and human health; and 520 graduates in initial teacher education. Graduate targets for 2013 at postgraduate level are 975 honours, 288 research Masters and 98 doctoral graduates.**

Qualification Levels	2008	2009	2010	2011	TARGET 2013
Occasional	0	0	0	0	
Diplomas and Certificates	595	718	565	432	
Degrees	2133	2170	2400	2528	
Other Postgraduate	833	935	936	854	
<b>Honours</b>	<b>1029</b>	<b>965</b>	<b>1048</b>	<b>1102</b>	<b>975</b>
<b>Masters Research</b>		<b>249</b>	<b>243</b>	<b>272</b>	<b>288</b>
Masters course work		264	251	285	
<b>Doctoral</b>	<b>55</b>	<b>78</b>	<b>100</b>	<b>106</b>	<b>98</b>
Grand Total	<b>5113</b>	<b>5379</b>	<b>5543</b>	<b>5579</b>	<b>6600</b>

**ANIMAL AND HUMAN HEALTH (CESM 0106 and CESM 09, excluding 0915 and 0916)**

	Year			
	2009	2010	2011	TARGET 2013
Graduates (Animal Health)	18	36	58	
Graduates (Human Health)	596	636	625	
<b>TOTAL</b>	<b>614</b>	<b>672</b>	<b>683</b>	<b>322</b>

**NATURAL AND PHYSICAL SCIENCES (CESM 13 AND 14)**

	Year			
	2009	2010	2011	TARGET 2013
<b>Graduates</b>	<b>607</b>	<b>562</b>	<b>609</b>	<b>372</b>

**INITIAL TEACHER EDUCATION (CESM 07, QUALIFICATION CODES 07225, AND 07300-07318)**

	Year			
	2009	2010	2011	TARGET 2013
<b>Graduates</b>	<b>233</b>	<b>173</b>	<b>424</b>	<b>520</b>

Target : The targeted success rate for 2013 is 73.5% which is 1.7% higher than the actual 71.8% in 2009.

	FTE Enrolments	FTE Passes	DegreeCreditSu ccessRate	Course Registrations	Course Passes
<b>2011</b>	<b>23,835.165</b>	<b>17157.38661</b>	<b>72.89%</b>	<b>233925</b>	<b>170510</b>
Economic and Management Scier	5,106.990	3268.432046	66.41%	50079	33258
Education	4,403.393	3283.705284	77.00%	60231	46380
Health Sciences	2,065.652	1777.091473	86.23%	15365	13249
Law	1,680.697	1133.876303	70.10%	14098	9882
Natural and Agricultural Sciences	4,505.326	3492.534463	76.75%	38429	29495
The Humanities	5,912.466	4070.570845	68.22%	54305	37046
Theology	160.642	131.176199	84.63%	1418	1200
<b>Grand Total</b>	<b>23,835.165</b>	<b>17157.38661</b>	<b>72.89%</b>	<b>233925</b>	<b>170510</b>

Success rate calculated based on module registrations by successful modules as a temporary measure of success. Final success rate will be calculated using FTEs at the time of the final HEMIS submission for 2011.



.....  
**Prof JD Jansen**  
**Vice-Chancellor and Rector (Chairperson: Senate)**

## 4. INSTITUTIONAL FORUM

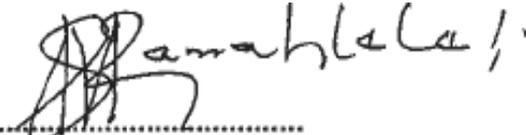
### 4.1 Report of the Institutional Forum and instances of advice sought by and given to the Council

During the 2010 and 2011 academic year, the Institutional Forum, in accordance with its mandate, advised Council on the following:

- Vice-Dean: Natural and Agricultural Sciences
- Vice-Rector: Operations
- New university brand
- Appointment of new Council members.

<b>CATEGORY</b>	<b>REPRESENTATIVE(S)</b>	<b>DEPARTMENT</b>
<b>MANAGEMENT</b>	Mr Lourens Geyer Mr Billyboy Ramahlele	Director: Human Resources Director: Community Engagement
<b>COUNCIL</b>	Mr Naude de Klerk Father Patrick Towe	Council Member Council Member
<b>SENATE</b>	Prof Lucius Botes Prof Neil Heideman	Dean: Humanities Vice-Dean: Agricultural and Natural Sciences
<b>SERVICE EMPLOYEES</b>	Mr Vuyisile Mazwi	Assistant Officer
<b>ADMINISTRATIVE EMPLOYEES</b>	Mr Olihile Moeng Mr Joel Thebe	Deputy Director Faculty Officer
<b>CENTRAL STUDENTS' REPRESENTATIVE COUNCIL</b>	Mr SH Sibiyi Mr M Masitha	Qwaqwa Campus Main Campus

<b>NEHAWU</b>	Ms Senovia Welman	Branch Secretary
<b>UVPERSU</b>	Ms Anita Lombard	CEO
<b>QWAQWA CAMPUS</b>	Dr Elize Smuts	Qwaqwa representative

  
.....  
**Mr PMB Ramahlele**  
**Chairperson: Institutional Forum**

## 5. REPORT OF THE PRINCIPAL ON MANAGEMENT/ADMINISTRATION

### 5.1 Managerial/administrative aspects of the operations of the institution, including new senior executive/administrative structures and resources, both personnel and systems, assessed in terms of realistic expectations

#### STUDENT DEVELOPMENT AND SUCCESS

Directorate for Institutional Research and Academic Planning, Sub-directorate: Student Development and Success

The work of the Sub-directorate: Student Development and Success focuses on three primary areas, namely: student engagement, the new academic tutorial programme (NATP) and academic advising. *This sub-directorate merged with the Centre for Higher Education Studies and Development to form the new Centre for Teaching and Learning in March 2012.*

#### Student engagement

The research leadership of the SDS in the field of student engagement was recognised in a report published by the CHE in October 2010 entitled: *Focusing the Student Experience on Success through Student Engagement* and an upcoming publication entitled: *Enhancing the quality of teaching and learning: Using student engagement data to establish a culture of evidence*. Conference papers were delivered at the Southern African Association for Institutional Research's (SAAIR) International Forum in 2011. The conference paper has been approved for publication in the South African Journal of Higher Education in 2012. Papers on student engagement research were also presented at the Higher Education Learning and Teaching Association of Southern Africa (HELTASA) in 2011. After a presentation of the student engagement research at the Higher Education Research and Advocacy Network in Africa (HERANA) workshop in 2011, individual institutions have expressed interest in using student engagement surveys.

To further the success in a post-school system the SDS has piloted the College Survey of Student Engagement (CSSE) in five Further Education and Training Colleges in three provinces. The Ford Foundation-funded project is providing valuable insights into student engagement and success in this sector.

The following student engagement instruments are used in various institutional and national research projects:

- Before University Survey of Student Engagement (BUSSE)
- South African Survey of Student Engagement (SASSE)
- Lecturer Survey of Student Engagement (LSSE)
- Classroom Survey of Student Engagement (CLASSE).

#### New Academic Tutorial Programme (NATP)

The NATP was established in July 2007 with 55 tutors and has grown to a diverse pool of talented tutors totalling 356 (1st semester 2012). The NATP is currently offered in six

faculties (Bloemfontein Campus) and three faculties (Qwaqwa Campus) and 56 departments, including services to the Unit for Students with Disabilities (USD) with 44 tutors and in residence clusters through the Residence Tutorial Programme (RTP), which has approximately 17 tutors. There are 205 tutors on the Bloemfontein Campus and 151 tutors on the Qwaqwa Campus.

In the first semester of 2012, the online programme is offered in two modules, Biology (BLG 114) in the Faculty of Natural & Agricultural Sciences and Human Resource Management (EHRM51305) in the Faculty of Economic & Management Sciences. The impact of the programme can be described as follows:

NATP monitoring and evaluation research shows that regular tutorial attendance across all the faculties has a positive impact on academic success.

The 2009 and 2010 online tutorial pilot with 1 300 Economics 1 students showed a similar positive impact on academic performance. As only six tutors were used to support 1 300 students, online tutorial provision through Blackboard could provide possible solutions to problems related to a shortage of tutors and venues on campus.

#### Language use in the NATP

With regard to the language use within the NATP, there are specific practices on specific campuses. On the Bloemfontein Campus tutorial sessions are offered in Afrikaans and English. It is important to emphasise that the diverse composition of the NATP tutors enables students in the NATP to interact with tutors from their own and other racial backgrounds, helping to promote a more diverse learning experience.

On the Qwaqwa Campus tutorials are formally conducted in English, but tutors do make use of Sesotho and Zulu if students ask questions in these languages to help facilitate learning.

Continued financial support of the programme is essential for it to contribute to the success of students. The expansion of the face-to-face component of the NATP is limited by the availability of tutorial venues and it is hoped that the online approach will provide solutions in this regard.

### **Academic advising**

The SDS has been working on the development of an academic advising system for the UFS. The shift of orientation back to Student Affairs enabled the SDS to focus on the creation of a system that will not only contribute to student engagement and success, but will position the UFS as a leader in the field of academic advice nationally. The rationale for the development of a new academic advising system is best summarised by higher education expert Vincent Tinto in the following quote:

“Effective retention programs have come to understand that academic advising is at the very core of successful institutional efforts to educate and retain students.”

From an institutional perspective, the system was developed as a crucial strategy for improving throughput and success rates. Academic advising will provide support to students, especially first-generation students, who come from a schooling system where guidance has imploded by providing them with critical education planning assistance. Further, academic advising aims to break the vicious cycle of credit overload and study

debt through a complex team approach that involves multiple stakeholders from ICT Services, admission, finance, faculties, support services and others.

- **Definition of Academic Advising**

It is very important to emphasise that academic advice is not counselling, but a teaching and learning process, therefore it is defined as follows at the institution:

Academic advising at the UFS is a teaching and learning process where the institution builds a relationship with students and assists them to succeed academically and in the future as lifelong learners.

- **Activities in 2010**

Belinda Viljoen visited the NACADA offices, Kansas State University, and attended the NACADA Summer Institute in 2010 where an action plan was developed for the UFS.

The first official training for a new approach to academic advising at the UFS took place in November 2010 where 45 staff members were trained. Training focused on providing the essential skills and fundamental knowledge about academic advising practices and its implementation, as well as the student population of the UFS, the challenges of retention, and case studies preparing academic and support staff for everyday situations.

- **Activities in 2011**

- During the course of 2011 mass training continued and the first students were trained to better support their peers in different programmes like the New Academic Tutorial Programme (NATP) and the Peer Educators residing in residences on the Bloemfontein Campus. In total 50 staff, 264 NATP tutors (main and Qwaqwa Campus) and 90 Peer Educators were trained to better support students on campus. The reason for training students is supported by research which shows that students prefer to engage with their peers more than with staff. Koring and Campbell (2005:10) indicated that "almost all students believed that the general advisers available...knew very little about the real nitty-gritty of the curriculum; they believed they could learn of it much more reliably from their peers". Through this peer advising programme students are trained to serve as academic advising paraprofessionals, giving complete and reliable information to their peers, referring students to professionals when needed and providing a personal connection through reliable and trustworthy relationship-building.

Other academic advising projects and activities in 2011 included the following:

- 1) A tracking study of 39 students throughout the academic year.
- 2) The development of a faculty specific approach to academic advising in Economic and Management sciences;
- 3) Evaluation of the usefulness of academic advising skills for NATP tutors and Peer Educators;
- 4) Institutional research on the extent and impact of credit overload on student success;
- 5) The development of an interactive Blackboard page to provide academic advice and get students to talk about the challenges in their academic lives and on campus;
- 6) Staff training and a follow-up survey to enhance future training and uses of academic advising; and
- 7) World of Work programme (WOW) where career and academic guidance was given to 30 Grade 12 learners through a written module presented over the course of two days.

- 8) Papers on Academic Advising were presented at the Higher Education Learning and Teaching Association of Southern Africa (HELTASA) – Tutor and Mentor Colloquium in August 2011 and the annual HELTSA conference in November 2011.

- **Activities in 2012-05-31**

To date the academic advising office has trained 212 NATP tutors (Bloemfontein and Qwaqwa Campuses), 69 "P3mentors" (new name for Peer Educators programme), and 57 UFS101 Learning Facilitators. The training for UFS101 Learning Facilitators was also customised for the specific module and its purpose, but it still focuses on academic advising practices and how to assist the UFS in enhancing student retention and success rates.

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## **Service Learning**

### **Background**

The UFS currently follows a national and worldwide trend towards searching purposefully for ways in which to increase the relevance of academic programmes for students and society in a rapidly changing world. A considerable number of UFS staff members regard the community-based experiential pedagogy of service learning as a valuable form of community engagement which actively involves higher education staff, students and a variety of stakeholders in society. During 2011 a total number of 73 academic staff members actively participated in service learning by implementing such a module or programme for their students. The number of academic modules with a service learning component was 63. The total number of students who participated in such credit-bearing modules was 3 144 and among them an estimated number of 97 733 hours of active service were rendered in collaboration with external service learning partners from a wide range of government- and community-based organisations. During 2011 the UFS allocated an amount of R1,2 million for the implementation of service learning modules.

The aim of service learning is to advance the integration of community engagement with teaching and learning. Thus, section 4.2.1 of the UFS Community Service Policy (2006, cf. [http://www.ufs.ac.za/dl/userfiles/Documents/00000/107\\_eng.pdf](http://www.ufs.ac.za/dl/userfiles/Documents/00000/107_eng.pdf)) states that "the inclusion of compulsory community service learning modules **in all academic programmes (at least one per programme)** is a policy priority and will be propagated accordingly". Specific reference is made in the policy to the 'proven record' of service learning as an educational approach that leads, through reflection, to "a deeper understanding of the linkage between curriculum content and community dynamics, as well as the achievement of personal growth and a sense of social responsibility within staff and students involved".

The policy also proposed that service learning, like all other forms of community engagement, has to be embedded in a context of continuously negotiated, respectful partnerships that involve relevant community-based organisations, as well as local and provincial triple helix stakeholders. During 2011 the UFS's Directorate: Community Engagement largely took responsibility for broader partnership formations and community engagement in the more general sense of the concept; the Service Learning Division of the then Centre for Higher Education Studies and Development (now the Centre for Teaching and Learning) focused more on aspects specifically related to service learning as a curricular form of engagement and educational approach. The division (with two full-time

and one part-time staff members) provides various forms of support for lecturers who offer service learning modules. The division therefore endeavours to liaise closely with the Portfolio Committees for Community Engagement and Service Learning in the various faculties and on the Qwaqwa Campus.

### **Key Tasks of the Service Learning Division**

The following are regarded as the key tasks of the division:

- 1) facilitation of the budgeting process with regard to service learning modules;
- 2) support for sustainable implementation of existing service learning modules and strategic development of new ones;
- 3) liaison with UFS staff and external partners;
- 4) staff development with regard to service learning;
- 5) working towards the promotion and inclusion of service learning in performance management and promotion criteria;
- 6) developing mechanisms for quality management (including evaluating the impact of service learning on students and communities);
- 7) providing institutional guidelines for risk management and ethical issues regarding service learning;
- 8) utilisation of a web-based database for service learning for reporting purposes;
- 9) national and international liaison; and
- 10) promoting service learning as a scholarly activity.

