University of the Free State

Annual Report
to the
Minister of Education
(2006)

Annual Report to the Minister of Education
2006
University of the Free State

The submission of the 2006 Report of the University of the Free State to the Minister of Education 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.

INDEX

Council

**11   CONSOLIDATED ANNUAL FINANCIAL STATEMENTS
         [Numbered separately]**

01   REPORT OF THE CHAIRPERSON OF COUNCIL

01.01 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)

During its annual strategic planning summit held in January 2006 the Executive Management of the University of the Free State, with due consideration of the internal and external environments of the institution, reconsidered the five strategic priorities which were identified in 2003 and recommended to Council that these remain the strategic priorities for the University for the period 2006 – 2008. Council approved the following five strategic priorities for the UFS to direct its activities in 2006 – 2008:

i.   **Quality and excellence**
ii.   **Equity, diversity and redress**
iii.   **Financial sustainability**
iv.   **Regional co-operation and engagement**
v.   **National and international leadership**

While continuing with initiatives taken to address the need to intensify and deepen the transformation process at the UFS, the Executive Management in 2006 decided that:

- academic quality assurance will receive special emphasis in the next three years in order to raise academic quality at the UFS to a next, higher level, and that
- the institutional audit that would take place in 2006 must be an important instrument in this process.

The Executive Management committed themselves to ensure that the institution retains and protects its intrinsic nature as university and place of scientific practice, and that it is a robust university in all respects: academically (with high-quality staff, good intellectual and disciplinary depth, low staff turnover, high research integrity and research depth), but also administratively, financially, with regard to diversity and equity, regional involvement and in its national and international leadership role.

Against this background the conceptualisation and contextualisation of quality and quality assurance at the UFS received attention. On the one hand, "quality", notably in the academic sphere, must be intimately linked to the concept of **'scholarship'**, while on the other hand the conceptualisation of quality must also include **innovation** as a key to the quest for quality.

In considering quality at the UFS and its relationship to the Institutional Audit of 2006, a distinction was made between two levels of quality assurance and improvement: the institutional or system-level quality assurance and improvement (the quality of the University as institution or of national HE systems) and the individual or personal-level quality assurance and improvement (the quality of personal scholarship).

This distinction gives rise to a further perspective on the concept of quality in so far as it:

- Suggested that QA *systems* have a role, but are not the only solution for the UFS and its stakeholders. Some elements of quality assurance lie in systemic mechanisms   and practices, e.g. independent external examiners and moderators, independent internal or external departmental and programme evaluation, effective management and policy monitoring, and so forth;

- Suggested that compliance with the QA systems and mechanisms is necessary, but not sufficient for ensuring high quality of scholarship at the UFS. The key to real quality is what happens at the individual level of scholarship. It is about continual self-analysis and self-scrutiny.

The UFS approached the institutional audit by the HEQC with the above perspectives in mind.

Progress made with regard to attaining strategic objectives during the review period is described below:

STRATEGIC PRIORITY: QUALITY AND EXCELLENCE

In terms of the Institutional audit:

- Institutional Audit was successfully completed.
- The Audit Team visit took place from 16-20 October 2006.
- Funds for quality improvement projects were approved in the 2007 budget.
- Preliminary quality improvement actions have already been identified.

In terms of achieving research excellence and engagement:

- Significant progress was made with the development of five strategic knowledge clusters.
- Five NRF research niche areas were approved and are being implemented at present.
- Five applications for NRF Research Chairs were submitted and successfully progressed to the second stage of approval – it is the intention to submit an additional ± 10 applications in 2007.
- NEPAD initiative of R4m was approved for implementation in 2007 for the training of 20 PhDs from SADC countries.

In terms of achieving teaching and learning excellence amidst diversity:

- Revised strategic framework and action plan for e-learning compiled within broader blended teaching-learning strategy, will be submitted for approval in 2007.
- Workshop during which IKS and implications for academe were spelled out, took place during the fourth term.
- Funds were made available for appointment of high-level expertise in Africa studies.
- Discussions conducted on the possibility of establishment of a Centre for Africa Studies.
- Director: Student Development and Success appointed and tasked with the development of strategies to improve student performance, including a tutorial system in faculties.
- Head: Teaching/Learning Assessment: Appointed for assumption of duties in January 2007.

In terms of promoting excellence in governance and management:

Several systems were implemented to inter alia promote effectiveness of decision-making, management information and information management:

- A documentation management system to store and make documentation accessible electronically, has been developed.
- The effectiveness of management information systems (among others for deans) has considerably improved.

- The UFS Fact Book prepared primarily for the institutional audit has proved to be a very useful management information tool.
- The UFS-HEDA management information system has been introduced to selected users in faculties, and a user working group has been established that functions under the guidance of the Planning Unit.

STRATEGIC PRIORITY: EQUITY, DIVERSITY AND REDRESS:

- Continued with the Implementation of the approved EE Policy and Plan. Strategic funds have been allocated in the budget for 2006 and 2007 to fund equity appointments in academic and support service departments should departments themselves not dispose of sufficient funds.
- The Grow our own Timber (GOOT) Programme has continued with more fellows from the programme being appointed in academic departments.
- A new capacity-development equity project for academic and support services staff (Leadership Project) has been planned and a funding proposal has been prepared which will be used for fund-raising purposes in 2007.
- 22 promising academically strong black postgraduate students granted Thuthuka Awards in 2006.
- Language proficiency courses for staff in Afrikaans, English and Sesotho were developed in co-operation with language departments during 2006.

STRATEGIC PRIORITY: FINANCIAL SUSTAINABILITY:

- A task team was appointed to reconsider and implement relevant proposals for third money stream' income in financial turnaround strategy.
- A person was appointed to co-ordinate and manage entrepreneurial initiatives and opportunities and to promote contract research on full-time basis.
- Redesigned and re-launched fundraising strategies of the UFS accomplished significant improvement in fundraising levels.

STRATEGIC PRIORITY: REGIONAL COOPERATION AND ENGAGEMENT:

- The management of the Qwaqwa Campus has been optimized to integrate this campus fully with the Main Campus thus establishing complete substantive incorporation.
- A strategic mission for the Qwaqwa Campus, as part of the Tri-Campus Project has been developed and submitted to the Minister for a final decision on proposals to optimise education provision in the Qwaqwa region.
- A partnership model with the National Institute for Higher Education on the ex Vista campus of the UFS has been completed and an agreement for cooperation signed.
- In order to integrate the incorporated Vista Campus with the UFS main campus, a harmonization process of service benefits has almost been completed and all Vista staff has been integrated with academic and support service departments of the UFS.
- Service learning modules have been integrated into academic programmes within the Faculties of Humanities, Economic and Management Sciences, Natural and Agricultural Sciences, Health Sciences and Theology and community service coordinators have been appointed in four faculties in order to promote community engagement.

STRATEGIC PRIORITY: NATIONAL AND INTERNATIONAL LEADERSHIP:

- A Vice Rector of the UFS has been appointed on the Council of Higher Education and the Umalusi Council by the Minister.

- Members of the Directorate Research Development serve on Sarima management.
- UFS staff members serve on HESA strategic working groups – as well as on national and international professional association managements.

The **following urgent and strategic projects** were successfully launched and are at different levels of completion:

- *Quality assurance and programme self-evaluation* projects which entailed the following:

- Preparation for institutional audit in 2006. The following were established in 2005: preparation of policies, plans, procedures, etc. which need to be in place before the audit; communicating audit requirements to faculties and departments; auditing quality assurance mechanisms and procedures in faculties and departments.

- Implementing a programme self-evaluation framework for all undergraduate programmes in all Faculties in a staggered process, which was completed by December 2005.

- Implementing a programme self-evaluation framework for all structured Master's programmes.

- *Growth management* project encompassing the development of a growth management and enrolment plan for the UFS.

- *Optimise student learning* project which resulted in developing and implementing an open learning plan (introducing new modes of learning, new teaching/learning technologies, flexible learning opportunities); establishing a service for language proficiency development; and establishing a service for postgraduate academic writing skills development.

- Tri Campus project: a new vision and plan for the future sustainability of the Qwaqwa and Vista Campuses, in co-operation with the CUT, Unisa, the FET sector, and nursing college have been developed. This vision entails the re-invention of the Qwaqwa Campus to form part of integrated systems of education delivery, focused on supporting socio-economic development in the sub-region in the Free State. The explicit focus of the re-development process will be to create a higher education institution that is responsive to the country's fundamental challenge of dealing in a sustainable way with poverty alleviation.