In addition to the above tasks, the division has, during 2011, also continued to focus more closely on collaboration with and capacity-building for some of the non-profit organisations (NPOs) that provide service learning opportunities for UFS students. Funding made available by a charitable trust (through facilitation of UFS Research Development) during 2010 and 2011 was utilised for the UFS-NPO Research and Development project with the able assistance of a UFS-based project manager from the Centre for Development Support. The final report of the project may be viewed at <http://supportservices.ufs.ac.za/content.aspx?id=263>.

### **Service Learning as Scholarship of Engagement**

Service-learning-related research outputs have been increasing over the past five or more years (one PhD awarded; several master's studies completed and under way; a broad variety of scholarly articles were published; and many conference papers delivered). In October 2010 the NRF extended its first call for submission of applications for funding within their new Community Engagement programme. The charitable trust project was used as the basis for a three-year research project proposal, entitled "Knowledge as enablement – NPO focus". Twenty-three persons from the UFS, other universities and the NPO sector collaborated in developing the proposal and resolved to form part of the research team. The proposal was accepted and 2011 marked the first year of implementation. The Annual Progress Report for 2011 was submitted on 23 March 2012.

### **An Overview of Service Learning in 2011**

Even though not all the service learning modules that were offered during 2011 were captured on the web-based service learning database, the following information may be gleaned from what was available in February 2012:

- The number of service learning modules or modules with a service learning component offered has been steadily growing (e.g. from 34 in 2007, to 48 in 2008, to 58 in 2010, while **63 were offered in 2011**).
- The **number of students** who enrolled for and completed service learning modules during the course of 2011 is **3 144**. Recent calculations indicate that these students spent an estimated **97 733 hours of service and community-engaged learning**. If each student interacts with a minimum of five community members, the number of persons involved in these meaningful service activities is at least 15 720.
- The number of **academic staff involved** was a minimum of **74 full-time** and several more part-time or on contract basis.
- **Partnership formations and sites (over 100)** where service learning implementation takes place range from urban (Bloemfontein, Mangaung, Heidedal), peri-urban (informal settlements) to rural (sites around the Qwaqwa Campus and several sites within the Xhariep district). These partners/participants comprise a variety of NPOs; faith-based organisations; municipal health clinics, old age homes; primary and secondary schools; pre-school centres; local libraries; small businesses (SMME sector); and community development sites. A list of service learning partners may be viewed at <http://supportservices.ufs.ac.za/content.aspx?id=207>

The UFS made an amount of R1 million available for the implementation of service learning modules during 2011. An additional amount of R200 000 was made available by the Director of Community Engagement and this allowed all the lecturers to continue offering the service learning modules that form part of their students' academic programmes.

As in the past, the funding was utilised for transportation of students; hours worked by additional staff on contract basis to accompany students; smaller amounts per student group for community project funding; training materials; refreshments; and a concluding joint celebration ceremony per module. Several of the modules also received smaller amounts of project funding from the business sector as enthusiastic students drew them into their community service endeavours.

### **Service Learning in the Faculties**

The bulk of the service learning work is done within the various faculties of the UFS. Committed, knowledgeable colleagues take it upon themselves to undertake the curriculum development, partnership-building, practical implementation, risk management, ethical collaboration and quality management that are required for effective service learning engagements. Each faculty has a well-functioning (portfolio) Committee for Community Engagement and Service Learning that manages and oversees all the aspects just mentioned. These committees liaise with and report to the UFS Management Committee for Community Engagement and Service Learning. They also report to the various faculty boards. Most of the faculty committees have to be commended for their high quality of functioning which contributes significantly to the sustained improvement of all service learning initiatives over time. It is, however, recommended that faculties ensure that their community engagement and service learning activities are well-represented on the faculty websites in order to make it more visible.

The table below gives an overview of 2011 in terms of the numbers of service learning modules; staff members involved; students who engaged; hours served in community-based settings; and funding allocated per faculty.

<b>Summary of service learning modules, staff, students, service hours and UFS funding per faculty</b>					
<b>Faculty</b>	<b>Number of modules involved</b>	<b>Total staff members involved</b>	<b>Number of students involved</b>	<b>Total community hours</b>	<b>Total amount allocated per faculty</b>
Economic and Management Sciences	5	3	407	3 337	R50 000,00
Education	1	2	151	151	R20 000,00
Humanities	21	25	1 065	19 264	R190 000,00
Health Sciences (Schools of Medicine, Nursing and Allied Health Professions)	19	25	1 134	72 864	R653 000,00
Law	3	2	84	708	R123 000,00
Natural and Agricultural Sciences	9	12	247	328	R114 000,00
Theology	5	5	56	1 081	R30 000,00
<b>Total</b>	<b>63</b>	<b>74</b>	<b>3 144</b>	<b>97 733</b>	<b>R1 180 000,00</b>

In order to provide a little more detail, the following may be stated regarding the service learning modules (or modules with a service learning component) that were offered during 2011:

### **The Faculty of the Humanities**

**Twenty one modules** within various academic programmes, some of which are multidisciplinary. Almost all academic programmes have a service learning component, including the programme for the Humanities; Political Transformation and Management; Language Practice; Psychology; Social Work; Art Administration; Drama and Theatre Arts; Music Education; Exercise and Sport Sciences; and Sociology. (Information per module may be viewed at <http://supportservices.ufs.ac.za/content.aspx?id=208>)

*Example: In the Study Buddy service learning module in Psychology students engage with secondary school learners to enhance their studying and general coping skills.*

### **The Faculty of Economic and Management Sciences**

**Five modules** within different academic programmes, including Entrepreneurship for SMMEs; Accounting for Small Businesses in the Qwaqwa region; Economics; and International Economics. (Information about individual modules may be viewed at <http://supportservices.ufs.ac.za/content.aspx?id=208>)

*Example: OBS (Entrepreneurship) students engaged with small business people who are involved in the Hand-in-Hand project of the MUCPP.*

### **The Faculty of Natural and Agricultural Sciences**

**Nine modules** within various programme, including Consumer Science (community development through sewing project); Urban and Regional Planning (various modules); Architecture (design projects at NPOs); Computer Sciences and Informatics (computer training for community members at South campus); training for emerging farmers (Agriculture); and the Science Education module

of the Physics Department. Information about individual modules may be viewed at <http://supportservices.ufs.ac.za/content.aspx?id=208>.

*Example: the elective Science Education service learning module, offered on site at Heidedal schools and the science centre of the Boyden Observatory, is generic and students from any programme can enrol for it.*

### **The Faculty of Theology**

**Five modules** within four academic programmes, including Pastoral Therapy for Offenders; Pastoral Care for the Terminally Ill; Community Development (Missiology); Pastoral Care for the Aged; and Practical Theology students engage with the Towers of Hope leadership centre for the homeless and other vulnerable persons of the inner city. Two of these modules may be viewed at <http://supportservices.ufs.ac.za/content.aspx?id=208>

*Example: Students enrolled for the Master's Programme in Pastoral Therapy engage with inmates of the local maximum security facility.*

### **The Faculty of Law**

**Three modules** in addition to the practical work that students do within the ambit of the UFS Law Clinic (i.e. Legal Practice, Law of Procedure and Law of Evidence). The modules may be viewed at <http://supportservices.ufs.ac.za/content.aspx?id=208>

### **The Faculty of Health Sciences**

This faculty embraced the notion of Community-Based Education long before "service learning" entered the educational arena. All the schools have developed distinct service learning modules, where reciprocal, mutual learning within a partnership context is required. These modules and programmes are offered in addition to and in combination with the clinical practice of students. Information about the individual modules in the faculty may be viewed at

<http://supportservices.ufs.ac.za/content.aspx?id=208>

### **School of Nursing – eight modules**

(Client Education; Wound Care projects; Nursing Education; Research Project in Post-Natal Care; Early Childhood Community Health; and General Nursing: Community Health projects in collaboration with schools.)

### **School of Medicine – three modules**

(Community Health; Concepts of Health and Disease; Health and Disease in Populations; the Doctor and the Environment.)

### **School of Allied Health Sciences**

- **Occupational Therapy – four modules** with interlinked service learning components and a wide variety of partners.
- **Optometry – one module** offered at various community sites.
- **Dietetics and Human Nutrition – one module that involves many hours of service**, various vulnerable communities served.
- **Physiotherapy - two modules**, various community partners.

### **The Faculty of Education – one module listed**

### **Student Outcomes of Service Learning**

The impact that the service learning experience has on students is gauged through the authentic assessment of learning outcomes; by means of the reflection reports that they write; and through the pre- and post-implementation survey questionnaires that all service learning students are

required to complete. All of the results gleaned through these quantitative instruments and qualitative mechanisms point to the fact that well-structured service learning modules are bound to add an invaluable component to the training of our students – specifically regarding the personal meaning that they find when linking theory to real-world experiences, and critically considering their roles as responsible citizens in the lives of local, regional and global communities.

In many instances the creativity and care that students exhibit when they undertake their community-based work are quite breathtaking. For the majority of students these experiences have a profound influence on the meaning-making process with regard to application of theoretical content in real-world contexts. There is ample evidence that most of the critical cross-field outcomes (CCFOs) are enhanced by service learning, such as their understanding of the world as a set of related systems, and on the value of working in diverse groups. Through carefully structured reflection many students undergo a transformative learning experience through which they get to appreciate the value of lifelong learning through respectful engagement and collaborative meaning-making with others, including the most vulnerable members of society. Opportunities to share an awareness of our common humanity with “clients” are often a life-changing experience for students, especially for those who initially did not want to do service learning.

### **The Impact of Service Learning Modules on Community and Service Sector Constituencies**

It will be no mean feat to measure the impact of 63 service learning modules, involving students from more than 50 disciplines from across the faculties, that are implemented at a broad variety of community organisations and sites. However, each module has to be offered according to a set of quality management mechanisms that has been developed over the years and that are reinforced regularly. The outcomes are evaluated in terms of indicators agreed upon between the UFS staff members and the community partners when the terms of engagement are negotiated before the modules commence. The impact ranges from something as graphic as the size of a wound that might have shrunk from 40cm to 4cm during the wound care projects undertaken by nursing students, to increased levels of awareness about and resiliency in the face of bullying in the school environment.

Examples of the impact of service learning abound. One module that has been developed/adapted more recently is the following: since adopting the service learning approach to their community-based education Optometry students have added an invaluable community project component to their regular eye-care-related training, such as finding sponsors to fund the building of proper small toilets at a nursery school that operates from an old bus – in addition to eye-testing for the little ones and training staff in awareness of vision-impaired children. It can be stated categorically that monitoring and evaluation of the achievement of outcomes as agreed upon by participants are key elements of ethical engagement between the UFS and external service learning partners.

### **Service Learning Capacity Building for UFS Staff and Others**

In order to equip lecturers with the knowledge, skills and disposition that they require to implement effective service learning modules, a specialised 20-credit module in Service Learning (HES717) is offered as part of the Master’s Programme in Higher Education Studies of the School for Higher Education Studies. A considerable number of staff members have already completed this module. Additional staff development activities that were offered included invited speakers who are specialists in relevant fields.

The division has also developed a UFS-accredited Short Learning Programme in Service Learning Capacity Building (SPSLCB). This programme is offered at NQF level 9 and articulates with the MA (HES). During 2011 the SPSLCB was offered for the second time at the University of Johannesburg (UJ) to five lecturers and one CE administrator. Prof Mabel Erasmus and Dr Luzelle Naudé (UFS

Psychology Department) co-presented the programme over three two-day contact sessions on UJ campuses during 2011 and at the beginning of 2012.

### **International Liaison**

From time to time the Service Learning Division is privileged to host international guests who add considerable value to the work that we do. Profs Carla and Jeffrey Ramsdell of Appalachian State University (ASU) spent three months (April – June) in 2011 working on community engagement projects that involved various faculties and departments of the UFS. Dikgapane Makhetha from the UFS Service Learning division was coordinating all the projects. Prof Carla Ramsdell facilitated extra physical science classes which included experiments for Grade 5 & 6 learners at St Mary's primary in Bochabela. The teachers enhanced the success of the programme which added value to the curriculum-based lessons. In another project that involved master's students from the Department of Computer Science and Informatics, about six computers which had been stored in a classroom for some time were installed and brought back to use. Prof Carla Ramsdell discussed the possibility of partnerships with leaders of a Maths and Science project from the Faculty of Education after being exposed to one of their community projects in Sterkspruit. The CAN-DOO climate action international pilot project was also initiated during the meetings between Prof Carla Ramsdell, Prof Sue Walker and Stephan Steyn from the Faculty of Agricultural and Natural Sciences. Prof Jeffrey Ramsdell collected data through interviews that involved experts and community members for his research on building material used for South African low budget housing. During the meeting between Prof Jeffrey Ramsdell and the management of the NPO Lebone House discussions around involvement of ASU students in the construction of a renewable energy project also took place.

During August the Service Learning Division had the honour to host another external expert from the USA, who was invited by the Rector and the Vice-Rector: Academic to "undertake a critical review and evaluation of service learning and community engagement as currently practiced by the UFS". Prof Timothy K Eatman, PhD (Assistant Professor of Higher Education and Director for Research, *Imagining America: Artists and Scholars in Public Life*, Syracuse University) was invited in view of his international status as a public scholar and an expert in various fields related to civic engagement. The dates of his visit were from 10 to 23 August 2011. With the kind and able assistance of colleagues in all the UFS faculties, the Service Learning Division arranged an extensive programme for the guest during which he (in some instances also his mother and daughter, who had accompanied him) visited various community projects and sites. All the faculties hosted Prof Eatman and discussed their work, hopes and dreams with him. The considerable number of staff members who shared their service learning and community engagement-related work with Prof Eatman during his visit are currently still awaiting a report of his findings regarding the "rich experiences" he mentioned in an email message afterwards. More information about Prof. Eatman and the visit can be viewed at <http://supportservices.ufs.ac.za/content.aspx?id=246>.

Internationally there is a growing focus on collaborative community/civic engagement as a global strategy in the search for sustainable solutions through local-global linkages. This opens up exciting possibilities for the future of higher education community engagement, and service learning in particular. The UFS needs to make it a priority to be part of the global movement towards increased responsiveness and deeper forms of engagement.

### **A Challenge and a Cheer**

Those of us who have first-hand experience of the significant outcomes of service learning for students, community members and lecturers for various reasons find it challenging to successfully convey the message of the exceptional value of this form of engagement to management and the

rest of the campus. We need to focus our attempts on being and becoming more visible and more vocal, and for this we also require the voices of our students and our community partners.

In conclusion: it is much appreciated that an increased amount of funding was made available for the implementation of service learning modules in 2012. This sends out a message that service learning is acknowledged as an invaluable component of the engaged, scholarly work of the UFS. As service learning practitioners, students and partners we shall keep on striving to live up to these expectations.

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**Managerial/administrative aspects of the operations of the institution, including new senior executive/administrative structures and resources, both personnel and systems, assessed in terms of realistic expectations**

(a) Overview of Performance Management and Staff Development

The Human Resources Division for Performance Management and Staff Development is responsible for the implementation of the institution's performance management system and for coordinating and managing staff development for support services staff.

The HRD strategy of the UFS is an integrated strategy and is implemented together with other policy goals and documents of the UFS, particularly those regarding employment equity, performance management, skills development and diversity, as well as national policy imperatives.