- *Optimising capacity-project*

  Issues relevant to optimizing the resource capacity of the UFS in order to ensure robustness have been identified by *inter alia* determining: what is needed to manage a large (multi-campus) university; the most vulnerable operational areas; where and why lack of effectiveness and efficiency exists; implement effectiveness and efficiency measures; monitoring improvements in effectiveness and efficiency.

01.02 A summary of attendance by members at meetings of the Council

Key: **√** **=** Present
x **=** absent with apology
- **=** absent without apology/not yet member/no longer member

Group 1

External members:

		Mrt	Jun	Sep	Nov
1.	Judge SPB Hancke	√	√	x	√
2.	Dr CM Nwaila	-	x	x	x
3.	Dr N Bagarette	√	x	x	x
4.	Mr JC Crowther	√	x	√	x
5.	Mr DCM Gihwala	√	√	√	√
6.	Ms C Gillwald	-	x	√	√
7.	Mr CJ Grobler	√	√	-	-
8.	Mrs WF Hoexter	√	√	√	√
9.	Dr F de K Kotzé	√	x	√	√
10.	Mr EC Kieswetter	x	x	x	√
11.	Mr WF Lubbe	√	√	√	√
12.	Dr JM Laubscher	√	x	√	√
13.	Dr GPV le Roux	√	√	-	-
14.	Mr MJ Matlole	-	-	-	-
15.	Mr MC Mokitlane	-	-	√	x
16.	Dr MD Mosimege	√	√	√	√
17.	Adv MD Randlehoff	-	-	√	√
18.	Mr JD Steenkamp	√	√	√	x
19.	Father P Towe	-	-	√	√
20.	Mrs BS Tshabalala	√	√	x	x
21.	Dr S Vosloo	√	√	√	√
22.	Prof SC Walters	-	-	-	-

Group 2

Executive staff members

		Mrt	Jun	Sep	Nov
23.	Prof FCvN Fourie	√	√	√	√
24.	Prof M Fourie	√	x	√	√
25.	Dr RE Moraka	√	√	√	x
26.	Prof T Verschoor	x	√	x	√

Group 3

Non-executive staff members

		Mrt	Jun	Sep	Nov
27.	Prof GW de Klerk	√	√	√	x

28.	Dr CR Dennis	√	√	√	√
29.	Prof DJ de Waal	√	x	√	√

Group 4

Students

30.	Me L Kriek	-	-	-	√
31.	Mr JC Kompi	√	-	-	-
32.	Mr LTA Morapeli	-	-	√	-

Group 5

In advisory capacity

33.	Mr VF Collett	√	x	√	√
34.	Mr A Fisher	√	√	x	√
35.	Mr LS Geyer	√	√	√	√
36.	Rev CD Jaftha	√	x	√	√
37.	Mr CR Liebenberg	x	√	√	x
38.	Mr WS Malherbe	√	x	x	x
39.	Ms E Pelzer	√	√	√	√
40.	Mr PMB Ramahlele	√	√	√	√
41.	Prof IN Steyn	√	√	√	√
42.	Mr A van der Bijl	-	√	√	√
43.	Prof DA Viljoen	√	√	√	√

Secretariat

44.	Mrs EC Bezuidenhoudt	√	√	√	√

01.03 Matters of significance considered by the Council during the period (2006)

1. QUALITY ASSURANCE POLICY

The purpose of the UFS quality assurance policy is to ensure excellence in teaching, research and community service, supported by excellent staff, excellence in service delivery by academic and administrative support services with quality infrastructure and physical facilities to ensure the realisation of the vision, mission and strategic priorities the UFS commits itself to.

2. CONSTITUTION FOR THE VOLKSBLAD ARTS FESTIVAL

The nonprofit association established in terms of this Constitution will be known as the "Volksblad Arts Festival" ("Association").

The mission of the Association is the establishment of an inclusive, unique and delightful arts festival aimed at central South Africa, which promotes, encourages and develops the interest in and enthusiasm for the arts and culture and which also holds economic benefits for all those involved and the community in general.

3. PLANNING FOR WEST CAMPUS

The Council approved the development of a specific part of the west campus. The development implies amongst other things new sport facilities (astro hockey fields), residence facilities for sport people and a computer laboratory.

4. PROCEDURE WITH REGARD TO THE EXTENSION OF TERM APPOINTMENTS

The Council approved the procedure for the extension of term appointments of senior personnel in the Support Services (Rector, Vice-Rector, Chief Director, Registrar, Director, Dean: Student Affairs, Vice-Dean: Student Affairs).

5. TERM OF THE CHIEF DIRECTOR: OPERATIONS

It was approved that the term of the Chief Director: Operations, Prof DA Viljoen, be extended for another term of five years.

6. NATIONAL DoE PROPOSALS FOR AMENDMENTS TO THE UFS STATUTE

Mr B Nsibande, Assistant Director (Higher Education), Department of Education forwarded some concerns regarding the UFS Statute to Prof IN Steyn (Registrar: General) on 7 April 2006.

On 9 May the UFS received confirmation that the Department of Education accepted the proposed statute.

Against the background of section 2 (a – f) of the UFS Statute, legal advice from Prof JL Pretorius of the UFS and the Language Policy of the UFS (specifically the Preamble), the amendments to the UFS Stature were approved by the Council.

7. LONG-TERM FINANCING OF CAPITAL ASSETS

It was approved that authorisation be granted to request the Minister of Education for permission to raise long-term loans up to a maximum of R50 million in order to finance certain essential strategic capital projects of the University.

8. CONSOLIDATED FINANCIAL STATEMENTS

The Council was responsible for the preparation, integrity and fair presentation of the consolidated financial statements of the University of the Free State.

The consolidated financial statements were approved as recommend by the Audit Committee.

9. NEW REPRESENTATIVES OF THE RELIGIOUS COMMUNITY, ALUMNI, DONORS, THE OFFICE OF THE PREMIER AND THE MINISTER OF EDUCATION

9.1 Religious Community

Father Patrick Towe was appointed to represent the religious community on the Council for a term of four (4) years from 13 June 2006 until 12 June 2010.

9.2 Alumni

Mr Justice SPB Hancke and Adv MD Randelhoff had been appointed as representatives of the alumni with a significant majority of votes for a term of four (4) years from 14 June 2006 until 13 June 2010.

9.3 Donors

Only one nomination had been received in this category. Mr JD Steenkamp would represent the donors on the Council for a further term of four (4) years from 13 June 2006 until 12 June 2010.

9.4 Office of the Premier

Cognisance was taken of the letter addressed to the office of the Premier to request that a new representative of the Premier should be appointed. The Premier appointed Mr C Mokitlane later in 2006.

9.5 Minister of Education

Ms Cheryll Gillwald had been appointed by the Minister of Education as representative of the Minister for the remaining term of Prof Shirley Walters.

10. REPRESENTATIVES OF THE COUNCIL IN VARIOUS COMMITTEES

10.1 Representatives of the Council on the IF and Senate

Dr GPV le Roux's term as member of the Council expired on 12 June 2006. He represented the Council on the IF as well as the Senate. Council appointed Father Patrick Towe as the new representative of Council on the Institutional Forum and Dr F de K Kotzé as the new representative of Council on the Senate.

10.2 Representatives of the Council on the ECC

The terms of Dr GPV le Roux and Mr CJ Grobler as members of the Council expired on 11 and 12 June 2006 respectively. Council was requested to appoint new representatives on the ECC.

Dr N Bagarette and Ms WF Hoexter were appointed unanimously as the new representatives of the Council on the ECC.

10.3 Representative of the Council in the Name-giving Commitee

Ms BS Tshabalala was appointed unanimously as the new representative of the Council on the Name-giving Committee.

11. NAME CHANGE: RESIDENCE HF VERWOERD

It was approved that the name of the residence HF Verwoerd be changed to "Armentum" as recommend by the Name-giving Committee. "Armentum" is the Latin for a herd or group.

12. CONSTITUTION OF THE STUDENT COURT

The Constitution of the Student Court was approved to provide for the establishment of the Student Court for the Main Campus of the University of the Free State.

The Student Court is an independent judicial body and will perform its functions impartially and subject only to this Constitution, the policies and resolutions of the University Council and Senate, and the rules and regulations of the University.

13. APPROVAL FOR THE PLACEMENT OF CONFERENCE CENTRE ON THE WEST CAMPUS

The placement of the proposed conference centre on the west campus was approved, provided that all the provisos and stipulations with regard to the project and decided by Council previously, remained valid.

14. APPROVAL FOR THE ERECTION OF STRUCTURES

The following was approved formally:

- The creation of additional space for Mathematical Sciences.
- The erection of a structure to provide toilet facilities for the Stabilis lecture halls.
- The erection of a computer laboratory.
- The establishment of a place of recreation for students ("Jolplek/Joolplek").
- The creation of better access from DF Malherbe Avenue, the establishment of block parking and the erection of a security guard post (at the so-called "Agriculture gate").
- The erection of a shelter at the taxi rank.
- The creation/erection of astro hockey facilities and accompanying structures.
- Addition to the Chemistry Building.

15. SENIOR PROFESSORS

The following people were promoted to Senior Professor:

Prof MS Finkelstein, Department of Mathematical Statistics.
Prof CL Bester, Department of Industrial Psychology.
Prof JA Naudé, Department of Afro-Asiatic Studies, Sign Language and Language Practice.
Prof A Wessels, Department of History.

16. COMMUNITY SERVICE POLICY

The Community Service Policy was approved. The purpose of the policy is to provide an institutional framework for the continuous improvement and expansion of community service as a core function of the UFS.

17. POLICY ON MASTER'S AND DOCTORAL STUDIES

The policy focused on education taking place at master's and doctoral level, and mainly concerned the study/research by students and supervision of students at these levels. The policy should be regarded as supplementary to the research, education and assessment policies of the UFS, as well as other applicable policies.

The policy was approved.

18. ASSESSMENT POLICY

The overarching aim of this policy was to establish a framework within which assessment practices at the University would contribute towards the:

- support of students' development;
- assurance of effective learning within context;
- improvement of teaching practices;
- grading of student performance.

The policy was approved.

19. ANNUAL REPORT OF THE LANGUAGE COMMITTEE ON THE STATE OF LANGUAGE POLICY AFFAIRS 2005

The 2005 report of the Language Committee was accepted by Council.

It was approved:

- that the ombudsfunction regarding language matters should remain a function of the Language Committee and that this stipulation should be reconsidered when it should become necessary to institute an ombudsfunction for other aspects of diversity at the UFS; and
- that the recommendation of the Language Committee that the possibility of a database regarding the language situation on campus should be investigated, be referred to Exco.

20. REVISION: CONSTITUTION OF THE CENTRAL STUDENTS' REPRESENTATIVE COUNCIL

Council approved the recommendation by Exco and the ECC which implied the following:

- that the proposed amendments to **section 6** (Composition of the CSRC) **be accepted**;
- that the **status quo** (Council resolution 10 June 2005) in respect of **sections 7** (Election of members of the CSRC) and **8** (Election of office bearers) be maintained for at least another year;
- that the proposed amendment of **sections 11(1) and 11(3)** (Functions and powers of the CSRC) be **accepted**; and
- that **sections 6, 7 and 8** should **lapse at the end of August 2008**.

21. EXTENSION OF THE TERM APPOINTMENT OF THE DEAN: THE HUMANITIES

It was approved that Prof GW de Klerk be appointed as Dean in the Faculty of the Humanities for a further term. The appointment would apply for an additional term of five years or until retirement – whichever came first.

22. BUDGET: 2006 - 2009

The Budget: 2006 – 2009 was approved.

23.   INCREASE OF FEES: 2008

The following was **approved**:

- A general increase of 6% in tuition fees and 5% in accommodation fees for 2008.

- The exceptions to this proposal were tuition fees for B.A., B.Sc., B.Th., B.Sc. Occupational Therapy, B.Sc. Physiotherapy and M.B.Ch.B. The tuition fees for these courses were significantly lower than those at other universities and an increase of 9% was **approved**.

- As far as tuition fees for the other campuses were concerned, it was **approved** that:

- increases in tuition fees should apply to all the campuses as well as pre-incorporation students; and

- the practice of the tuition fees of post-incorporation students on the Qwaqwa Campus being 12,5% less than in the case of the Main Campus because of the fact that fewer facilities were available to students, should be continued.

- In 2006 the rebate on accommodation fees on the Qwaqwa Campus was 32,5% compared with that of the Main Campus. According to the tuition fees, the rebate should be 12,5%. In order to correct the discrepancy in the rebate, it was **approved** that, starting in 2007, the increase in accommodation fees would be three percentage points more than the increase for the Main Campus. After the proposed increase, the rebate on accommodation fees on the Qwaqwa Campus would be 29,4%.

- Concession in respect of preliminary registrations for 2007.

  Cognisance was taken that, as a concession, students who did not have the   necessary funds to register, would be allowed to register preliminarily on prepayment of a minimum amount of R900,00 in the case of non-residential   students and R2900,00 in the case of residence students before the start of the registration process.

  This concession would afford students an opportunity to pay all amounts payable for registration by **9 March 2007**.

24.   EXTENSION OF APPOINTMENTS: QWAQWA CAMPUS

Council condoned the decision by the Exco that the appointments of **Dr EN Malete**, Acting Campus Principal of the Qwaqwa Campus, and **Prof WF van Zyl**, Acting Academic Head, Qwaqwa Campus, be extended until 30 June 2007. The posts would be advertised in the first half of 2007.

25.   ADMISSION REQUIREMENTS

General and faculty-specific admission requirements were approved in view of the new National Senior Certificate.

26.   16 DAYS OF ACTIVISM FOR NO VIOLENCE AGAINST WOMEN

The Council passed the following resolution unanimously in support of the annual 16 days of activism for no violence against women (25 November to 10 December):

"Recognising that women's rights are human rights and that violence or even the threat of it impacts negatively on the rights of women to safety and security, impinges on the right to equality and threatens their right to the fulfilment of their full potential, this Council thus binds itself to giving substantive effect to the local, regional and international agreements and conventions (to which the South African Government has acceded) that support the eradication of violence against women and the realisation of women's human rights."

01.04   Operational information

01.04.01   Changes in operational structures

Organisation chart

Rector and Vice-Chancellor

Prof Frederick Fourie

▶Registrar: General
- Prof Izak Steyn
▶Director: Physical Resources & Special Projects
- Ms Edma Pelzer
▶Director: Diversity
- Mr Billyboy Ramahlele
▶Director: Strategic Communication
- Mr Anton Fisher
▶Campus Principal: Qwaqwa Campus
- Dr Elias Malete (Acting Campus Principal)
▶ Vista Campus: Acting Administrative Head
- Rev. Kiepie Jaftha

Vice-Rector:
Academic Operations

Prof Teuns Verschoor

▶Deans of Faculties:

- Economic & Management Sciences
  - Prof Tienie Crous
- Humanities
  - Prof Gerhardt de Klerk
- Natural & Agricultural Sciences
  - Prof Herman van Schalkwyk
- Health Sciences
  - Prof Letticia Moja
- Law
  - Prof Johan Henning
- Theology
  - Prof Hermie van Zyl

▶Registrar: Student Academic Services
- Mr Vernon Collett
▶Director: Research Development
- Prof Frans Swanepoel

Vice-Rector:
Academic Planning

Prof Magda Fourie

▶Deans of Faculties (see list above)
▶Registrar: Strategic Planning
- Mr Willem Malherbe
▶Head: CHESD:
- Mr Francois Marais
▶Director: Library & Information Service
- Mr Clemence Namponya

Vice-Rector:
Student Affairs

Dr Ezekiel Moraka

▶ Dean: Student Affairs
- Dr Natie Luyt
▶ Director: Kovsiesport
- Mr James Letuka
▶ Director: Kovsie Counselling
- Ms Refiloe Seane
▶ Director: Student Development
- Dr Francois Strydom
▶ Deputy Director: Accommodation Services
- Mr Willie Mostert
▶ Director: Kovsie Health
- Dr Louis Holtzhausen
▶ Manager: Protection Services
- Mr Willie Frankim

Chief Director:
Community Service

Rev Kiepie Jaftha

Chief Director:
Operations

Prof Niel Viljoen

▶ Director: Finance
- Mr Chris Liebenberg
▶ Director: Budgets
- Mr Arie van der Bijl
▶ Director: Human Resources
- Mr Lourens Geyer
▶ Director: Computer Systems
- Mr Emil Altona
▶ Director: Computer Services
- Mr Sakkie Janse van Rensburg
▶ Director: UFS Marketing
- Dr Ivan van Rooyen

01.04.02 New senior appointments

NAME	RANK	DEPT	DATE
Dr WP Vergeer	Director	Nat Control Laboratory for Biological Products	01 Aug'06- 31 Jul'07
Prof GW de Klerk	Dean	Faculty of Humanities	01 Dec'06 31 Dec'10
Prof DA Viljoen	Chief Director : Operations	Top Management	01 Sept'06 31 Aug' 11
Prof MS Finkel-stein	Senior Professor	Statistics, Mathe-matical Statistics	01 Jun' 06
Me ER Seane	Director : Student Councelling	Kovsie Councelling	01 March 06- 28 Feb' 11
Dr JF Strydom	Director : Student Development and Success	Student Develop-ment and Suc-cess	01 May'06- 30 Apr' 11

01.04.03 Academic research achievements

The University of the Free State is a **leading research university**, and in terms of conventional measuring methods recognized as one of the top group in South Africa. The number of research outputs per academic compares favourably with the best in the country. These sustained achievements are the result of a deliberate commitment to further develop and enhance research at the University.