Staff development programmes are driven by developmental areas identified by line management against the background of the performance management process.

Initiatives through staff development and the performance management system clearly show that the UFS strives to cultivate a climate where quality of labour and excellence of achievement are not only supported, but also encouraged. The division supports and fosters individual and departmental training and development, as well as identified developmental initiatives in support of the UFS vision to be an excellent, equitable and innovative university.

Specific information pertaining to performance management and staff development is provided in par 5.1 (m).

(b) Sesotho communication courses

The Staff Development and Performance Management division continued with the successful Sesotho communication courses and offered three levels (basic, intermediate and advanced) during 2011. A total of 42 staff members completed these courses.

(c) Staff Wellness Units

The Staff Wellness Division mainly focuses on UFS staff. We do, in liaison with the Department of Basic Education, have one community outreach per year during which we

invite community members to attend a presentation of interest. Bi-annually we have a 'Wellness in the Workplace Conference' which members of the community can also attend. When requested, we do presentations about workplace wellness.

On 16 September 2011, the Staff Wellness office hosted a presentation in Bloemfontein on The Circle of Courage: Strategies For Creating A Positive Environment in Which Youth Can Grow and Thrive. Dr Charles Coetzee, counselling psychologist and accredited international trainer with Circle of Courage (USA) in 2004, presented to the 230 delegates who attended the training.

### **HIV & AIDS unit within the Health and Wellness Centre**

The HIV & AIDS programme at the UFS has always had a very strong community focus. The expansion of the programme on campus and the HR challenges that go with such commitments made it very difficult, however, to sustain these programmes.

### **Training of service workers as campus community project**

#### **Project background**

In November 2007, a national survey was commissioned by Higher Education South Africa (HESA) to establish the knowledge, attitudes, behaviours and practices related to HIV & AIDS and to measure the prevalence levels among staff and students. A total of 1 004 people participated at the UFS, comprising 659 students, 85 academic staff and 256 administration/ service staff.

For the purpose of this document we will focus on the service workers only. HIV prevalence among the services staff was 12,4 %. More females are HIV+ than males (13.4% vs. 10,2%). The overall feeling among the service workers was that everyone could benefit from in-depth education about HIV & AIDS.

Following the very successful implementation of the Southern Free State farm intervention, it was decided to duplicate the programme with service workers. Funding was obtained from HIVOS

Lessons learned from and various techniques (e.g. a toolkit) used in working with people of low literacy such as farm labourers would prove useful in a programme with service workers. They are, as in the case of farm labourers, often excluded from the mainstream of information. Experience gained in facilitating discussion among the farm labourers was valuable for the programme for the service workers.

#### **Project implementation**

The project kicked off in April 2011 with a series of HIV & AIDS awareness workshops. The methodology included interactive and didactic methods, including self reflection, storytelling and group work, suitable for people with low literacy. The "toolkit" developed for the MAC AIDS prevention plan among farm workers in the Southern Free State was used in this project.

The programme targeted 75 service workers (male and female) between the ages of 20 and 40 at the Bloemfontein Campus of the UFS. The objectives of the project were:

- To provide knowledge and skills to men and women to make informed choices about their health, leading to a healthier life and a decrease in HIV infection.
- Ultimately to reach all service workers employed by the UFS through a peer educator/ championship programme and to increase knowledge about HIV & AIDS.
- Change in attitudes regarding condom use, gender, inequalities, people living with HIV & Aids, knowing your status and accessing health services.
- Break the isolation of people living with HIV thus contributing to an increased quality of life and the restoration of dignity.

All of these programme elements were designed to advance goals laid out by the campus sero-prevalence report, including that emphasis should be on increasing knowledge of sexual risk behaviours among service workers in the age group 20-40 as well as those involved in a high turnover of sexual partners and overlapping partnerships.

We trained 75 service workers on life skills, HIV & AIDS and related factors in three groups of 25 over a period of five months. The programme was concluded with an afternoon of HIV testing and a general health screening. In 2012 we started the roll-out of the same project for the staff of the Department of Physical Resources. We also partner with a group of five social work students who are doing it as part of their community work project.

### **Social work students: Community work projects**

Social work students in their third year of study are required to initiate community work projects in communities in Bloemfontein under the supervision of a registered social worker. Two groups of students are supervised by the Health and Wellness HIV & AIDS Office each year and regard the campus population as their community. The students are given an opportunity to apply the knowledge that they gained from a module in their second year titled 'The prevention of HIV and empowerment in a South African context' by implementing a community work project focused on addressing issues of HIV & AIDS in their campus community.

#### Group 1, 2011

The social work students worked on a situation analysis and found that there is a great deal of stigma surrounding the use and effectiveness of 'Choice' condoms and a group decided to initiate a campaign to break this stigma. They held an exhibition at the student centre on 12 May 2011 allowing students to do different tests and experiments on the condoms and compare them to other brands. Condom demonstrations were given, questions answered and information disseminated on HIV & AIDS.

#### Group 2, 2011

Group 2 chose to work with the UFS Unit for Students with Disabilities, helping the HIV & AIDS office to better serve the community. Pamphlets were printed in Braille and an HIV-related exhibition held at the unit with the aim of creating awareness on HIV & AIDS. The Unit for Students with Disabilities student committee members and selected staff were invited to an information session at the new Health and Wellness Centre and a pledge was signed by the centre, acknowledging and appreciating the existence of the unit and committing itself to remaining sensitive to their needs. The social workers' project laid the foundation for the development of a meaningful and fruitful relationship between the Health and Wellness Centre and the Unit for Students with Disabilities.

#### Group 3; 2012

South Africa has more than 5.6 million people living with HIV & AIDS and the national estimate of HIV prevalence among South Africans of all age groups is 10.6% according to the South African national HIV prevalence, incidence, behaviour and communication

survey, 2008. The national HIV prevalence study undertaken by HESA in 2007 estimated the average prevalence rate for UFS students to be 3.5%. From the above it would appear that there are many more students affected by HIV than those living with HIV & AIDS.

Group 3 found that family and friends of those infected by HIV & AIDS are often stigmatised along with those who are living with HIV. The affected also bear the burden of having to support their loved ones both emotionally and financially and have to cope with a range of emotions from shock at time of disclosure to grief at the loss of life. People affected by HIV require support so that they in turn can support those living with HIV & AIDS, they need to be resilient to the effects of adversity and remain flexible to meeting the demands of being affected by HIV & AIDS.

To meet the needs of those students affected by HIV & AIDS and to provide them with support Group 3 decided to initiate an empowerment group for affected students. This group will meet twice a month and cover focus on empowering them to care for and support those who are living with HIV. The group will also create a platform for students to share their experiences and create an environment where they themselves can be supported.

#### Group 4; 2012

Group 4 built on the success of the training of service workers on the UFS campus (as explained above in 2.1). A project with service workers from the department of Physical Resources was initiated and will be sustained by the HIV & AIDS Office.

This community work project afforded the social work students the opportunity to work closely with the Health and Wellness, HIV & AIDS Office and to develop the training programme for educating UFS service staff on HIV & AIDS. The task required research, creativity and commitment.

#### **Other projects**

The office is approached by third-year medical students to assist them with their community projects. The HIV & AIDS prevention officer, a sister at Campus Health, together with the third-year medical students facilitated sessions at Reach, an NGO in Heidedal. Scholars were addressed on topics of HIV prevention and personal hygiene.

The HIV & AIDS Office offers short sessions for Psychology Honours students to prepare them for needle stick injury in their counselling sessions just before they leave on the Pelapepa Train for their community work. This year we assisted six students.

We partnered with the social worker in the office of the Dean of Students on a project to empower and prepare first-year bursary students for community work. They are expected to do 40 hours of community work per year. The HIV & AIDS Office will provide training as well as the opportunity for community work to a group of six students. The first five-hour training was to take place on Saturday 5 May 2012. It is hoped this will grow into a well functioning partnership.

#### **International students**

We are often contacted by colleagues to introduce international students to community work and assist them to find suitable organisations. There were opportunities to train and prepare the students before they went out to the communities. In 2011 we hosted 10 students from the University of Wisconsin, Milwaukee. They received four hours of training

and education about HIV & AIDS and other related matters before visiting communities in the Southern Free State.

In January 2012 the manager of the Health and Wellness Centre was approached by students from the Netherlands, France, Belgium and Germany who are studying at the UFS for six months. They requested an introduction to community work as well as an introduction/ linkage to suitable community organisations.

We provided a crash course on HIV & AIDS-related issues and linked them up with three community projects where the students are now working on a voluntary basis at least once a week.

(d) Data integrity

The filing system (ImageNow) was fully implemented and all documentation was electronically stored. This system entails the scanning of documents and allows for the easy recovery of data.

In order to comply with legislation a project was also launched to verify and obtained the tax reference numbers of all employees. This project was successfully finalised.

e) Revision of policies and procedures

All the Human Resources policies and procedures were revised in July 2011 and they are continuously benchmarked against best practices, changing labour legislation and operational requirements.

(f) Post-grading system

The JE Manager post-grading system is still in use, and job grading takes place on request of line managers.

JE Manager is used to determine the Peromnes Job Level with regard to new positions and requests to upgrade current positions. The upgrading of all positions are subjected to job grading before the committee approves an upgrading.

(g) Resignation

Over the last year, several staff members left the service of the University. In order to understand why and to keep management conversant with developments in this regard, all staff members who resign are requested to participate in an exit interview.

(h) Benchmarking

In order to ensure quality service delivery and determine the standard of service delivery, the University participated in studies conducted by national and international organisations on several occasions.

(i) Labour relations

With the appointment of the new Vice-Rector: Operations and the branding initiative for the UFS, all labour-related policies were revised to ensure that current practices, in legislation as well as in the institution itself, were incorporated into the relevant UFS documents.

Specific attention was given to the development of policy guidelines for Internet usage, as a number of disciplinary matters indicated a greater need for the monitoring of the employer's time and equipment. A number of the aforementioned matters were referred for external dispute resolution, and the UFS successfully completed the arbitrations at the CCMA in this regard.

An analysis of the most frequent types of misconduct was conducted, and specific training to address problems such as the management of absenteeism was given to all levels of employees in the sections / departments where such problems were present. A workshop on how to balance the rights versus the duties of employees was well attended, and requests for further workshops of this nature were received.

As was the case in the past two years, the statistics for disciplinary and grievance matters have shown an increase.

(j) Remuneration management

According to the information available from the Remchannel market comparisons, structural adjustments were made to better align identified UFS remuneration packages. The following post levels were identified and adjusted: Professor, Deputy Director and Assistant Director.

**Salary negotiations and relationship with trade unions:** The application of the **Multiple-Year, Income Related Remuneration-Improvement Model** and the strategies employed during the negotiations resulted in a salary agreement once again being reached and concluded this year without any labour unrest. In addition, the agreement was conducted in good time for implementation on 1 January, when it came into effect.

Both are exceptional achievements in the higher education environment. **The good relations with the two recognised trade unions** at the UFS played a major role with regard to this achievement.

(k) Staff development (Skills Development Plan)

As per the requirements of the Skills Development Levies Act, an Annual Training Report (ATR) and Workplace Skills Plan (WSP) were submitted to the ETDP SETA at the end of June 2011. Both documents were compiled following consultation with labour unions. The WSP reported 35 scarce skills, of which 30 were in the Occupational Category of University Lecturer (Skill Level 5). Two occupations classified as critical skills were reported, namely University Lecturer and Head of Department.

The WSP indicated, among other interventions, a total number of 78 learners identified for ABET interventions during 2011.

The ETDP SETA confirmed the acceptance of the reports according to legislative requirements and relevant grants were received.

(I) Performance management and staff development

**Performance Management**

Performance management (PM) is an important HRM process that provides the basis for improving and developing performance and is seen as a systematic process for improving organisational performance, by developing the performance of individuals and teams. The process establishes a shared understanding about what is to be achieved and how to achieve it through managing people in such a way that it increases the probability of achieving institutional success.

The Performance Management System is also used as a vehicle to identify development opportunities. The performance management system of the UFS identifies the performance outcomes/tasks that constitute each employee's job. These outcomes/tasks are linked to the competence development plan for each individual and therefore satisfy the NQF's quality requirements, as well as the competence requirements of the institution.

The performance management system however goes further and focuses on the effectiveness of the work environment as well. Yearly indicators provide information on the effectiveness of three sub-environments, namely the human environment, the organisational environment and the physical environment.

The ongoing implementation of the Performance Management System for all members of staff went well during 2011. Since 2007, 1 488 academic and support staff members have attended performance management training sessions. Owing to requests from departments, 496 people attended 27 group sessions in 2011 in order to complete their performance plans.

During August, the constraints in the work environment were assessed by 1 080 members of staff. The work environment effectiveness index for this group was 72.57% for 2011. The impact of the work environment on managing performance cannot be ignored and dialogues to solve work-related problems took place between staff and line managers as part of the performance cycle. The IT system for performance management that was completed at the end of 2010 was also rolled out during 2011.

Since 2007 performance management was seen as a change intervention and the UFS applied Kotter's (1994) model to implement and measure the effectiveness of the implementation process. Research shows that the application of this model for change contributed to the fact that most of the staff accepted the re-implementation of the new performance management system.

The Performance Management System for service level workers was also implemented during 2011. This entailed intensive training and development for supervisors of service level workers, the planning of tasks and standards to be trained on, on-the-job coaching

for workers over a period of three weeks, and finally the signing off of performance plans for this level. This training will continue during 2012.

The UFS strives to assist line managers to manage effectively, to develop competence throughout the spectrum, to assist all members of staff to reach their full potential as human beings and to contribute passionately towards ensuring the sustainability of a university of excellence.

### **Staff Development**

The UFS Staff Development strategy for 2011, aligned to several of the strategic objectives of the ETDP SETA for the period 2011 – 2016:

- Goal 2: Increasing access to occupationally-directed programmes, both intermediate level as well as higher level professional qualifications.
  - Therefore, training and development initiatives are aligned to the performance management process.
- Goal 5: Developing and sustaining good corporate governance and leadership and organisational operational effectiveness and efficiency.
  - Therefore, training and development initiatives focus on the core business of the UFS, namely research, teaching and learning, community service, academic management and leadership.

From an institutional perspective the overarching aim of staff development interventions during 2011 was to retain academic and support staff of good standing. From an individual perspective the aim of the staff development strategy was to support staff to address work-related competencies as well as individual career paths for both academic and support staff at all levels.

Staff development initiatives at the UFS extend to departments other than Human Resources staff development, such as:

- Support Services
- Physical resources (safety training)
- Academic faculties
- Research Directorate
- Wellness planning
- HIV & AIDS planning.

During 2011, UFS Staff Development initiatives included the following areas:

- Professional development training
- Career development training
- Individual development training
- Personal and professional well-being
- New employee induction.

Training data, reflecting interventions and beneficiaries of training and development for 2011, will reflect in detail in the ATR for 2011/12, to be submitted to the ETDP SETA by 30 June 2012.

To ensure value-add and high quality teaching and learning, providers – both internal and external – are screened according to national training and development criteria. In excess of 1 000 members of staff attended various enrichment programmes during 2011. All interventions, except for the majority of ABET training, was funded by the UFS.

Programmes and interventions presented by the Human Resources Division for Staff Development during 2011 were evaluated by attendees to ensure Return on Investment (ROI) feedback according to level 1 (Reaction & Satisfaction) of the Phillips 5 Level ROI methodology. Where relevant and practical, this methodology will be applied to Level 2 (Learning) and Level 3 (Application & Implementation) for training interventions delivered during 2012. An overall satisfaction rate of 88,7% was measured for 2011 interventions.

Intervention delivery during 2011 were strategically aligned and focused on:

- Research training (qualitative research, SPSS)
- Research output (article writing and publication)
- Transformation (service learning, students with disabilities, SeSotho, Afrikaans)
- Strategic and leadership development (project management, problem solving, conflict resolution, leadership learning community)
- Professional development (customer service, professional PA, presentation skills, meeting skills)
- Process and system skills (Powerpoint, Excel, Groupwise)
- Orientation of newly appointed staff.

A specific focus on service workers resulted in the following interventions during 2011:

- ABET (Bloemfontein Campus, Qwaqwa campus and farmworkers)
- Financial skills
- Computer skills.

A thorough training and development needs-analysis process was conducted during October to December 2011, which will assist in informing and guiding the focus of staff development initiatives during 2012.

## **5.2 Report on extended curricula and the University Preparation Programme (UPP)**

### **Presentation venues**

During 2011 the UPP was presented in the following sub-regions: Free State Province: Bloemfontein, Bethlehem, Sasolburg and Welkom. Northern Cape Province: Kimberley. Southern Cape: Oudtshoorn.

## Student profile

**Table: UPP Registrations per population group 2011**

CAMPUS	QUALIFICATION	Male	Female	African	Coloured	Asian	White	TOTAL
Sub-regions Total	UPP (Humanities)			241	58		12	311
	UPP (Natural Science)			30	2		1	33
	UPP (Econ. & Man. Sc.)			61	22		7	90
<b>Sub-regions Total</b>				<b>332</b>	<b>82</b>		<b>20</b>	<b>434</b>
South	UPP (Humanities)			328	25	2	42	397
	UPP (Natural Science)			72	3	1	6	82
	UPP (Agricultural Science)			34			20	54
	UPP (Econ. & Man. Sc.)			181	9		17	207
<b>South Campus Total</b>				<b>620</b>	<b>37</b>	<b>3</b>	<b>65</b>	<b>740</b>
<b>TOTAL NUMBER OF UPP STUDENTS</b>		<b>446</b>	<b>728</b>	<b>963</b>	<b>118</b>	<b>3</b>	<b>90</b>	<b>1174</b>

## Highlights of the year

In comparison with the graduation figures of 2009, 376 more "UPP" students graduated at the end of 2010. (2011 graduation information will be available in April 2012.) There are currently over 1 200 students at the UFS who began their studies in the programme. Of these students, 584 came from the 2009 bridging year. Since 1993, over 4 500 students have enrolled for degree studies at the University after successful completion of the programme. Since 1996, 1 641 degrees have been awarded to students who began their studies in the programme (including 168 honours, 25 master's, and 8 MBChB degrees). The average pass rate for the UPP at the end of 2011 was 71%.

The annual Co-ordinators' and Facilitators' Training Day on 16 April was experienced positively by the 15 co-ordinators and 125 facilitators who attended. The workshop presenter, Dr Saretha Brüssow, gave an introductory hands-on journey into the world of assessment of learning in higher education. Workshop activities provided shared perspectives on innovative assessment and aimed to encourage delegates to explore how assessment provides a driving force for learning. Workshop activities also supported delegates in designing and developing assessment tasks which act as active learning experiences for their students.

## Future challenges

Due to perceptions regarding the academic preparedness for higher education studies of current Grade 12 learners, and statistics about the inappropriate academic success of first-year students at university, academic departments tend to increase the re-admission

requirements (admission to UFS programmes after successful completion of the UPP year) for UPP students at the University. Some departments require an average pass rate of 65% in **all five modules** taken during the UPP year. One faculty requires a pass rate of 70% in the mainstream modules. The unrealistic implication is that re-admission requirements for the UPP are much higher compared to those for students in extended programmes. To establish such pass rates from 20-23 AP-scores in Grade 12 to an average of 70% in UPP after one year of constructive academic support is a huge challenge. To address this situation, we are in the process of comparing the results of first-year students at the UFS with those of the UPP to enable us to work towards a realistic dispensation for UPP students regarding re-admission requirements. The first findings in this regard will be available in May 2012.

Negotiations during 2001 with the Department of Nursing resulted in a more realistic approach towards accommodating successful students. In 2011, 15 2010 UPP students obtained admission to Nursing studies.

### **Extended programmes**

#### **List of extended programmes**

- BA four-year curriculum (Bloemfontein and Qwaqwa Campuses)
- BSoc Sc four-year curriculum (Bloemfontein Campus)
- LLB five-year curriculum (Bloemfontein Campus)
- BSc four-year curriculum (Bloemfontein and Qwaqwa Campuses)
- BCom (General Management) four-year curriculum (Bloemfontein and Qwaqwa Campuses)
- BCom (Accounting) four-year curriculum (Bloemfontein Campus)
- BEd five-year curriculum (Bloemfontein and Qwaqwa Campuses)
- BTh five-year curriculum (Bloemfontein Campus)

## Student profile

**Table: UFS extended programmes per campus 2011**

QUALIFICATION	CAMPUS	GENDER	AFRICAN	COLOURED	ASIAN	WHITE	2011 Total
<b>BA (extended)</b>	MAIN	Female	273	30	1	43	<b>347</b>
		Male	135	17	1	55	<b>208</b>
	<b>MAIN Total</b>		<b>408</b>	<b>47</b>	<b>2</b>	<b>98</b>	<b>555</b>
	QWAQWA	Female	497				<b>497</b>
		Male	311				<b>311</b>
<b>QWAQWA Total</b>		<b>808</b>				<b>808</b>	
<b>Total</b>			<b>1216</b>	<b>47</b>	<b>2</b>	<b>98</b>	<b>1363</b>
<b>BSoc.Sc (4-year curriculum.)</b>	MAIN	Female	162	17	2	14	<b>195</b>
		Male	49	3		5	<b>57</b>
	<b>MAIN Total</b>		<b>211</b>	<b>20</b>	<b>2</b>	<b>19</b>	<b>252</b>
<b>Total</b>			<b>211</b>	<b>20</b>	<b>2</b>	<b>19</b>	<b>252</b>
<b>LLB (extended)</b>	MAIN	Female	169	34	2	60	<b>462</b>
		Male	141	22	4	97	<b>67</b>
	<b>MAIN Total</b>		<b>310</b>	<b>56</b>	<b>6</b>	<b>157</b>	<b>529</b>
<b>Total</b>			<b>310</b>	<b>56</b>	<b>6</b>	<b>157</b>	<b>529</b>
<b>BSc(extended)</b>	MAIN	Female	54	3		3	<b>60</b>
		Male	35	3	2	11	<b>51</b>
	<b>MAIN Total</b>		<b>89</b>	<b>6</b>	<b>2</b>	<b>14</b>	<b>111</b>
	QWAQWA	Female	70			1	<b>71</b>
		Male	71				<b>71</b>
	<b>QWAQWA Total</b>		<b>141</b>			<b>1</b>	<b>142</b>
	SOUTH	Female	72	2		4	<b>78</b>
Male		30	2		5	<b>37</b>	
<b>SOUTH Total</b>		<b>102</b>	<b>4</b>		<b>9</b>	<b>115</b>	
<b>Total</b>			<b>332</b>	<b>10</b>	<b>2</b>	<b>24</b>	<b>368</b>
<b>Bcom (Extended)</b>	MAIN	Female	215	12		16	<b>243</b>
		Male	193	12	6	61	<b>272</b>
	<b>MAIN Total</b>		<b>408</b>	<b>24</b>	<b>6</b>	<b>77</b>	<b>515</b>
	QWAQWA	Female	92				<b>92</b>
		Male	70				<b>70</b>
	<b>QWAQWA Total</b>		<b>162</b>				<b>162</b>
SOUTH	Female	1			1	<b>2</b>	
<b>SOUTH Total</b>		<b>1</b>			<b>1</b>	<b>2</b>	
<b>Total</b>			<b>571</b>	<b>24</b>	<b>6</b>	<b>78</b>	<b>679</b>
<b>BCom (Acc) (Extended)</b>	MAIN	Female	89	6		3	<b>98</b>
		Male	72	5	1	11	<b>89</b>
	<b>MAIN Total</b>		<b>161</b>	<b>11</b>	<b>1</b>	<b>14</b>	<b>187</b>
<b>Total</b>			<b>60</b>	<b>2</b>		<b>4</b>	<b>66</b>
<b>B Admin (Extended)</b>	MAIN	Female	100	9		5	<b>114</b>
		Male	70	8	1	19	<b>98</b>
	<b>MAIN Total</b>		<b>170</b>	<b>17</b>	<b>1</b>	<b>24</b>	<b>212</b>
	KIMBERLEY	Female			1		<b>1</b>
Male						<b>1</b>	
<b>KIMBERLEY Total</b>				<b>1</b>		<b>1</b>	
<b>Total</b>			<b>170</b>	<b>18</b>	<b>1</b>	<b>24</b>	<b>213</b>
<b>BEd (Furth Ed. &amp; Training Phase)</b>	MAIN	Female	11	5		8	<b>24</b>
		Male	10	2		21	<b>33</b>

<b>(5-year cur.)</b>	MAIN Total		<b>21</b>	<b>7</b>		<b>29</b>	<b>57</b>
	QWAQWA	Female	291				<b>291</b>
		Male	175				<b>175</b>
	QWAQWA Total		<b>466</b>				<b>466</b>
<b>Total</b>			<b>487</b>	<b>7</b>		<b>29</b>	<b>523</b>
<b>BTh (5-year cur.)</b>	MAIN	Female				1	<b>1</b>
		Male	2			1	<b>3</b>
	MAIN Total		2			2	<b>4</b>
<b>Total</b>			<b>2</b>			<b>2</b>	<b>4</b>
<b>Grand Total</b>			<b>3460</b>	<b>193</b>	<b>20</b>	<b>445</b>	<b>4118</b>

### Highlights of the year

The process of integration of foundational provision with first-year mainstream modules of extended degree programmes was continued in the Faculties of the Humanities (two extended programmes) and Economic and Management Sciences during 2011.

The highlights were the positive attitude of lecturers and students who participated, the realisation among students that integration of skills and subject content is required for academic success, and the appreciation students showed for their facilitators' efforts to support them. Lecturers were regularly exposed to development activities which improved their knowledge and skills regarding teaching-learning. The increase in lecturers' awareness of innovative methodologies and the importance of teaching-learning principles was an added value and lecturers also reported that they applied these development strategies in their mainstream programmes.

The BSc Extended Degree programme was implemented at the beginning of 2011 on the South Campus of the University where the UPP is situated. The same UPP teaching learning methodology (resource based learning approach with student centred learning and development of critical thinking ability) was also applied. Students in this programme outperformed first-year mainstream students in Chemistry and in a development Mathematics module. The average mark for the UPP students in Mathematics was 89% compared to 65% of mainstream students. Additional weekend schools were presented in these subjects which resulted in much higher student performance and success.

### Future challenges

A huge challenge will be successful implementation of the BCom extended programme, which will be presented at the South Campus from 2012.

It will remain an ongoing challenge to involve more departments in extended programmes and to motivate them to become involved in the teaching-learning approach and integrate academic literacy skills with subject specific content of mainstream modules.

**UNIVERSITY OF THE FREE STATE PARTNERSHIP WITH THE NATIONAL INSTITUTE OF HIGHER EDUCATION (NIHE) (NC) IN KIMBERLEY.**

**Table: Student profile**

<b>QUALIFICATION</b>	<b>Male</b>	<b>Femal e</b>	<b>UPP</b>	<b>1ST</b>	<b>2ND</b>	<b>3RD</b>
BCom (General Management)			-	21	17	18
BSocSc (Human & Societal Dynamics)			-	43	33	20
BSW (Social work)			-	-	-	-
Humanities			106	-	-	-
Economic and Management Sciences			31	-	-	-
BMus			-	-	-	2
BA Music				1		
Diploma in Choral Directing			-		2	-
Diploma in Music			-	9	4	-
<b>TOTAL NUMBER OF STUDENTS</b>	<b>93</b>	<b>214</b>	<b>137</b>	<b>74</b>	<b>56</b>	<b>40</b>

During 2011 7 B.Soc.Sc, 6 B.Mus and 2 B.Com students graduated at NIHE (NC).

**REPORT ON THE 2010 RESULTS OF THE UNIVERSITY PREPARATION PROGRAMME (UPP)**

The educational basis of the UPP is the acceptance that **underperforming** Grade 12 learners from historically disadvantaged communities or circumstances do have the potential to make a success of higher education studies. The consequences of apartheid, insufficient physical facilities at schools, lack of well trained teachers, unmotivated learners, non-availability of learning materials and handbooks, as well as the lack of management discipline may be mentioned as some of the reasons for unsatisfactory school performance. In the light of the above-mentioned and in support of the educational basis of the programme, the admission requirements for further study in a bridging programme (UPP) at the UFS were lowered or adjusted to enable learners to prepare themselves for further higher education studies over a period of one year. If the two fully fledged first-year modules plus three development modules are passed, the student is allowed to continue with further undergraduate study at the University the next year on the basis of the discretionary powers of the Senate. Instead of three years, it will therefore take this student four years to obtain the degree qualification if he/she completes every year of study successfully. In view of enabling underperforming Grade 12 learners to complete the one-year UPP successfully, it is essential that a high standard of quality assurance be maintained throughout in the academic, as well as non-academic fields. Thus students are enabled to perform according to potential as indicated by the longitudinal studies of the programme. An average pass rate of 50–55% was maintained over the past 15 years.

As a result of the decrease in adequate school performance over the past few years, the UPP programme management decided at the beginning of 2009 to focus on the implementation and application of the UPP teaching-learning approach in the finest detail, especially in cases where shortcomings could be identified, in order to prevent a decrease in the UPP throughput rate. Good in-service training and reorientation/honing of learning facilitators were undertaken by the module co-ordinators in co-operation with the UPP

management. The good consequences of this approach resulted in a UPP pass rate of 71% at the end of 2011. At the end of 2011 748 modular distinctions were obtained by UPP students.

**Table: Pass rate for UPP students**

<b>REGION</b>	<b>TOTAL</b>	<b>PASS</b>	<b>PERCENTAGE</b>	<b>FAIL</b>	<b>PERCENTAGE</b>
Bloemfontein	745	584	78%	161	22%
Bethlehem	65	43	66%	22	34%
Kimberley	136	72	53%	64	47%
Oudtshoorn	41	36	88%	5	12%
Sasolburg	69	44	64%	25	36%
Welkom	91	70	77%	21	23%
<b>Average pass rate</b>	1147	849	71%	298	29%

This higher pass rate is on average 9% better than that of the previous year, and more than 20% better than any of the previous annual pass rates of the UPP. (Table 6 indicates the pass rates of the past eight years.)