The University's **research strategy** being operationalised, focusing on the following research objectives i.e.:

- Strategic focus to research development.
- Quality assurance.
- Equity and redress.
- Financial sustainability.
- Support systems.
- Output dimension.

A **post-graduate student support centre** has been finalised and further development of the centre will be implemented during 2007. Considering the emphasis placed by government on post-graduate students, concerted effort will be made in creating an optimal environment in which they can strive towards quality and excellence.

The UFS has 70 **NRF-rated researchers** of whom 11 (16% of the total) fall in the B category. As far as NRF-rated researchers as a percentage of academic staff are concerned, the UFS is ranked 4th among South African universities.

Research outputs increased from 345 in 2004 to 410 in 2005 and to 455 in 2006, as well as in the total subsidy-bearing outputs (the above plus research master's and doctoral degrees) which puts the UFS above the benchmark set by the Minister

UFS in top 1% globally: Accredited Research Outputs

The first survey using accredited publications to establish how well South African universities perform in the sciences, relative to each other and to international institutions, revealed that the UFS is one of only six institutions in the country that rank in the top 1% globally in 2006. The results showed that the relative number of citations in clinical medicine and plant and animal sciences credited to the UFS positions the university as a world-class institution in these two disciplines.

The UFS again received funding in 2006 by the National Equipment Programme of the NRF for equipment to the amount of R1 million. These funds, designated for infrastructure and **equipment,** were used to purchase 1) an Axon GenePix400B micro array plate scanner and 2) a GE Amersham Typhoon Trio Variable Mode 2D gel imager.

It has become imperative for the UFS to position itself, in its next phase of development, not only as a *good* teaching and research university, but as an institution that truly excels in certain strategic areas or *clusters* of knowledge and research, whilst continuing to provide general support for research excellence across the many disciplines. In line with international and national research trends the UFS has initiated the process to develop **academic strategic clusters** and research niche areas. Consensus was reached that the university would align its key academic and research efforts with national priorities through six strategic clusters, each supported by a number of constituent focus areas. The five clusters are the following:

- Water Management in Water-Scarce Areas.
- New Frontiers in Poverty Reduction and Sustainable Development.
- Transformation in Diverse Societies.
- Ecologically Sound Value Chains for Agricultural Commodities.
- Materials and Nanosciences.
- Advanced Biomolecular Research.

Each cluster is associated with one or more recognised National Research Foundation (NRF) Institutional Research Development Programme (IDRP) Research Niche Area (RNA). Eight RNAs were approved for the UFS, the highest number of all universities in the country. These include:

- Agricultural Risk Management for Africa.
- High throughput Identification and Characterisation of Biological and Bioactive Molecules.
- Integrated Water Resource Management.
- Local Development in Arid and Semi-Arid Areas of the Central Region of South Africa.
- Managing the TB-HIV/AIDS Co-epidemic: Patient and Systems Dimensions
- Nano-Solid State Lighting.
- Polymer Blends, Composites and Nanocomposites (Modified Polymers).
- The Development of Sustainable Crop Value Chains for Staple and Underutilized Crops in the Semi-Arid Regions of Southern Africa.

Related to the cluster initiative, the Directorate Research Development has initiated the process for the UFS to participate in the NRF South African Research Chairs Initiative (SARChI) by linking proposed Research Chairs to existing clusters and focus areas. Five pre-proposals were approved during 2006.

An **Intellectual Property policy** for managing and directing issues relating to intellectual property at the university is the "Policy for the Management of Intellectual Property". The document was approved for implementation.

Globalisation and internationalisation have a bearing on the role of the University as an important national and international role player in the creation of new knowledge and the preparation of the next generation of experts who have to lead nations and communities. The University has taken the decision in principle to integrate, where appropriate, all aspects of **internationalisation** to strengthen its focus and make optimal use of opportunities. In October 2006 the University appointed the first head of the UFS Internationalisation Office. The person is tasked with the responsibility to create an effective support structure for the two main components of internationalisation, namely international student support and the internationalisation of research.

The Directorate Research Development has prioritised the efficiency of its **Research Information Management System** (RIMS) as a critical requirement to further strategically enhance the profile of the UFS as a research-led institution.

While each South Africa Higher Education Institution (HEI) is responsible for providing the same types of reports and complying with the same government regulations, system capabilities vary greatly between institutions. The current situation at the UFS does not support simple integration with back office institutional systems (e.g. Human Resources and Finance) for data synchronization, nor does it effectively support front office interaction with faculty administrators and researchers. The existing systems environment poses a barrier to achieving new efficiencies that would allow for streamlined, scalable and transparent research administration.

01.04.04   Operational sustainability

During 2006 no major threats were experienced as far as the operational sustainability of the University is concerned. The focus thus remained on the optimising of the newly installed PeopleSoft computer programmes and getting to grips with managing a multi campus University with 25 000 students. In this regard valuable provisional feedback was received by way of the Institutional Audit.

01.04.05   Prestigious awards to staff and students

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

As usual the improvement of **academic buildings and lecture venues** enjoyed high priority and claimed the largest part of the capital budget. The planning for the refurbishment and extension of the Chemistry Building was completed and construction work, which will continue until 2008, has started. The project of more than R40 m is the most expensive ever undertaken by the UFS and underlines the UFS's commitment to academic enrichment. The refurbishment of the Benedictus Kok Building (for the School of Nursing) and of parts of the Flippie Groenewoud Building (among others, lecture venues) has been completed. The lecture venues in the West Block were refurbished, as well as the lecture venues and offices in the

South Block of the Main Building, where departments of the Faculty of the Humanities are accommodated.

The ever-increasing traffic flow to the main campus and accompanying parking needs led to further projects with regard to the **traffic network**. The newly designed western entrance and parking area were completed in April. Such facilities led to improved traffic flow and more than 400 new formal parking bays (of which some are covered bays) were added. New covered parking bays were also erected at the Scaena theatre. A parking plan was developed and approved by the Executive Management. The implementation thereof, as resources become available over the next few years, should address the increased parking needs and conflicting demands of students, staff members and others in an orderly manner. The needs of taxi users are taken up in a taxi network plan which will unfold over the next few years. As a first step, a shelter was erected at the Odeion taxi rank. An investigation into the state of campus roads was completed and priorities for upgrading were determined for implementation in 2007 and afterwards.

As far as the **pedestrian network** is concerned, the Francois Retief Building (headquarters of the Faculty of Health Sciences) was connected to the campus core by means of a new pedestrian walkway. The pedestrian walkway from residences in the south-eastern corner of the campus was also completed.

In March 2006 a plan for the **further development of the west campus** was approved by Council. The west campus forms an important part of the UFS's assets and thorough consideration regarding the future utilisation thereof, as well as in support of the financial sustainability of the UFS, is necessary. Several projects will flow from the plan, among others for new pedestrian walkways, roads, parking areas and a student *jol* (party) area. A land rights investigation resulted from the west campus plan. This has been completed and will enable the UFS to proceed purposefully with development possibilities.

The west campus plan also enabled the UFS to commence the extension of the sport facilities on the west campus in the right context. Construction work on two astro hockey fields started late in 2006.

With regard to **facilities for support services**, the section of the Flippie Groenewoud Building used by Computer Services, was refurbished. In addition, staff members of Protection Services who are on duty at the western entrance, were accommodated in a new guardhouse which was erected as part of the new western entrance.

Remarkable progress was made in respect of the **Qwaqwa Campus** and construction work on additional academic and administrative spaces was completed, while planning of a third phase (including parts of the library and the Natural Sciences Building) was completed.

01.04.07   **Achievements in meeting social responsibility commitments, including composition of staff and student bodies**

     A)   **Achievements in meeting social responsibility commitments**

         Refer to par. 05.06.

B) **Student Services and extra-curricular activities**

With regard to **Student Services** refer to par. 01.04.14.

Par 05.05 will deal with **extra-curricular activities.**

C) **Relationships with the community, both academic and service**

Refer to par. 05.05 and 05.06.

D) **Employment Equity Situation**

With regard to **UFS Student Profile** refer to par. 01.04.10 and 03.04.