**Table: Pass rate of UPP students**

<b>UPP year</b>	<b>Pass rate</b>
2011	71%
2010	62%
2009	74%
2008	48%
2007	53%
2006	54%
2005	51%
2004	46%

## **Conclusion**

The programme management of the UPP is convinced that this grouping of students (possibly all first-year students) can be served much more successfully academically in a small-group context with well trained facilitators, taking into account that they write exactly the same examination papers as mainstream students. In addition, it is essential that students should have all academic aids/study material in their possession from the beginning of the academic year in order to prevent them from developing backlogs.

The basic discipline of completing and handing in (sometimes daily) tasks, as well as compulsory class attendance is no longer negotiable. Immediately available counselling services and personal assistance for students on both academic and non-academic levels are essential. A hungry, unhappy and unmotivated student cannot perform well academically,

Facilitators must be willing to manage much more than the ordinary teaching-learning events in the class situation. Every student is important and they must accept personal

responsibility for the performance of the group. Where facilitators were responsible for the underperformance of the group, measured against the outcomes of the other groups in the same module, the situation was addressed immediately and, if no improvement resulted, their contracts were not renewed. The challenge for 2012 is to ensure that the 2011 pass percentage be repeated and the same measures and principles that applied in 2011 will be applied again.

### **5.3 The adequacy of staffing levels, particularly in critical areas**

The adequacy of staffing levels, particularly in critical areas, remains a challenge and receives continuous attention.

### **5.4 The extent to which equity targets in the workplace have been realised**

#### **(a) Employment Equity Plan**

The current Employment Equity plan (1 Oct 2010 – 30 September 2013) is the core component of the UFS programme to achieve its priority of equity, diversity and redress. This plan is formulated and targets are set from inputs received from all the employment equity subcommittees and the equity office. The plan is then approved by the Central Employment Equity Committee of the UFS and finally by the University Management Committee.

The UFS was under review by the Department of Labour (DoL) from January 2010 to September 2011. The UFS met all the criteria set by the DoL and the EEA2 and EEA4 reports were reported online before 1 October 2011.

The previous Employment Equity (EE) Manager retired at the end of March 2011 and the Rector subsequently appointed Dr Choice Makhetha (Vice-Rector: External Relations) as the new EE Manager. She is the first female to be appointed in this position.

The University has set very high standards regarding excellence and aims at being an internationally recognised university, thus EE targets are not the only criteria that are considered during the employment procedure. Scarce skills coupled with uncompetitive salaries remain a big challenge in attaining EE targets. However, a lot of effort is put into headhunting persons from the designated groups, EE workshops and training.

## UFS HEMIS STAFF PROFILE 2011

HEMIS Category	Male				Male Total	Female				Female Total	UFS Total
	African	Coloured	Asian	White		African	Coloured	Asian	White		
Instructional/research professional	91	17	8	326	442	50	10	4	340	404	846
Executive/admin./mgmt. professional	9	6	2	48	65	5	1	0	24	30	95
Specialised/support professional	3	1	0	16	20	11	2	0	71	84	104
Technical	9	3	0	22	34	1	0	0	7	8	42
Non-professional administration	101	11	1	101	214	104	63	3	405	575	789
Crafts/trades	1	2	0	7	10	1	0	0	1	2	12
Service	152	18	0	5	175	154	11	0	5	170	345
<b>Permanent Total</b>	<b>366</b>	<b>58</b>	<b>11</b>	<b>525</b>	<b>960</b>	<b>326</b>	<b>87</b>	<b>7</b>	<b>853</b>	<b>1,273</b>	<b>2,233</b>
Instructional/research professional	214	13	12	365	604	122	17	3	333	475	1,080
Executive/admin./mgmt. professional	11	1	1	19	32	5	0	1	16	22	54
Specialised/support professional	4	2	0	19	25	1	1	0	33	35	60
Technical	83	2	6	74	165	69	9	4	117	199	364
Non-professional administration	108	14	1	87	210	102	24	0	230	356	567
Service	36	0	0	4	40	15	4	0	0	19	59
<b>Temporary Total</b>	<b>456</b>	<b>32</b>	<b>20</b>	<b>568</b>	<b>1,076</b>	<b>314</b>	<b>55</b>	<b>8</b>	<b>729</b>	<b>1,106</b>	<b>2,184</b>
<b>UFS Total</b>	<b>822</b>	<b>90</b>	<b>31</b>	<b>1,093</b>	<b>2,036</b>	<b>640</b>	<b>142</b>	<b>15</b>	<b>1,582</b>	<b>2,379</b>	<b>4,417</b>

## 2010 to 2011 change in UFS EQUITY PERMANENT STAFF PROFILE

PERSONNEL CATEGORY	RACE				
	African	Coloured	Asian	White	Total
Instruction/Research Professionals	15	2	1	33	51
Executive/Managerial Professionals	1	2	1	4	8
Special Support Professionals	-1	1	0	-3	-3
Technical Staff	-4	0	0	-3	-6
Non-Professional Admin Staff	17	11	-3	23	48
Crafts & Trades Staff	-1	1	0	-4	-4
Service Staff	-1	3	0	-3	-1
<b>TOTAL</b>	<b>26</b>	<b>20</b>	<b>-1</b>	<b>48</b>	<b>93</b>

## Percentage change in UFS EQUITY PERMANENT STAFF PROFILE:

2011 compared to 2010

PERSONNEL CATEGORY	RACE				
	African	Coloured	Asian	White	Total
Instruction/Research Professionals	11.9%	8%	9.1%	5.2%	<b>6.4%</b>
Executive/Managerial Professionals	7.7%	40%	100%	5.9%	<b>9.2%</b>
Special Support Professionals	-6.7%	50%		-3.3%	<b>-2.8%</b>
Technical Staff	-28.6%			-6.5%	<b>-12.5%</b>
Non-Professional Admin Staff	9%	17.5%	-42.9%	4.8%	<b>6.5%</b>
Crafts & Trades Staff	-33.3%	100%		-33.3%	<b>-25%</b>
Service Staff	-0.3%	11.5%		-23.1%	<b>-0.3%</b>
<b>TOTAL</b>	<b>3.9%</b>	<b>16%</b>	<b>-5.3%</b>	<b>3.6%</b>	<b>4.3%</b>

- Expenditure on employment equity at the UFS

<b>YEAR</b>	<b>AMOUNT</b>	<b>CUMULATIVE</b>
2003	2 395 241,00	2 621 260,00
2004	3 397 687,00	6 018 947,00
2005	1 851 430,00	7 870 377,00
2006	4 063 524,00	11 933 901,00
2007	6 642 870,00	18 576 771,00
2008	8 846 772,00	27 423 543,00
2009	12 098 050,00	39 521 593,00
2010	13 145 524,00	52 667 117,00
2011	9 782 756,00	62 449 873,00

- Allocation for employment equity at the UFS

<b>YEAR</b>	<b>AMOUNT</b>	<b>CUMULATIVE</b>
2003	3 000 000,00	7 000 000,00
2004	3 000 000,00	10 000 000,00
2005	2 000 000,00	12 000 000,00
2006	900 000,00	12 900 000,00
2007	5 100 000,00	18 000 000,00
2008	9 900 000,00	27 900 000,00
2009	10 000 000,00	37 900 000,00
2010	11 380 000,00	49 280 000,00
2011	10 000 000,00	59 280 000,00

## **5.5 The quality of information available to management and the administrative processes**

The University has a small but effective and efficient Management Information Office responsible for HEMIS reporting and also for supplying relevant information for strategic planning, rolling plans, quality assurance, including programme self-evaluation, monitoring student enrolments, success rates, throughput and graduation rates, etc. The office also handles all ad hoc requests for management information from functional units within the University, as well as outside ad hoc requests for statistical data on the University.

## **5.6 Student Affairs and co-curricular activities**

### **Department of Student Life and Leadership**

Following the repositioning of this department as the Department of Student Life and Leadership (SLL) in 2010, including the restructuring of various offices and programmes

in the department during that year, the Assistant Dean for Student Life and Leadership was appointed and took office in 2011.

Major strategic developments in support of student engagement were achieved during 2011, including the merger of the Offices of RAG Fundraising and KOVSCOM Community Service to integrate the Fundraising and Community Service programmes of the RAG COMMUNITY SERVICE Organisation as part of citizenship development as strategic programme in SLL, the establishment of the Student Media Office for the integrated management of the student radio station and newspaper and social media, the full establishment of the Projects and Volunteers Office to support student associations and student governance and the launch of the renovated Student Life Centre at Bloemfontein Campus.

The most prominent SLL programmes in 2011 included:

- **Student leadership development programmes** such as the Po10See programme, candidates training for executive committees of student associations and residence committees, elected leadership training of the SRCs at Bloemfontein and Qwaqwa Campuses and the Central SRC, training for portfolio committees of the SRC and its sub-councils and focused support to the editorial teams of the student newspaper and radio station, Irawa and KovsieFM. A estimate total of 1100 student leaders participated in these programmes.
- **Rag Community Service (RCS) programmes** such as the year-long fundraising programmes culminating in the Rag floats programme and a multitude of community service programmes run by RCS with the participation of residences and student associations. A estimated total of 4 000 students participated in the Rag programme throughout the year, fundraising more than R1,5 million distributed to local NGOs and its own community service projects. A total of 50 community service projects were run by RCS with an estimate total of more than 1 000 students participating.

The most prominent developments include the integration of the RCS with our welcoming programme for first years, the Gateway College and the merging of our former Rag and Kovsie Community Service (Kovscom) offices as one unit that brings together the fund-raising and community services activities. Planning to appoint RCS staff at Qwaqwa Campus was also adopted.

- **Orientation and learning communities programmes** such as the introduction of the GATEWAY First years welcoming programme, the introduction of the Gateway Parents programme with a 1000 prospective student parents participating, open day and recruitment programmes in collaboration with student associations and a social justice learning community pilot programme in collaboration with the faculty departments of philosophy and occupational therapy. The Gateway programme served as pilot to establish the Gateway College, which is a co-curricular adjustment programme from first years to postgraduate students, which consist of events such as lectures, mentorship events and social, cultural and sport programmes.
- **Arts and Culture programmes** such as local and national a capella performance competitions, the annual Kovies Extravaganza, which continued with recruiting full representation of diverse cultural genres and national artists performing, and a variety

of choral, dance and debating teams participating in various events during the year. A further development was the introduction of arts and cultural events as part of the UFS-NWU-Intervarsity programme 2011. An estimated total of 2 000 students participated at various instances in arts and culture programmes. A redesign of the portfolio to achieve alignment with a changing student body and the development of learning communities was also undertaken.

- A **Projects and Volunteers Office** was capacitated with the appointment of the projects officer, the completion of the association offices at Bloemfontein Campus and the development of the centralised venues booking system in support of student governance structures.
- **Student media programmes** that mediated the rebranding and quality control of the student newspaper, Irawa, which ran a number of editions throughout the year, and the financial turnaround of the student radio station, KovsieFM, which broadcasts as local community radio station. The Irawa showed an editorial staff of 15 and 40 student journalists, while KovsieFM held editorial staff of five with 25 DJs and boasted a listenership (RAM) of 47 000 listeners. The Kovies Student Diary was also moved to the student media programme, while the the KovieLife-website and social network pages on Facebook and Twitter were introduced.
- Programmes of the **Qwaqwa SRC and the Bloemfontein Interim Student Committee** managed and governed a series of campus activities at these campuses during 2011, ranging from activities of student associations in arts and culture, sport and community service, while also hosting high profile events to build unity and celebrate student success, such as Academic Honours Events, Kovies United Festivals, Mr and Miss Campus Events, Public Dialogue and Debating programmes and others.

### **Department of Housing and Residence Affairs**

The Department of Housing and Residence Affairs (HRA) in 2011 further integrated the outcomes of the intervention programmes resulting from the Residence Diversity Project (RDP) concluded in 2010, while further professionalising the management of the environment and introducing new developments to sustain the progress and successes of integration and increased academic success in residences across campuses.

While maintaining the programmes of 2010 successfully, the most prominent additional programmes of the department in 2011 included:

- Undertaking an **extensive study trip to benchmark global approaches** to residence construction and management by the Director of HRA and the Dean of Student Affairs, also attending the 2011 ACPA Convention in Baltimore. The Universities of Maryland, Virginia, Cornell, Georgia, Georgia State and London were visited.
- The **Capital Projects** of upgrading student accommodation was completed, capacity was increased where possible and the construction of new residences at the Bloemfontein and Qwaqwa Campuses was started.
- The **appointment of a conference coordinator** was completed to sustain the increase of 13% in conference income to subsidise service delivery in 2011.

- Further **expansion and utilisation of RMS** contributed to better control exercised over billing, vacancies in residences and communication with current and prospective students.
- Introduction of the **Performance Management Programme** in addition to the continuous professional development of residence heads and HRA staff.
- Full establishment of the **clustering of residences in colleges** in residence life programmes and in selected Student Life programmes.
- A pilot project on **peer mentorship was run in all residences** during 2011, which firstly focused on the emotional support of first years in order to help with their transition to higher education and secondly facilitated value conversations in small groups in order to emphasise the focus on values in residences.
- **Intensive training of residence committees** regarding portfolio responsibilities and diversity management and cultural renewal. A total of 250 student leaders participated in this training, while a number of residence specific training events were also hosted.

### **Department of Student Counselling and Development**

Student Counselling & Development in 2011 continued to offer quality service to enhance students' wellbeing.

In addition to maintaining programmes introduced in 2010, the most prominent additional programmes of the department in 2011 included:

- The **reappointment of the director** to a further five-year term, as part of which process the department argued for the need for increased investment in student development and support and was successful in gaining increased support to address capacity challenges at all campuses.
- Improvement of the marketing strategy and image by means of the **"Red Couch"– and "Counselling on the square campaigns"**, that resulted in an increase in the number of students attending both individual counselling and developmental workshops – 1:3 000 per psychologist, which is well above the international standard of 1:1500.
- **Faculty-based workshops to support** students were piloted in terms of trying to integrate curricular and co-curricular student experience, a pilot project with 1<sup>st</sup>, 4<sup>th</sup> and 5<sup>th</sup> year medical students has been established in collaboration with the Medical School. Student Counselling & Development's psychologists offer workshops which correlate with the subject matter in a class setting on a regular basis.
- The drafting of a **Student Mental Health Awareness Manual**, as a resource for staff and students and to promote awareness and better understanding of psychological challenges, thereby mediating improved referrals, was initiated. This will be distributed to all faculties and be available on the website.

- The **psychometric testing facility has also been improved** in order to accommodate more students for psychometric evaluation and selection purposes. Since social work is an emotionally challenging course, the Social Work department requested that this be a selection course. Students have to undergo psychometric evaluation for any psychopathology e.g. depression or anxiety.
- **Staff capacity development** was increased with three personnel members engaged on PhD studies, two personnel members accredited in Rational Emotive Therapy from the Albert Allis Institute, an international organisation, and four personnel members attending the annual Southern African Counselling and Development in Higher Education conference hosted by the Gaunalanga region.
- The **Careers Office collaborated with the South African Defence Force** in a pilot project where the SANDF recruited UFS students to be reservists, with the careers office manager chosen as the chairperson of this collaboration between all Free State stakeholders (tertiary institutions).
- An annual **schools project for career counselling** of Grade 12 learners was presented to learners from Kagiso and Comm Tech high schools. This project is a strategy to recruit students for the UFS.