Staff profile in 2006.

Refer to par. 05.03.

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

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

01.04.09 **Sub-committees of the Council**

a) <u>Those committees with a mandate of strategic or financial significance are chaired by individuals with appropriate skills and experience</u>:

(i) Chairperson of the Audit Committee

Dr Jacobus Martin (Kobus) Laubscher
(B.Com, B.Com. (Hons), MS, Ph.D, AEP)

b) <u>Significant matters on the agendas of these committees affecting the institution that are unresolved at the year end or have not come before the Council</u>

All significant matters of the Audit Committee meetings were submitted to the Council after the following dates: 23 February, 19 May, 8 September and 9 November 2006.

c) <u>Summaries of attendance</u>

Summary of attendance of the Audit Committee: 2006

ATTENDANCE OF MEMBERS TO AUDIT COMMITTEE MEETINGS

MEMBER	DATE	DATE	DATE	MEETING	MEETING	MEETING	MEETING
	APPOINTED	REAPPOINTED	RESIGNED	23/02/2006	19/05/2006	8/9/2006	9/11/2006
Members of the committee							
Dr. J.M. Laubscher (Chairperson)	19-Jun-00	19-Jun-04		Present	Present	Present	Present
Dr. F de K Kotze	11-Jun-01	19-Jun-04		Present	Present	Present	Present
Dr. N Bagarette	1-Nov-04			Absent apology	Present	Present	Absent apology
Me. WF Hoexter	1-Nov-04			Present	Present	Present	Present
UF Personnel (advisory)							
Prof. F.C.v.N. Fourie				Absent apology	Absent apology	Absent apology	Absent apology
Prof. D.A. Viljoen				Present	Present	Present	Present
Mr. C Liebenberg				Present	Present	Present	Present
Mr. A. van der Bijl				Present	Present	Present	Present
Mr. G van den Berg				Present	Present	Present	Present
Mr. H. Blom				Present	Present	Present	Absent apology
External auditors							
Mr. L. Rossouw (PWC)				Present	Present	Present	Present
Mr. G. Nel (PWC)				Present	Present	Present	Present
Mr. H. Leach (Gobodo)				Present	Present	Present	Present

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

UFS STUDENT PROFILE 2006: HEAD COUNT

First Time Entering Undergraduate

Faculty	White		Coloured		Indian		Black				Total
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
Economic and Management Sciences	306	233	42	47	17	14	255	273	620	567	1,187
Health Sciences	48	146	3	12	1	2	33	30	85	190	275
Law	61	60	8	15	4	1	52	44	125	120	245
Natural and Agricultural Sciences	218	115	4	6	4	6	251	191	477	318	795
The Humanities	111	360	76	220	-	10	202	319	389	909	1,298
Theology	10	9	-	-	2	-	4	-	16	9	25
	754	**923**	**133**	**300**	**28**	**33**	**797**	**857**	**1,712**	**2,113**	**3,825**

Total Undergraduate

Faculty	White		Coloured		Indian		Black				Total
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
Economic and Management Sciences	1,063	760	158	159	105	84	1,136	1,332	2,462	2,335	4,797
Health Sciences	248	691	18	49	14	14	166	217	446	971	1,417
Law	260	267	37	55	7	12	218	153	522	487	1,009
Natural and Agricultural Sciences	768	401	28	39	21	17	729	641	1,546	1,098	2,644
The Humanities	436	1,363	113	522	5	30	970	2,273	1,524	4,188	5,712
Theology	48	18	-	-	6	-	20	4	74	22	96
	2,823	**3,500**	**354**	**824**	**158**	**157**	**3,239**	**4,620**	**6,574**	**9,101**	**15,675**

Postgraduate Diploma or Certificate

Faculty	White		Coloured		Indian		Black				Total
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
Economic and Management Sciences	2	7	-	-	-	-	7	2	9	9	18
Health Sciences	9	57	1	34	2	1	64	369	76	461	537
Law	657	291	34	30	94	34	121	62	906	417	1,323
The Humanities	19	52	4	7	-	2	109	139	132	200	332
Theology	-	-	-	-	1	-	8	1	9	1	10
	687	**407**	**39**	**71**	**97**	**37**	**309**	**573**	**1,132**	**1,088**	**2,220**

Postgraduate (Honours, Masters and Doctoral)

Faculty	White		Coloured		Indian		Black		Male	Female	Total
	Male	Female	Male	Female	Male	Female	Male	Female			
Economic and Management Sciences	237	143	22	17	31	18	313	244	603	422	1,025
Health Sciences	179	138	14	8	14	2	45	62	252	210	462
Law	26	30	2	4	1	-	25	10	54	44	98
Natural and Agricultural Sciences	431	234	21	15	16	17	385	243	853	509	1,362
The Humanities	126	394	38	51	6	10	568	961	738	1,416	2,154
Theology	76	27	9	1	16	-	42	3	143	31	174
	1,075	**966**	**106**	**96**	**84**	**47**	**1,378**	**1,523**	**2,643**	**2,632**	**5,275**

Occational Study

Faculty	White		Coloured		Indian		Black		Male	Female	Total
	Male	Female	Male	Female	Male	Female	Male	Female			
Economic and Management Sciences	24	18	12	16	4	2	113	168	153	204	357
Health Sciences	1	8	1	-	1	-	2	7	5	15	20
Law	-	1	-	-	-	-	3	-	3	1	4
Natural and Agricultural Sciences	23	16	2	2	2	2	68	103	95	123	218
The Humanities	42	65	9	23	2	6	218	390	271	484	755
Theology	1	-	-	-	-	-	-	-	1	-	1
	91	**108**	**24**	**41**	**9**	**10**	**404**	**668**	**528**	**827**	**1,355**

UFS Total

Faculty	White		Coloured		Indian		Black		Male	Female	Total
	Male	Female	Male	Female	Male	Female	Male	Female			
Economic and Management Sciences	1,326	928	192	192	140	104	1,569	1,746	3,227	2,970	6,197
Health Sciences	437	894	34	91	31	17	277	655	779	1,657	2,436
Law	943	589	73	89	102	46	367	225	1,485	949	2,434
Natural and Agricultural Sciences	1,222	651	51	56	39	36	1,182	987	2,494	1,730	4,224
The Humanities	623	1,874	164	603	13	48	1,865	3,763	2,665	6,288	8,953
Theology	125	45	9	1	23	-	70	8	227	54	281
	4,676	**4,981**	**523**	**1,032**	**348**	**251**	**5,330**	**7,384**	**10,877**	**13,648**	**24,525**

01.04.11   Campus development

Refer to par. 01.04.06.

01.04.12   Facilities and major capital works

Refer to par. 01.04.06.

01.04.13   Events

- **QUALITY AND EXCELLENCE**

The South African higher education sector is facing an exceptional challenge as a result of the fact that the pool of matriculants with matriculation exemption is becoming smaller every year. Nevertheless the University of the Free State continues to endeavour to recruit the best quality undergraduate students for this University and continuously increase the number of postgraduate students.

Several marketing actions were undertaken in order to reinforce the recruitment efforts of the UFS. An extensive local and national advertising campaign, which included printed and broadcasting media, was launched. A team of dedicated marketers visited learners at approximately 500 schools countrywide to inform them about study possibilities and campus life at the UFS. Marketing opportunities, such as the annual open days on the Bloemfontein and Qwaqwa Campuses, career expos and university expositions in Kimberley and Kroonstad were also very successful.

In 2006 Kovsie Alumni were honoured for outstanding achievements. Corrie van Zyl, Assistant Coach of the national cricket team and Coach of the Gestetner Diamond Eagles, received the Old Kovsie of the Year Award for his exceptional contribution to cricket. Deon Meyer, well-known South African writer, and Zingile Dingani, Secretary of the Parliament, received the Cum Laude Award for excellent service or achievement at local, national or international level. Prof. Helena van Zyl, Director of the UFS's School of Management, received the Kovsie Alumni Management Award for exceptional service at the UFS.

- **EQUITY, DIVERSITY AND REDRESS**

The pursuit of greater integration of black alumni continues. The incorporation of alumni who studied at the Qwaqwa and Vista Campuses makes a significant contribution to this endeavour. A strategic planning session with 25 influential black persons from the public and private sectors was held to discuss the involvement of black alumni at the UFS and plan activities to ensure greater involvement of this group.

- **FINANCIAL SUSTAINABILITY**

The Kovsie Alumni Trust, the main source of income from the alumni, achieved an important milestone this year.   Promises amounting to more than R4 million were received for 2006. This great achievement demonstrates the dedication and loyalty of alumni to their alma mater.