### **Unit for Students with Disabilities**

The Unit for Students with Disabilities (USD) celebrated its 10-year anniversary in October 2010. The strategic shift of reporting to the office of the Dean of Student Affairs and establishment as an independent department in Student Affairs showed itself to be greatly beneficial to our students with disabilities (SwD) at the UFS and the functioning of the USD. A steady increase in SwD making use of the support services of the USD was noted during 2011.

The USD introduced a strategic planning programme and developed its strategic statements, while also detailing its operational and financial management systems.

The most prominent programmes of the department in 2011 included:

- **Sustained specialist support** to a total of 132 students with disabilities through learning support materials and services, assistive devices, tutoring and negotiations with service departments for improved services, such as the supply of invigilators for all alternative tests and exams that will be taken at the USD, making the USD an official test and exam venue.
- **Financial aid support** through negotiation with the Bursaries and Loans Department of the University with regards to the NSFAS Disability Bursary and other funders providing financial support to students.
- **Accessibility programmes** such as participating in an extended research project investigating the accessibility of Blackboard for students with disabilities, the participation in the nationally celebrated Casual Day, introducing co-curricular programmes through collaboration with other UFS campus initiatives e.g. HIV & AIDS programmes and the NSH initiative, utilising the benefit of campus media e.g. printing Irawa in Braille and broadcasting on Kovsie FM. The accessibility project at the

Bloemfontein Campus continues with the five-year plan including the installation of ramps across campus and new elevators in buildings as prioritised in cooperation with the department of Physical Planning on campus. A complete physical audit of the UFS South Campus was performed by an architectural practice and a plan of action for the accessibility of the South Campus has been initiated. A strategic meeting between all staff members of the USD and role-players at the Qwaqwa Campus were held on Qwaqwa Campus, resulting in a working document with regards to the establishment of disability support services at Qwaqwa Campus.

- **National collaboration programmes** such as active participation in national organisations e.g. Higher Education Disability South Africa (HEDSA), BlindSA, DeafSA, South African National Council for the Blind and the National Council for Persons with Physical Disabilities in South Africa. The national AGM of BrailleSA was hosted at the Bloemfontein Campus in May 2011.
- **Research programmes** such as participation in different co-curricular studies and projects, on both undergraduate and graduate levels, with the prospect of utilising the information gathered and knowledge gained to the benefit and growth of the UFS's support services to SwD.
- **Student representation** through the active participation of the first disability student association at Bloemfontein Campus in UFS campus activities and its participation in student governance processes with the creation of a new SRC portfolio, "Support Services and Accessibility", adding accessibility to the priorities of the students governance structures on Bloemfontein Campus. One of the SwD of the UFS, making use of the support of the USD, was also selected to participate in the "Leadership for Change" programme in 2011.

### **Qwaqwa Campus Student Affairs**

Through the office of the Director: Student Affairs at the Qwaqwa Campus, the Department of Student Affairs combines all the services and programmes of all departments to ensure effective roll-out of student engagement and services at the campus.

In addition to programmes continuing from 2010, the most prominent programmes of the department in 2011 included:

- **Orientation programmes of first entering students** that achieved greater success relative to previous years with the introduction of the Gateway programme with support from staff, student volunteers and colleagues from the Bloemfontein Campus, with improved faculty participation and also exhibitions during the orientation in the multi-purpose hall, where faculties and administrative departments gave information to prospective students. For the first time a budget was made available for orientation at the Qwaqwa Campus. This enabled a number of exciting activities in sports and culture to take place, including a braai for first-year students who participated in the orientations. The welcoming event for first years was again for the first time addressed by the Rector and it was an inspiration to most of the students in attendance.
- **The registration process** achieved a major success since for the first time in over 15 years no registration-related student unrest took place. This was largely because of

integrated planning that ensued from 2010, a conscious effort on the part of all departments to identify and circumvent causal factors and additional support from related offices at the Bloemfontein Campus.

- A increased focus on **Student safety**, due to numerous crimes facing non-resident students, led to a meeting involving the SAPS to address their plight and to inculcate a sense of safety awareness among these students. Safety tips such as walking in groups and avoiding lifts from strangers were provided, though the emphasis was on the use of the abovementioned available transport. Based on interactions between the Office of the Director: Student Affairs, the Vice Rector: Operations, heads of ICT and Protection Services, a needs assessment of safety and security at the Qwaqwa Campus has been conducted and security cameras and panic buttons in various buildings and campus surroundings will be installed in the near future.
- **Catering Services**, which saw, as a result of numerous challenges emanating from service provision in this area, the establishment of a Catering Committee consisting of students, staff and service providers, chaired by the Director of Student Affairs. A number of issues related to better service provision were addressed by this committee. A major success is the completion of the renovation of the Student Dining Hall, which now boasts double the number of serving points, world-standard dining facilities and improved service delivery by contracted service providers.
- **Housing and Residence Affairs:** construction of a new residence intended to house about 200 students, both male and female, was completed in 2011, providing additional space for off-campus students, while planning meetings were also held with key stakeholders and architects for the construction of another residence that will accommodate 250 students, male and female, for undergraduates and postgraduates. The question of staff capacity also received attention. This has resulted in the appointments of an Assistant Officer in the office of the Deputy Director, and an additional Placement Officer. The appointment of a Senior Officer for Student Life in the Residences was also finalised in 2011.
- **Health and Wellness and Counselling**, which saw renovations in the bottom section of the library building to allow clustering of the health and wellness services, resulting in the relocation of the HIV & AIDS unit next to the Campus Clinic. Another professional nurse has been appointed with an extra consultation room made available for this nurse. This has optimised service delivery with 4 219 student patients seen in a semester, plus 138 members of staff. A number of wellness activities, social responsibility and student volunteerism campaigns were undertaken in this year by departments housed in the wellness centre. The office of the social worker has been able to place more than 100 students in ad-hoc or temporary jobs. A psychometrist has been appointed in the first semester to assist the campus psychologist to enhance service provision to students and staff.
- The **Qwaqwa Campus hosted the first intra-varsity of the UFS** on 7 May 2011, which was launched by the Campus Principal on behalf of the Rector of the UFS. This became a source of inspiration for students and staff. Several meetings were held with the colleagues at the Bloemfontein Campus in preparation for the 2011 intervarsity, this

culminated in the first participation of the Qwaqwa Campus in the intervarsity with the University of the North West at the Potchefstroom campus. The Qwaqwa Campus also hosted the preparatory meeting that included the Potchefstroom campus.

- **The office of the Dean** was hosted/relocated to the Qwaqwa Campus for a month, igniting thoughts on how service delivery and student life in general could be improved on the Qwaqwa Campus. Consultations involving students and staff from both campuses took place and issues in respect of alignment of policies and practice were discussed. It provided an opportunity to develop a comprehensive and integrated roadmap towards the improvement of student services at the campus and engendered a sense of belonging among students and staff in that it affirmed the fact that the Qwaqwa Campus is an integral part of the UFS without doubt.
- The 2011 **SRC elections** went very well. The voter turnout was 50%. This level of participation is one of the best in the country's universities at this stage. There is a need for a constitutional review process at the Qwaqwa Campus intended to achieve some measure of alignment in student governance between all campuses of the UFS, which process will be undertaken in 2012.
- The number of student participating in the **Leadership for Change Programme (F1)** increased from five to 15 students, who were selected to participate in the programme in 2011. The students were placed at the following universities in the United States: Binghamton State, Minnesota, New York, Cleveland State and the College of the Holy Cross. The Director of Student Affairs and the Student Development Officer were also selected as part of a cohort of mentors that were responsible for the various groups of students on the programme. It was an important learning curve for both students and staff.

### **Towards 2012**

Student Affairs in 2011 made progress in sustaining the change process in residences, broadening the transformation programme to student life as a whole, expediting alignment of services and interventions between campuses and the further integration of management of the environment and its departments through structural developments and strategic shifts.

The further development of the student engagement and support environment in 2012 will require the assessment and adoption of piloted strategic management models, the introduction of key strategic approaches in student life programming at all campuses and the consolidation of sustainable transformation initiatives between and in departments.

The repositioning of Student Affairs as a key aspect of the core mandate of the university of graduate development and student success will be continued in 2012.

## **5.7 Relationships with the community, both academic and services**

### **5.7.1 Internationalisation at the UFS**

Driven by an approach of international competitiveness, aligned with the strategic objectives of the University, and contextualised by a marked focus on research, academic excellence and human development, internationalisation continues to grow as an integral part of the University's repositioning and globalisation strategies. This is framed by the vision of the Rector, a reorganisation of key management functions into a portfolio of directed, dedicated strategic internationalisation initiatives, and the formalisation of the appointment of a new Vice-Rector: External Relations. This institutional orientation towards an outward thrust, while remaining locally relevant, and the development of strategic programmes and initiatives to support the repositioning of the UFS, building on the revised Strategy for Internationalisation (2009), are key components of the framework within which the international function of the UFS operates.

#### Internationalising the Research Platform

The Strategic Academic Clusters is one of the major vehicles for the internationalisation of the research platform. A delegation from Khon Kaen University, Thailand was hosted to formalise discussions with the cluster on *New Frontiers in Poverty Reduction and Sustainable Development* to work on closer collaboration on a variety of research projects focusing on local governance and sustainable development. Important joint research with *Sustainable Crop Technologies in Semi-arid Areas* are conducted with the Earth Institute at Columbia University, large collaborative programmes in crop science with Cornell University, and an innovative focus, inter alia supporting the UFS 'Green Campaign', has been developed in collaboration with the Energy Centre of Appalachian State University, USA, and a number of UFS Departments (Architecture, Urban and Rural Planning, and Construction Management).

A major drive towards repositioning in Asia and Africa has been initiated, and will be strengthened during 2012, exemplified by inter alia initial discussions with the Chinese Embassy, and a large collaborative agreement with Mahasharakam University in Thailand. Research agreements are being concluded with a number of universities in Japan, most notably Meiji University, and the Okinawa Institute for Science and Technology (OIST), an innovative and flagship institution in Asia. Continuous strengthening of the African footprint of the UFS is embodied by research of the Centre for Africa Studies, the Centre for Disaster Manager, and the Centre for Sustainable Agriculture. The UFS is one of the few South African universities holding multiple grants from the Rockefeller Foundation, one of which focuses specifically on equitable growth for poor and vulnerable people, in collaboration with Harvard University, USA.

A comprehensive agreement has been concluded with the Vrije University of Amsterdam, The Netherlands, focusing on joint degrees and strengthening of the Tutu Chairs in collaboration with the NRF and the International Institute for Studies in Race, Reconciliation and Social Justice, and well as with the State University of New York (Binghamton).

## Capacity Building and Internationalisation

The appointment of an eminent scholar from the University of Washington as Extraordinary Professor at the recently established Postgraduate School contributed significantly to dedicated focus and drive in this area. The UFS has seen a marked increase in the number of eminent international scholars formally associated with the institution.

One of the flagship international programmes, initiated in 2010, is the Leadership for Change Programme. The main aim is to exchange ideas and international experiences, with both staff and students, in addressing salient issues of social justice, as manifested in aspects around race, racism, racial integration and racial reconciliation in higher education. An intensive and innovative programme is planned, in collaboration with a number of stakeholders at UFS, but also nationally and internationally, as elucidated below. During 2011, 150 students were sent to 18 universities on three continents (Asia, Europe, USA) for an intensive induction to a year-long leadership development programme. This highly innovative and successful programme will continue for the foreseeable future. During 2012 the UFS will host more than 200 representatives from these institutions in Bloemfontein for a global leadership summit. An innovative agreement has been concluded with Stanford University, USA, to host groups of six high potential students during the next number of years to participate in their internationally-acclaimed Sophomore College.

The recently-appointed new US Consul General of the US, Earl Miller, visited the Bloemfontein Campus as part of his orientation of South Africa and the higher education landscape. He had an opportunity to meet with some of the students who participated in the Leadership for Change Programme to learn about the students' experiences in the US. He also had discussions with key UFS staff members on matters relating to diversity, transformation issues and the internationalisation programmes at UFS.

The UFS has been fortunate to benefit from the Fulbright programme with two PhD awards to academic staff during 2011. Scholarships were also awarded to three US graduate students to assist in teaching English at UFS during 2011-2012. The strategic relationship between the UFS and the Consulate's office continues to grow and the support offered by the US Consulate on a variety of institutional projects pertaining to capacity development among staff, exchange and study abroad opportunities helping the UFS achieve its internationalisation objectives.

Another flagship programme gaining great impetus and support at UFS during 2011 in the Prestige Scholars Programme. A selected number of high potential young scholars are participating in an intensive academic development initiative towards development of the next generation of the professoriate. Periods of research abroad has been negotiated with a number of leading universities in the world, an integral part of the development process of the young Scholars.

The UFS participation in the EU's Erasmus Mundus Programme saw large numbers of staff and students receiving scholarships to study at different universities in Europe. The

partnership aims to contribute to the development of redressing past imbalances and to improve the participation rate of historically disadvantaged individuals in higher education. Capacity building and human development, with specific attention to vulnerable groups and excellent academic potential, are at the core of the project, also promoting intercultural dialogue and international cooperation between the higher education institutions involved.

A specific highlight of the internationalisation efforts at UFS includes the selection of two Rhodes Scholars, from only four positions available for Southern Africa, to continue with postgraduate studies at Oxford University, UK.

#### Internationalisation through community engagement

International Affairs collaborated on a project involving schools in the region to improve the skills of the Grades 7, 8 and 9 learners' ability to use scientific calculators. The project was funded through a donation facilitated by students from the College of the Holy Cross, and Mount Holyoke College in the USA, who spent four weeks on the project, assisted by students from the Faculties of Education and Economic and Management Sciences. In future, this project will form part of the Faculty of Education's project offerings for student teachers.

With excellent progress towards the achievement of the internationalisation strategic objectives achieved during 2011, it is evident that capacities are developing, that International Affairs is operating in a catalytic manner, and structures have been established to support the globalisation drive of the UFS.

### **5.7.2 Visit to South East Asia Initiative**

#### **South East Asia Initiative**

The Vice-Rector: Academic, Prof HR Hay, and the Registrar, Dr DK Swemmer, were invited to present a paper at the Association of Commonwealth Universities Conference in Hong Kong in April 2011. The paper focused on the change management and strategic initiatives related to the academic and human projects that form the focus of this University's activities. Preceding the conference, it was decided that there should be a reaching out to the UFS partner institution in Thailand, Mahasarakham University, and in addition, visits would be made to a number of prominent institutions in South East Asia. Appointments were consequently made for visits to Thammasat University in Bangkok, the National University of Singapore, and also in Singapore, the Nanyang Technological University. In Malaysia, the University Kebangsaan and the University Teknologi Mara were visited and while in Hong Kong, a visit was made to Hong Kong Baptist University. The South African Embassy also arranged for a meeting with representatives from the Hong Kong University of Science and Technology off campus.

This initiative raised the profile of the UFS within the minds of a number of significant higher education institutions. One of the consequences of the intervention was that the

National University of Singapore agreed to work with the UFS in its benchmarking of its research cluster activities planned for April 2012.

The Japanese leg of the programme was unfortunately cancelled only days prior to departure because of the tragic earthquakes that beset the people of Japan.