The Corporate Liaison Office that focuses on the generation of third money stream income for the University was extremely successful in 2006. The income generated in 2006 was more than double that of the previous year. R3 million was received

from the National Lotteries Board for upgrading of the sport facilities of the Qwaqwa Campus. Dell Computer Company donated computers to the value of almost R2 million to the UFS.

The Kovsie Bequest Society, a society for persons making bequests to the University, was established and a bequests officer was appointed. Success has already been achieved with this initiative and a number of bequests have been promised to the UFS.

In addition a project was launched to invite influential black businesspeople from Gauteng to the campus to liaise with the Rector and other members of the Management, as well as to introduce the University of the Free State to them. The visits have proved very valuable for correcting wrong perceptions of the University and generally constitute the first contact between these persons and the UFS. A large visiting group from the Harmony Mine, led by the Chief Executive Officer, Mr Bernard Swanepoel, visited the UFS to consult with the Rector and various other role players and investigate the possibility of partnerships. This visit was extremely successful and possible co-operation will be investigated further in 2007.

As far as international fundraising is concerned, the UFS has already enjoyed fundraising status in the USA for a considerable period of time. Active steps are now being taken to obtain the same type of status in the United Kingdom.

01.04.14   **Student Services**

STUDENT SUPPORT SERVICES

The UFS Support Services set itself the following goals for 2006:

- Promotion of an academic campus atmosphere;

- To provide a peaceful, co-operative and multi-cultural campus atmosphere; and

- To offer our students the opportunity of developing their full potential through training and facilitation.

In order to achieve the above-mentioned goals, an impressive 396 projects were undertaken, of which the majority were community-service orientated. Seventeen projects entailed student leadership training and 16 projects were aimed at multicultural development.

01.04.15   **Distance learning**

The role of Universities in the so-called Information Age is in the process of change. This is why the University of the Free State, like most other tertiary institutions, has adopted an open learning approach. The principles of open learning use resource based learning and e-learning as methodologies to improve the learning and teaching environment, and are an important cornerstone of the UFS teaching/learning strategy.

The UFS has also been engaged in e-learning in particularly the Faculties of Economic and Management Sciences and the Faculty of Law where more than

2 500 students were enrolled for the following distance education programmes of the UFS:

FACULTY OF LAW

The following law degrees can be obtained as distance learning programmes:

- LLB Degree

- LLB following on the B.Iur, B.Proc or B.Com (Law) Degree.

Centre for Financial Planning Law

The University of the Free State, through its Centre for Finansies Planning Law, in partnership with the Financial Planning Institute of South Africa (FPI), is the first academic institution in South Africa to offer formal postgraduate qualifications giving access to membership of the Financial Planning Institute of South Africa. The FPI is the highly regarded professional institute for practitioners in the financial planning industry in South Africa, carrying an international certification benchmark of recognition by the Certified Financial Planner Board of Standards Inc. The Faculty of Law has been involved as moderators in the FPI (fomerly ILPA), professional examinations for the past seventeen years.

FACULTY OF ECONOMIC AND MANAGEMENT SCIENCES

The following distance learning programmes are currently presented by the Faculty of Economic and Management Sciences:

- B.Com
- MPA: Masters in Public Administration
- MBA
- BML (Bachelor in Management Leadership).

The Bachelor in Management Leadership is aimed at working adults. The objective of the BML is to deliver a new generation of formally qualified and innovative managerial leaders. The qualification is based on experiential learning and the assessment and recognition of prior learning.

FACULTY OF NATURAL AND AGRICULTURAL SCIENCES

Distance learning programmes in this Faculty include mainly qualifications in quantity surveying and construction management.

Computer supported learning and teaching

During 2006 the implementation of strategic and workflow documentation enabled streamlining and more effective development of pedagogically driven computer supported academic offerings. Refinements in staff and student support initiatives contributed to the achievement of greater effectiveness and efficiency in this regard. The computer supported blended model of instruction on campus was substantially expanded and some niche academic offerings were implemented as computer supported distance offerings, or online offerings.

In 2006, 180 computer supported course modules were registered on the institutional learning management system during the first semester and a further 50 modules during the second semester. The presentation of such courses involved more than 10 000 students.

Apart from the full, blended teaching and learning approach, and the online distance approach, many departments use computer assisted learning and teaching in order to make electronic content available to students. In most cases, it is additional to the face to face contact. Interactivity between the lecturer and the student is improved by synchronous and asynchronous computer assisted learning tools. In 2006 all but one, faculty were involved in presenting computer supported course modules.

01.04.16   Working with industry

The University is continuing to **work closely with industry** in various areas. Although it is impossible to reflect all activities in this report, the following example deserves special mention:

Development of BioPAD into a Metagenomics Platform

The BioPAD Project, a collaboration between the UFS and the CSIR, was launched in February 2004 with the main goal of providing a platform technology that could be used as a basis for commercialisation.

Enzymes have become an indispensable part of modern biotechnology. Finding new and improved catalysts, as well as specialised microbes, antibacterials, antivirals, anticancer agents, etc. has become a major concern worldwide and a number of laboratories, including private companies and state-funded laboratories, have become involved in this research. The BioPAD Project aimed to tap into the unique genetic material in South African extreme biomes, and to discover new genes and their products by applying the latest genetic and microbiological technologies. The project envisaged the licensing of patents in the form of gene sequences, gene products or microbes with superior properties or applications in specialist processes.

During its two-year lifespan (2004 – 2006), the project received total funding of R4.5 mil from BioPAD. The UFS received almost R2 mil of these funds, with an additional amount of R336 000 made available for the project from NRF grants. The project included capacity and infrastructure development in the form of specialist bursaries and technical assistantships available to undergraduate students, as well as the acquisition of specialised equipment.

Upon conclusion of the project, the collaborators developed and submitted a business proposal to BioPAD for the establishment of a gene discovery company utilizing the metagenomes of extreme environments, named ExtremeZA. Following a due diligence exercise, BioPAD approved an amount in excess of R13 mil for the setting up of ExtremeZA in November 2006. This funding includes additional equipment of R2 mil for this project, benefiting all users on the UFS campus.

The development of the BioPAD Project into the ExtremeZA Metagenomics Platform is another example of the very promising endeavours with respect to the real commercialisation of research that have been undertaken at the UFS.

The University of the Free State recognises the importance of not only generating new knowledge, but also actively participating in the application and utilization of such knowledge and technologies to generate new products, processes and services. The most important aims of working with industry include:

- Responding to government (and global) initiatives aimed at improving the environment for commercialisation at the University
- Providing researchers with the necessary legal, business and infrastructural support to do so
- Engaging in commercialisation mining by identifying projects with possible commercialisation potential
- Acting as an intermediary between inventors and patent attorneys, and providing inventors with the necessary advice and support during the patenting process
- Paving the way for generating a third stream of income
- Assisting in finalising the appointment of a commercialisation manager for the University.

01.04.17 Significant changes that have taken place

Refer to par. 01.03.

Mr Justice S P B Hancke
Chairperson of Council

02   THE COUNCIL'S STATEMENT ON CORPORATE GOVERNANCE

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

AUDIT COMMITTEE

The Audit Committee whose chairperson and members are members of Council, was established eleven years ago. Both the internal and external auditors have unrestricted access to the Audit Committee, which ensures that their independence is in no way impaired. Meetings are held at least twice a year and are attended by the internal and external auditors and appropriate members of the executive management. The Audit 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;
- 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;
- compliance with the Code of Corporate Practices and Conduct; and
- compliance with the HEI's Code of Ethics.

Dr. J.M. Laubscher
Chairperson: Audit Committee

02.02   Council

02.02.01   Council Committees

02.02.02   Audit Committee

REGULATIONS OF THE AUDIT COMMITTEE

a.   NAME

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

b.   STATUS

The Audit Committee functions as a separate committee of the University Council.

The Audit Committee is formally instituted by the Council which ratifies the Regulations.

c.   OVERALL PURPOSE/ OBJECTIVES

The Committee has the following goals among others:

To assist the Council in fulfilling its supervisory responsibilities.

To facilitate effective working relationships between the Council of the University, the Executive Committee of the Executive Management, the Management, the external auditors and the internal auditors.

To review the financial and non-financial reporting process.

To review the system of internal control and management of all financial risks, information systems, accounting practices, the university's process for monitoring compliance with laws and regulations (where applicable), its own code of business conduct and audit processes of the University.

To perform his or her role effectively, each committee member will obtain an understanding of the detailed responsibilities of committee members as well as the institution's business, operations and risks.

d.   COMPOSITION

The Audit Committee consists of a minimum of four (4) council members and a maximum of six (6), committee members may not be full time personnel or students.