## **5.8 Changing patterns in providing academic courses**

The UFS programme offer is undergoing major changes as a result of two processes, one national and one institutional. The first one is the process of aligning the entire Programme and Qualifications Mix (PQM) of the University with the requirements of the Higher Education Qualifications Framework (HEQF). The second process is the review of the UFS curriculum to ensure that it meets high quality standards and responds to the institution's vision and mission. This section of the report provides a status update based on the two aforementioned two major tasks for academic planning. This area of work is the responsibility of the Academic Planning Unit of the Directorate for Institutional Research and Academic Planning (DIRAP).

### **HEQF Alignment and Programme Development**

An extensive analysis of the PQM revealed that the majority of programmes need extensive change and restructuring to align with HEQF requirements. In view of the fact that the majority of programmes needs restructuring to align with the HEQF, the academic planning unit of DIRAP devised a phased process to facilitate a major curriculum review of all the UFS programmes. It is envisaged that the review process is not only focused on the national HEQF alignment, but also on an evaluation of the content, structure and coherence of programmes.

The review and consequent restructuring of curricula envisions a consolidated programme offer that meets national policy requirements and reflects institutional, national and global academic objectives. The process has a dual focus that is explained below.

- The successful alignment of UFS programmes to the requirements of the HEQF will result in the development of a new PQM for the UFS. Among others, the following major changes are envisaged:
  - All programme titles are changed to English and the use of designators and qualifiers are consistently applied according to HEQF rules.
  - Credit allocations are reviewed to in view of the requirements from professional bodies, qualifications descriptors in the HEQF and 'economic' use of credits to prevent credit-overloads in programmes.
  - A review of admission requirements in terms of the programme type and purpose in order to devise meaningful articulation between programmes that enables students' progression towards postgraduate study or reputable jobs.
  - Several programmes on the existing PQM are phased out as they are no longer applicable in terms of programme type and purpose.
- The programme review focuses on the knowledge content of programmes. UFS programmes will consequently be designed to be conversant with the international

academic discourse of the relevant disciplines, as well as meet the social, cultural and political needs of a developing democracy.

### **Design and Development of New Programmes**

During 2011, the UFS finalised the implementation of four new programmes as they have been approved, accredited as well as registered, and were therefore added to the PQM. These programmes had a first student intake in 2012. These are the:

- Master of Medical Science in Transfusion Medicine (MMedSc (Transfusion Medicine))
- Master of Medicine in Paediatric Surgery (MMed (Paediatric Surgery))
- Master of Science in Nanoscience (MSc (Nanoscience))
- Advanced Diploma in Sustainable Agriculture and Rural Development (Adv. Dip. (Sustainable Agriculture and Rural Development))

In terms of new programmes that are in process and therefore in the design and/or implementation phases the UFS had several developments, specifically in the field of medicine and nursing. These two areas are in the process of developing 21 new qualifications for the purposes of medical sub-specialisations and nursing specialisations respectively. These programmes are all in the design process and will be submitted to the HEQC for accreditation during 2012.

**Table 1: Programmes approved by DHET**

<b>FACULTY OF HEALTH SCIENCES</b>
<b>School of Medicine</b>
Master of Philosophy in Clinical Haematology
Master of Philosophy in Neonatology
Master of Philosophy in Paediatric Clinical Haematology
Master of Philosophy in Paediatric Immunology
Master of Philosophy in Paediatric Oncology
Master of Philosophy in Vascular Surgery
Master of Philosophy in Gastroenterology Internal Medicine
Master of Philosophy in Gastroenterology Surgery
Master of Philosophy in Geriatric Medicine
Master of Philosophy in Nephrology
Master of Philosophy in Advanced Clinical Imaging
Master of Philosophy in Endocrinology
<b>School of Nursing</b>
Postgraduate Diploma in Wound Care Nursing
Postgraduate Diploma in Child and Adolescent Psychiatric Nursing
Postgraduate Diploma in Community Health Care Nursing
Postgraduate Diploma in Forensic Nursing
Postgraduate Diploma in Nursing and Health Services Management
Postgraduate Diploma in Nursing Education
Postgraduate Diploma in Occupational Health Nursing
Postgraduate Diploma in Paediatric Nursing

The Faculty of Natural and Agricultural Sciences developed programmes in the field of environmental management. Three new programmes have been approved and submitted to DHET for PQM clearance. The UFS awaits the outcome. These are:

- Master's in Integrated Water Management
- Postgraduate Diploma in Integrated Water Management
- Postgraduate Diploma in Environmental Management.

The Faculty of Natural and Agricultural Sciences, in collaboration with the office for Academic Planning, is preparing a Bachelor of Engineering in Agriculture. This programme has been approved by the institutional structure and will be submitted to the DHET in the near future.

The Centre for Financial Planning Law that reports under the Faculty of Law is developing a number of postgraduate diplomas. These programmes will be offered as distance programmes and will be endorsed by FICA. These programmes are focused on legislation that governs the fields of estate planning, risk management, financial planning and employee benefits.

Another significant advance in the UFS programme offer is facilitated within the Faculty of Education. The Faculty of Education embarked on an extensive curriculum review process and decided to re-design their entire programme offer. This faculty undertook a re-design of all the qualifications, including the teacher upgrading qualifications. The UFS programmes in the field of education will therefore gradually phase out while the faculty, in collaboration with the office for Academic Planning designs new programmes that will be subjected to the processes of approval, accreditation and registration.

### **5.9 A statement of self-assessment of the achievement of the principal in attaining objectives set for the period under review with summary detail of realised achievements (self-evaluation)**

The UFS set as its key priority for 2011 to continue the advancement of its two core strategic goals, the academic project and the human project.

With respect to the academic project, the UFS following should be noted:

- a) The continued implementation of the compulsory class attendance project in those courses and modules with the highest failure rates. In the first year there was already an increase of between 35% to 40% improved pass rates.
- b) The UFS implementation of increased admission scores for students entering the first-year undergraduate class keeps on drawing greater enrolments of more top quality students, black and white, from across South Africa.
- c) The expansion of opportunities for alternative admissions to the University so that more students can bridge to success in one- or two- or three-year extended academic support classes. The student success rate in the extended classes has improved and this group of students has a better chance of success in the

mainstream programme simply because of the strengthening of foundational learning after high school.

- d) The decision of linking the alignment of UFS programmes with the HEQF to a major review of the University's curriculum to start in 2012.
- e) The roll-out of the strategic plan of the Centre for Teaching and Learning.
- f) The development of a framework for monitoring of the University performance in the areas of teaching and learning and research that which will be implemented by DIRAP.
- g) The introduction of more demanding criteria for promotion to senior academic positions, especially at the level of the professoriate.
- h) The recruitment of top academics from around South Africa, Africa and beyond to address issues of both equity and quality in the academic ranks.

With regard to the human project, the following interventions were introduced in 2010:

- a) The implementation of full racial and cultural integration in the residences of the University on the Main Campus in Bloemfontein.
- b) The undergraduate study abroad programme continues helping the University to build a new class of student leadership with the capacity for leading in diverse campus contexts.
- c) The implementation of a new SRC constitution that reflects broadened commitments in student life and leadership.
- d) The implementation of measures to achieve equivalence of provision across the three campuses of the University.



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**Prof JD Jansen**  
**Vice-Chancellor and Rector**

## **6. REPORT ON INTERNAL ADMINISTRATIVE/OPERATIONAL STRUCTURES AND CONTROLS**

The University maintains systems of internal control over financial reporting and the safeguarding of assets against the unauthorised acquisition, use or disposal of such assets. Such systems are designed to provide reasonable assurance to the University and Council regarding an operational environment that promotes the safeguarding of a public higher education institution's assets and the preparation and communication of reliable financial and other information.

The internal control systems includes documented organisational structures setting out the division of responsibilities, as well as established policies and procedures, including a Code of Ethics that is communicated throughout the organisation to foster a strong ethical climate and the careful selection, training and development of its people.

Information systems utilising modern information technology are in use throughout the University. All have been developed and implemented according to defined and documented standards to achieve efficiency, effectiveness, reliability and security. Accepted standards are applied to protect privacy and ensure control over all data, including disaster recovery plan and "back-up" procedures. Password controls are strictly maintained with users required to change passwords on a regular basis. There are regular reviews (monthly) that there are no clashes in user access rights and that the basic internal control concept of division of duties is maintained. Where for capacity reasons an occasional clash does occur, sufficient manual controls are in place to ensure that these clashes are mitigated. Systems are designed to promote ease of access for all users and the systems are sufficiently integrated to minimise duplication of effort and ensure minimum manual intervention and reconciliation procedures. The development, maintenance and operation of all systems are under the control of competently trained staff.

In utilising electronic technology to conduct transactions with staff and with third parties, control aspects receive close scrutiny and procedures are designed and implemented to minimise the risk of fraud or error.

The Internal Auditor monitors the operation of internal control systems and reports findings and recommendations to management and the Council through the Audit and Risk Management Committee. Corrective actions are taken to address control deficiencies and other opportunities for improving systems when identified. The Council, operating through its Audit and Risk Management Committee, provides oversight of the financial reporting process.

There are inherent limitations to the effectiveness of any system of internal control, including the possibility of human error and the circumvention or overriding of controls. Accordingly, even an effective internal control system can provide only reasonable assurance with respect to financial statement preparation and the safeguarding of assets. Furthermore, the effectiveness of an internal control system can change according to circumstances.

The University assessed its internal control systems as at 31 December 2011 in relation to the criteria for effective internal control over financial reporting described in its Financial Policy documents. Based on its assessment, the University believes that, on 31 December 2011, its systems of internal control over operational environment, financial and information reporting and safeguarding of assets against the unauthorised acquisition, use or disposal of assets met those criteria.

A study has been made of the third Report on Governance in South Africa (King III). The University strives to comply with the recommendations of the King III report.

In other matters on the agendas of the Audit and Risk Management Committee there were no outstanding items that exposed the University to loss arising from undue material risk.



**GJ van den Berg**  
Director: Internal Audit



**EC Kieswetter**  
Chairperson: Audit- and Risk  
Management Committee

## 7. REPORT ON RISK EXPOSURE ASSESSMENT AND THE MANAGEMENT THEREOF

### 7.1 Identification, assessment and management of risk

The University Council and management are committed to good corporate governance and compliance with King III. In King III there is a renewed focus on risk management.

Effective risk management is imperative to the University with reference to its risk profile. The realisation of our strategy depends on our ability to take calculated risks in a manner that does not jeopardise the direct interests of stakeholders. Sound management of risk will enable us to anticipate and respond to changes in our environment, as well as to make informed decisions under conditions of uncertainty.

In line with the above, a new risk management process and policy was developed and approved by Council on 12 March 2010.

The policy includes an embedded risk management model, which implies that the management of risk is the responsibility of every manager at the University. It is understood that all faculties, schools, support functions, processes, projects and entities under the control of the University are subject to this process.

The exposure of the University to specific "risk events" was assessed, advisory and decision-making structures established, line management responsibilities and accountabilities allocated, and monitoring mechanisms created.

The University's assessment and management of risk is briefly described by the following highlighted risks and actions taken (also refer to par. 6 of the Report).

CATEGORY	RESPONSIBILITY	RISK ASSESSMENT AND MANAGEMENT
<p>▪ <b>Financial category</b></p> <p>i) Financial instruments:</p> <ul style="list-style-type: none"> <li>- Interest rate risk</li> <li>- Unanticipated loss of capital</li> </ul>	<p>Senior Director: Finance, Vice Rector: Operations and Audit Committee of the Council</p>	<p>Interest rates attributed to new loans are reviewed and approved in accordance with policies approved by Council to ensure interest rate exposure will not exceed levels acceptable to the Council. Interest rates of all current loan agreements are fixed for their full term, except for an ABSA overdraft facility. The latter refers to operating cash flows which are substantially independent of</p>

			changes in market interest rates. Investments are managed by independent fund managers. A multimanager approach is followed in appointing investment managers to limit investment risk exposures. These fund managers are overseen by and report to the Investment Committee of the University.
ii)	Currency and foreign exchange risk	Senior Director: Finance.	Monitored on a daily basis and considered on a transaction by transaction basis. Also refer to the management of investments under risk i) regarding foreign currency risk exposure related to foreign investments.
iii)	Effect of fee increases	Senior Director: Finance	Reconciliation and internal budgetary reallocations if necessary.
iv)	Physical disaster – fire, flood	Vice Rector Operations and Vice-Chancellor. Executive Management, Council Committees and Council	Policies and procedures regarding safety risks are put in place and linked to evacuation drills. Disaster Fund, administered through the Rector’s Office.
v)	Uncompleted contracts	Vice-Rector: Operations and Managers: Physical Resources and Physical Planning	Risks covered by specific clauses included in contracts entered into by the UFS.
vi)	Liquidity – inability to raise funds or manage available funds effectively.	Director: Budgets Senior Director: Finance and Vice-Rector: Operations	Various controls are in place to ensure that liquidity of the UFS is managed proactively. Some of these controls include: 1. A formal three-year rolling budget process. 2. Managing reserves and target levels of reserves. 3. Various budgetary controls, such as electronic budget controls to prevent overspending and timely reconciliation of actual spending with the budget.

vii) Intake – declining student numbers	Vice-Rector: Academic and the Registrar	Refer to par. 1.1 of the Report regarding proactive enrolment planning and management of growth in student numbers as operational plan derived from financial sustainability as strategic priority since 2004.
viii) Fraudulent activities – staff and students /contracts/ tenders	Senior Director: Finance and Director: Internal Audit and his unit	<p>Various preventive and monitoring controls are in place and policies of the University were recently updated to ensure a strong control environment.</p> <p>Audits on internal financial procedures/controls and forensic investigations are executed when necessary.</p> <p>Direct reporting to the Rector and Vice-Chancellor and Audit Committee of Council. Senior Director: Finance monitors effectiveness and adequacy of controls continuously.</p>
ix) Credit risk	Senior Director: Finance	<p>Management of non-payment through different debt collection strategies. Some of these strategies include:</p> <ol style="list-style-type: none"> <li>1. blocking of access to academic record and results, excluding re-examinations;</li> <li>2. a formal collection process that focuses on proactive engagement, for example, text messages, letters and telephonic follow-up;</li> <li>3. not allowing students to register if fees are in arrears;</li> <li>4. a provisional registration process and the deregistration of unsuccessful candidates;</li> <li>5. handing over of accounts for collection if accounts are in arrear, and students who are not registered.</li> </ol>

x)	Inadequate or lapsed insurance cover	Senior Director: Finance Vice-Rector: Operations	Continuous assessment of insurance cover versus capital risk areas. An insurance committee was established and meets at least four times per year. The compilation of the committee caters for sufficient representation to ensure the level of skill required to operate as an efficient committee.
xi)	Change: structural	Vice-Rector: Operations; Executive Committees and Council	Refer to par. 1.4.6 on "changes in the permanent infrastructure, for example, plant and buildings". The Structural Plan aims at optimal utilisation of existing physical structures in order to accommodate changing needs (upgrading and conversions). Where deemed necessary, new buildings (e.g. the student centre) are erected in association with development companies in order to share risk and benefit between the University and private sector enterprise.
xii)	Change: operational (internal and external imperatives)	Vice-Rector: Operations and Executive Management	Implementation of recommendations of a management capacity audit. Internal reorganisation of human capital ensures the best fit between the changing needs of a modern higher education environment and the skills profile available within existing staff.
xiii)	Maintaining increase in research outputs	Senior Director: Research Development	Revised incentive system to increase research outputs and support NRF-rated researchers.
<b>▪ Non-financial category</b>			
i)	Competitive attractiveness	UFS Marketing, deans of faculties and Executive Management	Assessment of market forces impacting on the UFS's strategic priorities and operational plans.
ii)	Campus unrest	Vice-Rector: Academic and	Monitoring Committee,