The majority of these members need to be financially literate.

The Audit Committee is appointed by the Council.

The Chairperson of the Audit Committee will be appointed by the Council.

The Council reserves the right to remove any members from the Committee and to fill any vacancies created by such removal.

Meetings of the Audit Committee may, as arranged by the Chairperson, be attended by representatives of the external auditors, the Executive Committee and its officers and the Internal Auditor.

If the Chairperson of the Audit Committee is absent from a meeting, the members present will appoint a Chairperson from among themselves.

The University of the Free State will manage the secretarial duties of the Audit Committee meetings.

The Audit Committee meets on a regular basis with a minimum of two meetings a 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.

Special meetings may be called as follows: (after consultation with the Chairperson)

- with the Board any member thereof;
- with members of the Committee;
- with the external auditors; and/or
- with the Internal Auditor.

Minutes will be kept of meetings and reports submitted to Council via the Executive Committee of the Council as soon as possible thereafter.

Members present at a meeting form a quorum with a minimum of three members of the board, provided that the majority of the members present must be persons who do not occupy an executive position at the University.

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

e.   AUTHORITY

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

- to conduct interviews with other Council members, the Executive Committee, executive officers, advisers or staff members of the University;

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

- to investigate matters that it considers necessary and to obtain advice from external experts;

- to co-opt suitable persons to serve on the Audit Committee where specific expertise is required; and

- to seek any information from external parties.

The Audit Committee:

- may lay claim to the required resources that it may find necessary to perform its duties properly and that are reasonably affordable; and

- have access to records and information of the University.

Vacancies:

- If a vacancy occurs on the Audit Committee, the Chairperson of the Audit Committee must inform the Council without delay.

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

f.   ROLES AND RESPONSIBILITIES

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

External audit matters:

- Assessment of the proposed audit scope and approach of the external audit and assurance that all critical risk areas are addressed in an effective way.

- Verifying and evaluating the effectiveness of the external auditors' performance.

- Ensuring that the external audit is not limited or handicapped to any extent.

- Supervising Management's evaluation of the external auditors' independence.

- Considering the acceptability of the essential levels that have to be applied in decision-making on the scope of audit procedures and the level of errors that have to be reported.

- Recording the dates on which reports must be handed in and on which annual financial statements and other applicable requirements have to be finalised.

- Identifying steps that must be taken to avoid problems encountered in the previous year in order to avoid unnecessary auditing work.

Considering the following aspects:

- The effectiveness of the internal accounting control as identified during the external audit and the Management's follow-up.

- Significant differences of opinion between the external auditors and the Management.

- Any material unsolved accounting and audit problems that was identified during the external audit.

- Changes in the scope or approach of the external audit in response to changing circumstances or problems experienced as against that contained in the original audit plan.

- Recommendations to the Council on the appointment and/or re-appointment of the external auditors and consideration of the budgeted audit fees and remuneration paid to the external auditors.

- After completion of the audit, a review of the audit results and the quality and contents of the financial information presented before the annual financial statements are issued, and submission of a report in this regard.

- Ensure that management responds to recommendations by the external auditors. The Audit Committee can request Management to report on their progress/reaction on recommendations from the external auditors, during Audit Committee meetings. The Audit Committee can also request the external auditors during the Audit Committee meetings to indicate if they are satisfied with the progress/reaction received from Management in respect of their recommendations.

g. FINANCIAL REPORTING

General:

- Identification of important risks to which the University is exposed and confirmation that the internal control systems involved are adequate and function effectively.

- Considering, with the internal and external auditors, of any fraud, illegal acts, deficiencies in internal control or other similar issues.

- Review of significant accounting and reporting issues, including recent professional and regulatory pronouncements, and understand their impact on the financial statements.

- Ask Management and the internal and external auditors about significant risks and exposures and the plans to minimise such risks.

- Review any legal matters which could significantly impact the financial statements.

Annual financial statements:

- Review the annual financial statements and determine whether they are complete and consistent with the information known to committee members; assess whether the financial statements reflect appropriate accounting principles.

- Pay attention to complex and/or unusual transactions such as restructuring charges and derivative disclosures.

- Focus on judgmental areas, for example those involving valuation of assets and liabilities; warranty, product or environmental liability; litigation reserves; and other commitments and contingencies.

- Meet with Management and the external auditors to review the financial statements and the results of the audit.

- Review the other sections of the annual report before its release and consider whether the information is understandable and consistent with members' knowledge about the institution and its operations.

Internal Audit matters:

- Review the activities and organisational structure of the internal audit function and ensure no unjustified restrictions or limitations are imposed.

- Evaluate the suitability, qualifications and abilities of the internal auditing staff and concur in the appointment, replacement, reassignment or dismissal of the Internal Auditor.

- Provide a forum for direct reporting of the findings of the Internal Auditor.

- Evaluating the efficiency and effectiveness of the internal audit function.

- Meet separately with the Internal Auditor or discuss any matters that the committee or auditors believe should be discussed privately.

- Ensure that significant findings and recommendations made by the internal auditors are received and discussed on a timely basis.

- Ensure that management responds to recommendations by the internal auditors.

Performance audit:

- Evaluate whether Management is setting the appropriate "control culture" by communicating the importance of internal control and the management of risk and ensuring that all employees have an understanding of their roles and responsibilities.

- Consider how Management is held to account for the security of computer systems and applications, and the contingency plans for processing financial information in the event of a systems breakdown.

- Gain an understanding of whether internal control recommendations made by internal and external auditors have been implemented by management.

- Review the effectiveness of the system for monitoring compliance with laws and regulations and the results of Management's investigation and follow-up (including disciplinary action) of any fraudulent acts or non-compliance.

- Obtain regular updates from management and the institution's legal counsel regarding compliance matters.

- Be satisfied that all regulatory compliance matters have been considered in the preparation of the financial statements.

- Review the findings of any examinations by regulatory agencies.

- Ensure that the code of conduct is in writing and that arrangements are made for all employees to be aware of it.

- Evaluate whether Management is setting the appropriate "tone at the top" by communicating the importance of the code of conduct and the guidelines for acceptable behaviour.

- Review the process for monitoring compliance with the code of conduct.

- Regularly update the Council about committee activities and make appropriate recommendations.

- Ensure that the Council is aware of matters which may significantly impact the financial condition or affairs of the institution.

- Perform other oversight functions as requested by the full Council.

- If necessary, institute special investigations and, if appropriate, hire special counsel or experts to assist.

- Review and update the charter; receive approval of changes from the Council.

- Evaluate the committee's own performance on a regular basis.

AUDIT COMMITTEE WORKPROGRAM AND SELF EVALUATION GUIDE:

This form can be used from time to time by the Audit Committee to determine how efficient they are in complying with their responsibilities. This form indicates best practice guidelines and who should be involved.

In completing the form it should be indicated if practices are being followed (Yes or no). List also the follow up steps if any are applicable.

Points refer to charter	Also involved	Done in practice? Yes/No Not applicable	Follow up steps if necessary
STATUS			
The Council established an Audit Committee which function as a separate sub committee of the Council.	Council		
Council approves the charter of the Audit Committee and from time to time it are being reviewed and adjusted if necessary. These adjustments are also approved by the Council.	Council		
The committee work according to a written charter in which the tasks and responsibilities had been recorded.			

COMPOSITION			
The size of the committee is according to the size of the University. (Between three and six members are optimal, excluding representatives of management).	Council		
[Most of] [All the] committee members are independent from management.	Council		
Committee members are being appointed by the Council.	Council		
Term of membership are according to the discretion of the Council, but the continuity are being considered while a fresh perspective are being obtained by the committee.	Council		
AUTHORITY			
Council gave the Committee authorisation to obtain any information from any councillor, member of management, employee, external and internal auditors or outside parties.	Council		
Council authorised the committee to obtain advice from skilled external sources and to co-opt the suitable candidate if necessary.	Council		
Council has sufficient sources for the execution of their duties and responsibilities.	Chairperson of the committee		
Membership			
The experience and qualifications of the committee members comply with the duties of the committee and they have the ability to understand financial statements.	Council/ Chairperson of the committee		
From time to time Council reviews the mixture of experience and capabilities of the committee members to ensure that a proper balance are being maintained.	Council/ Chairperson of the committee		
New committee members receive sufficient background information and training to be able to complete their task and responsibilities sufficiently.	Chairperson of the committee/ committee secretary		
ROLES AND RESPONSIBILITIES			
The following part of the guideline can serve as an annual work plan.			
External Audit			
Judging of the external auditors proposed audit scope and approach. Enquire on the reasons for changes to the auditplan.	External auditors		
Checking and evaluation of the	External		