		Dean of Students; Rector and Executive Management Committee (when necessary)	consisting of management and student leaders, defusing potentially explosive situations.
iii)	Reputation – damage to image	Rector, Executive Committee of Senate, Executive Management Committee, Council and every staff member and student of the UFS	The Department of Strategic Communication is the professional advisory unit to management and Council on such risks.
iv)	Health, Safety and Environmental risks	Vice Rector: Operations	The OHS Act and applicable university policies are applied to ensure that the likelihood of these risks occurring are limited.  Specific attention is given to crime prevention and more effective security systems.
v)	Operational – process inadequacies	Vice-Rector: Academic	Regular quality assurance audits on institutional policies, procedures and events, such as student registration, exams and strategic planning exercises. Quality assurance of academic programmes through self-evaluation and professional boards (where applicable).
vi)	Operational – security inadequacies	Vice-Rector: Operations and Deputy Director: Protection Services	Specific attention is given to crime prevention and more effective security systems receive priority attention.
vii)	Staff: Incompetent staff	Senior Director: Human Resources and relevant line managers	Refer to par. 1.4.9 (b) on reporting on Performance Management System and par. 5.1 on Staff Development.
viii)	Staff: retention and recruitment of well-qualified academic personnel	Senior Director: Human Resources and relevant line managers	Various initiatives are working together here. Repositioning the UFS as a quality research and academic institution to attract quality academic staff, improve our international ranking and focus on international partners. Focus on comparative remuneration packages in the industry.
ix)	Compliance – laws, regulation,	Registrar, Executive	Institutional governance and

	policies and procedures	Management	liaison with Department of Education and Ministry of Education on policy matters. Facilitating the approval of contracts (supervised by a contracted law firm).
x)	Country local – political/ economic/social	Executive Management collectively and every line manager Rector and Vice-Chancellor Directorate Research and Planning assessing internal and external forces and imperatives regarding strategic direction	Annual strategic planning of Executive Management, followed by strategic and operational plans of each unit within the institution – linked to the budgetary process. Monitoring through self- and institutional assessment of progress. Adaptations made where necessary.
xi)	Country foreign – political/ economic/social	Vice-Rector: Academic Operations with the Senior Director: Research Development and the International Office	Regular international contact through participation in conferences abroad and formal agreements with institutions of international standing.
xii)	HIV/Aids	Manager: Koviese HIV & AIDS Centre	Guided by the HIV & AIDS Policy and preventative programmes and launching of actions and monitoring of case statistics.
xiii)	Operational – adequate information technology infrastructure and a strong control environment	Vice-Rector: Operations; Senior Director: Information and Communication Technology Services; Registrar	Various projects and systems have been, or are currently being upgraded to ensure that the technology infrastructure can provide in the UFS's needs. IT policies and procedures were established to enforce a strong control environment. This department was strategically funded to ensure that competent and sufficient staff members were appointed to service the UFS and a security and compliance officer was appointed.

## **8. ANNUAL FINANCIAL REVIEW – REPORT OF THE VICE RECTOR: OPERATIONS**

### **General**

All activities falling under the control of the Council are reported in the consolidated financial statements. This includes the results of the Kowsie Alumni Trust, the Lila Theron Trust, SunMedia (Pty) Ltd, Shimla Foundation and an associate, Farmovs Paraxel.

### **Budget process**

The compilation of the University's budget for 2011 started two years ago and was finalised towards the end of 2010 to ensure the availability of funding at the beginning of the academic year. The University Management Committee, as a result of identified strategic priorities, challenges, projects and actions, approved the budget parameters for 2011. This part of the budget process also takes the Minister of Higher Education and Training's annual statement on the financing of higher education into account. Owing to a lack of information about long-term government support, it is, however, not possible to compile meaningful budgets for any period longer than the medium (three year) term.

Following the approval of budget parameters, deans and heads of support service departments were informed of these parameters and invited to submit their budget applications for the 2011 calendar year. Specific attention was given to the strategic plan and objectives, the ability of the University to make financial resources available, and an indication of how the activities of their faculties/departments would contribute towards achieving the University's objectives were included.

In considering the applications for funding and the allocation of the financial resources, a significant part of the expected unrestricted income from tuition fees and government subsidy are reserved for specific strategic application, with the aim of ensuring, among others, the long-term sustainability of the University.

The above processes, procedures and the budget were approved by Council.

### **Budgetary control**

The financial systems were set up in such a way that managers or researchers cannot spend more money than they have at their disposal. Although control is not absolute, it is regarded as sufficient.

### **Capital Expenditure**

The majority of the University's buildings and land improvements are 30 years or older and are in a cycle of renovation. The capital budget is under extreme pressure owing to the continuous steep increase in student numbers over the last number of years. It is deemed to be extremely difficult to finance this out-of-normal operating income. The

Department of Higher Education and Training (DHET) implemented infrastructure funding again in 2009 and the University received R147 million from 2009 to 2011. The University is currently applying for infrastructure funding for the next three-year period. It is however a requirement that the University makes a contribution to DHET infrastructure funding as well as fund the balance of infrastructure needs.

Since 1976, when the residence now known as Roosmaryn was erected, no new student housing projects have been initiated, except for a residence built in 2011 on the Qwaqwa Campus with state infrastructure funding assistance. It can be concluded that the UFS has reached a stage where strategic priorities demand large investments in housing facilities and that the expected allocations from operational income during the next few years will not address these needs.

In February 2012 permission was granted by the Minister to raise long-term loans up to a maximum of R300 million to finance the following essential strategic capital projects of the UFS:

1. The erection of four residences (250 beds each) on the Bloemfontein Campus (R188 million).
2. The erection of one residence (250 beds) on the Qwaqwa Campus (R47 million).
3. The construction of a high-performance centre and sports village (R65 million).

These financial modelling of these projects are based on the assumption that all residences would be self-sustainable and are not dependant on allocations from the central budget.

Given the socio-economic challenges of the Qwaqwa environment we are convinced that it would be almost impossible to achieve this at our Qwaqwa Campus. We have requested the DHET to consider an accelerated advance in respect of the Qwaqwa residences, before we continue with the project there. The support of the DHET will assist with the sustainability of the Qwaqwa residences.

### **Investment policy**

Funds available for investment were invested in accordance with the University's investment policy, in essence, in accordance with the Theory of Irrational Markets and with the long-term objective of exceeding headline inflation by a net return of 4,5% per annum. Although there was a decline in investment income since the global financial crisis, the five-year result is still in line with the investment policy due to subsequent partial recovery of markets. The risk appetite and the associated investment portfolio of the University are managed by the Investment Committee that reports to the Financial Committee of Council.

## **Statement of comprehensive income**

The financial position of the University, as disclosed in the consolidated financial statements, is sound and supports the continuation of the University as a going concern.

Total income increased by 8%, costs by 6%, investment income, including investment in associate, increased by 28% and, resulting from this, the surplus for the year increased by R73,032 million. It must, however, be pointed out that of the surplus for the year of R274,558 million, only R124,6 million is unrestricted and does not account for significant provisions that still needs to be made for the asset life cycle preservation and improvements. This has been allocated and the allocation approved by Council. The unencumbered reserves of the UFS can however only sustain the University for three months and it is necessary that the University ensures growth of its reserves at an appropriate rate.

## **Income and expenditure**

The operations of the University are accounted for and disclosed as Council-controlled activities, specifically funded activities and student and staff accommodation. The surplus for the year increased by R73,032 million compared to 2010. This increase is mainly attributable to the following:

### Income

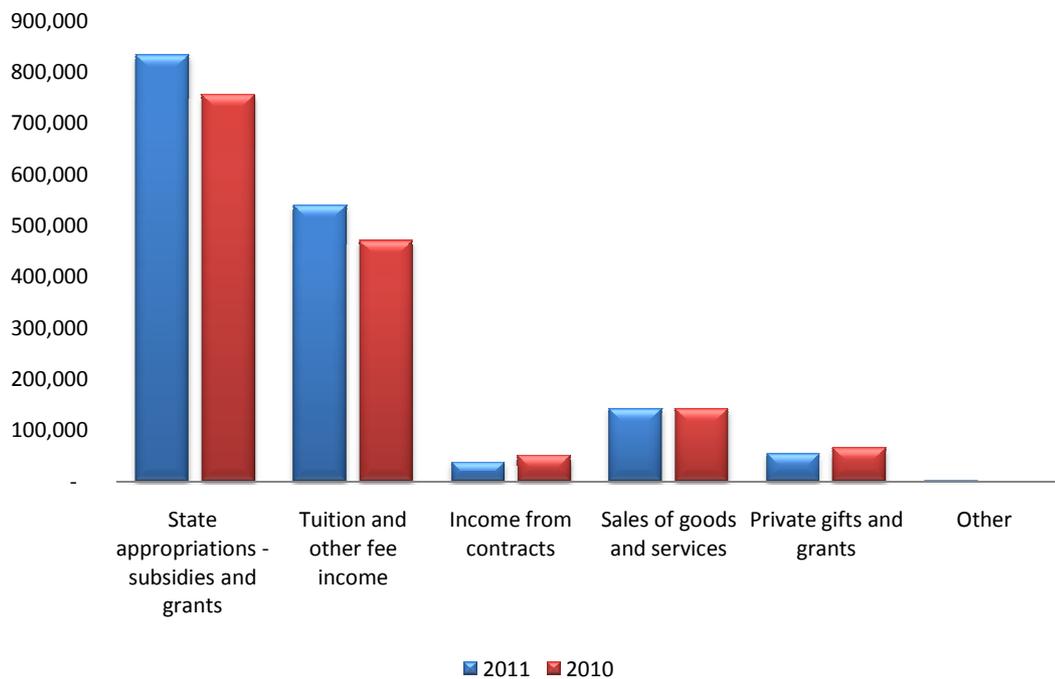
The composition of the University's income per main component in terms of value and percentage share is shown in Figure 1 and Table 1, with comparable figures for previous years.

The average growth in the traditional income base of subsidies, grants and fees was 12%. This is mostly attributable to an increase in student numbers and inflationary increase in grants. The approved increase in tuition and other fee income for 2011 was 8,9%. The remaining balance of the increase is made up by a mix of modules and number of enrolments.

**Table1: Total income per main component (excluding investment income)**

	<b>2011</b>	<b>2010</b>	<b>2009</b>	<b>Deviation</b>	<b>Deviation</b>
	<b>R '000</b>	<b>R '000</b>	<b>R '000</b>	<b>R '000</b>	<b>%</b>
State appropriations - subsidies and grants	834,246	756,456	661,800	77,790	10%
Tuition and other fee income	540,321	471,455	389,786	68,866	15%
Income from contracts	38,378	51,675	49,152	(13,297)	-26%
Sales of goods and services	142,786	142,539	135,471	247	0%
Private gifts and grants	55,279	65,897	73,324	(10,618)	-16%
Profit on disposal of property, plant and equipment	289	(654)	1,948	943	-144%
Gain with revaluation of livestock	1,054	973	902	81	8%
<b>TOTAL INCOME</b>	<b>1,612,353</b>	<b>1,488,341</b>	<b>1,312,383</b>	<b>124,012</b>	<b>8%</b>

Figure 1: Total income (excluding investment income) per main component (R1,612 million)



## Expenditure

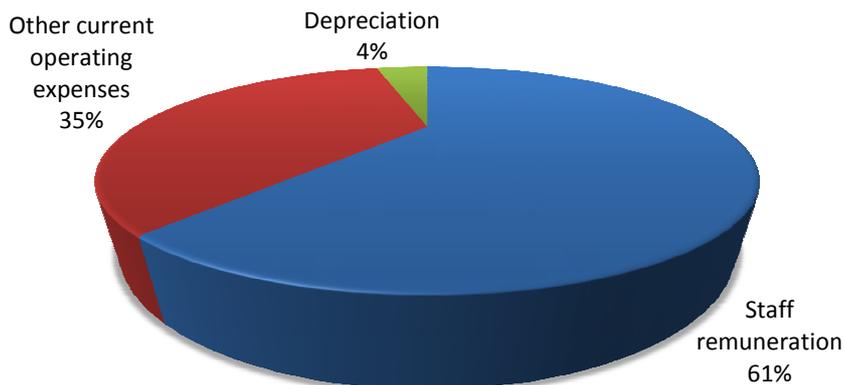
The composition of the University's expenditure per main component in terms of value and percentage share is shown in Figure 2 and Table 2, with comparative figures for previous years.

The increase in the staff costs, which accounts for the biggest rand value fluctuation, includes the recognition of actuarial variances in post-retirement employee benefits, the annual salary increase and an increase in the staff establishment.

Table 2: Total expenditure

	<b>2011</b>	<b>2010</b>	<b>Movement</b>	<b>Deviation</b>
	<b>R '000</b>	<b>R '000</b>	<b>R '000</b>	<b>%</b>
Staff remuneration	928,974	844,664	84,310	10%
Other current operating expenses	538,807	535,300	3,507	1%
Depreciation	61,878	56,332	5,546	10%
Loss owing to revaluation of inventory	53	775	(722)	-93%
<b>TOTAL EXPENDITURE</b>	<b>1,529,712</b>	<b>1,437,071</b>	<b>92,641</b>	<b>6%</b>

**Figure 2 : Total expenditure 2011 (R1,530 million)**



## Investment income and expenditure

**Table 3: Investment income and expenditure**

	<b>2011</b>	<b>2010</b>	<b>Deviation</b>	<b>Deviation</b>
	<b>R'000</b>	<b>R'000</b>	<b>R'000</b>	<b>%</b>
Investment income	200,326	156,661	43,665	28%
Finance cost	(6,830)	(4,519)	(2,311)	51%
Interest paid on loans	(1,579)	(1,887)	308	-16%
<b>TOTAL</b>	<b>191,917</b>	<b>150,255</b>	<b>41,662</b>	<b>28%</b>

The return on investments is a combination of interest received, dividend income and of profit on realisation of investments. The increase in investment income is due to the partial recovery of markets since the global financial crisis.

### **Cash flows**

The net cash inflow from operating activities is R325,511 million and includes investment income to the amount of R93,877 million.

The net cash outflow from investing activities is R310,865 million. This includes investment in mostly academic infrastructure, such as property, plant and equipment of R150,518 million.

This resulted in cash and cash equivalents to the amount of R129,525 million being available at year-end.

## **Statement of financial position**

The asset base strengthened by R270,0 million to R3,2 billion.

The demand for additional property, plant and equipment requires a significant annual investment to provide for the growth in student numbers and the upkeep of infrastructure.

A sound liquidity position is maintained with a liquidity ratio (excluding current investments) of 1.78:1



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**Prof NI Morgan**  
**Vice-Rector: Operations**

**Approved** by UFS Council on 1 June 2012.

  
Chairman of Council

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**Mr Justice CHG van der Merwe**  
**Chairman of Council**