effectiveness of the work done by the external auditors.	auditors		
Evaluate the adequacy of the audit procedures that will be executed to determine if it include procedures for the testing of controls and the controlling of accounting records.	External auditors		42
Ensure that the external auditors are not restricted or handicapped in any way.	External auditors		
Enquire on 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		
Meet regularly private with the external auditor.	External auditors		
Give feedback on the reports of the external auditor to management and ensure that management react on these findings.	External auditors/ Management		
Consider the independency of the external auditors, taking into consideration the plans of management to use the audit firm during the year for other services, take into consideration the type of services that will be rendered and the estimated costs.	External auditors/ Management		
Consider the acceptability of the materiality levels that would be applied during the making of decisions on the scope of audit procedures and the level of errors that will be reported.	External auditors		
Noting of dates when reports should be submitted and when financial statements and other applicable requirements should be finalised.	External auditors/ Management		
Identifying of steps that should be taken to avoid problems that occurred in the previous year to prevent unnecessary audit work.	External auditors/ Management		
Consider the effectiveness of the internal accounting controls as identified by external audit.	External auditors/ Rector		
Consider any considerable differences between the external auditors and the Rector.	External auditors/ Rector		
Consider any material unsolved accounting and audit problems identified during the external audit.	External auditors/ Management		
Consider the appointment or reappointment of the external auditors	Council		

and their budgeted audit fees. Make recommendations to the Council.			
Internal control			
Judging of the policies and procedures implemented by executive management to ensure that the accounting and internal control systems function properly.	Management		43
Identifying of important risks to which the University are exposed and ensure that the applicable internal controls are adequate and that it function properly.	Management		
Judging the shortcomings that were identified in the account and internal control system, as well as the steps taken by management to rectify the shortcomings that were identified.	Management		
Monitoring the ethic performance of the Rector.	Rector		
Monitoring the revision of the control measures in respect of electronic data processing and computer security to determine if the control measures had been revised.	Management / IT-department		
Together with the internal and external auditors, revise the shortages in the internal controls and the efficiency of the internal control system.	Management/ Internal Audit/ External Auditors		
Monitoring if internal control recommendations by the internal and external auditors had been executed by management.	Management/ External auditors		
Meet with the legal advisor of the University to discuss legal aspects that might have a significant impact on the financial statements of the University.	Legal advisor		
Financial reports			
Determine if financial statements are complete and if it corresponds with the information that are familiar to the committee.	Management		
Judge if they complied with the generally accepted accounting practise and other prescriptions during the compiling of the financial statements.	Management		
After completion of the audit review the audit results, and the quality and contents of the financial information presented prior to the issuing of the financial statements and submission of a report in this respect to the Council for consideration on a meeting where the financial statements will be	Management		

approved.			
Annually compile a summarised report on the activities of the audit committee during the year as well as any recommendations made by the committee and decisions taken by the committee. This report should be submitted to the Council prior to the approval of the annual financial statements.	Management		
Enquire from management and external audit on the effectiveness of the accounting principles followed by the University and changes in accounting principles.	Management/ External auditors		
Focus for instance on the valuation of assets and liabilities, large accounting accruals, reserves or other estimates done by management which will have a material impact on the financial statements.	Management		
Focus on complex and/or unordinary transactions.	Financial services		
Enquire from management and external auditors if there were any accounting or reporting matters and how it had been resolved.	Management/ external auditors		
Judge if the other information in the financial year end report clear is and if it agrees to the information in the financial statements.	Management/ external auditors		
Preliminary announcements, interim statements and analysis			
Review the development by management on the preliminary results, interim reports and analysis. Determine the extent of the involvement of external audit.	Management/ internal audit/ external auditors		
Judge the preliminary results and interim financial statements prior to release.	Management/ external auditors		
Internal audit			
Review the activities and structure of internal audit and approve the charter of internal audit.	Internal audit		
Judge personnel provision, training and the budget of the internal audit function.	Internal audit		
Supply a forum for direct reporting from the Internal Auditor.	Internal audit		
Evaluation of the effectiveness and efficiency of the internal audit function.	Internal audit		
Ensure that internal audit actively	Internal audit		

involved is with the financial reporting process.			
Review the internal audit plan with the internal auditor especially in respect of the involve ness in control systems and the drafting of financial reports. Look at the changed internal audit plan.	Internal audit		
Look at findings from internal audit and ensure that management react on these findings.	Internal audit/ management		
Meet regularly in private with the internal auditor.	Internal audit		
Performance audit			
Judge the measures and procedures for proper implementation of economic, efficient and effective management.	External and internal audit		
Review the findings of the Internal and External auditors in respect of Performance audit.	External and internal audit		
Revise the reporting in the financial statements on economic, efficient and effective application of the University's resources.	External and internal audit		
Complying with laws and regulations			
Judge the procedures of management for the monitoring of laws and regulations at the University. When this review is being done by another committee of management, it should be considered what implication the applicable laws and regulations will have on the financial statement.	Management		
Together with management and the legal advisor, judge as applicable the findings of any regulating investigations and consider the implications on the financial statements.	Management/ Legal advisor		
Complying with Code of conduct			
From time to time the evaluation of the program for monitoring the complying with the code of conduct that were implemented by management.	Management		
FUNCTIONING OF THE COMMITTEE			
Meetings			
The Audit committee meets on a regular basis at least twice a year. The dates of the meetings are determined by the committee, taking into consideration the dates at which the			

interim and final reports of the external auditors will be available.			
Special meeting if circumstances require it.			
Agendas of the meetings are compiled in writing.	Secretary		
Agendas of the meetings are sent out prior to the meetings with sufficient background information on the items listed on the agenda. This is being done that he committee members can prepare for the meetings.	Secretary		
All the proceedings of the meetings are recorded in a minute.	Secretary		
The committee regularly give feedback to the council on its activities.	Council		
Maintaining of quality			
The committee has sufficient resources for the execution of their duties and responsibilities	Chairperson of the committee		
The continuing training needs of the committee members receive the necessary attention.	Chairperson of the committee		
The chairperson evaluates the efficiency of each of the individual committee members.	Chairperson of the committee		
From time to time the performance of the committee is being evaluated.	Chairperson of the committee		

Sources:

1.   Charter of the Audit Committee

2.   Audit Committees – good practices for meeting market expectations from PricewaterhouseCoopers.

02.02.03   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 its budgetary decision-making.

The Audit Committee assesses financial statements from a risk perspective.

02.02.04   Remuneration Committee

The Remuneration Committee of the Council has been reconstituted and was approved at the Council Meeting on 10 June 2005.

02.03 Statement on conflict management

Refer to 02.04 below.

02.04 Statement on worker and student participation

Worker participation

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

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

Student participation

One student from 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 on the Monitoring Committee (an *ad hoc* committee that deals with requests for late registration from individual students which is empowered to extend registration dates for individual students).

02.05 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.

03   SENATE REPORT TO THE COUNCIL

03.01 Changes in academic structures

No substantial changes in academic structures were brought about in 2006.

03.02 Composition of Senate

- Rector and Vice-Chancellor
- Vice-Rectors
- Registrars
- 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.

03.03 Significant developments and achievements in

03.03.01   Instruction

An important new initiative with regard to instruction during 2006 was the work that was done by a Task Team to investigate the implications of Indigenous Knowledge for academic programmes. An institutional workshop held in October 2006 showcased a number of academic programmes in which indigenous knowledge has been integrated. Further faculty workshops are being planned for 2007.

A proposal for the establishment of a Centre for African Studies has also been under consideration and funds have been made available to appoint a senior academic in African Studies. It is proposed that the to be established Centre will serve as an agency to promote and facilitate the inclusion of an African focus and indigenous knowledge in programme curricula.

UFS SUCCESS RATES 2006

First time entering undergraduates

Faculty	White	Coloured	Indian	Black	Total
Economic and Management Sciences	64.3%	65.0%	57.5%	65.0%	61.0%
Health Sciences	96.5%	85.5%	93.4%	100.0%	95.0%
Law	62.2%	53.8%	43.4%	22.0%	54.3%
Natural and Agricultural Sciences	75.7%	59.6%	52.3%	62.5%	61.9%
The Humanities	82.2%	73.3%	70.0%	67.4%	76.6%
Theology	87.4%		45.3%	34.6%	76.6%
	77.2%	**70.4%**	**60.3%**	**62.2%**	**69.3%**

Total contact and distance undergraduates

Faculty	White	Coloured	Indian	Black	Total
Economic and Management Sciences	82.0%	74.8%	67.4%	71.3%	74.6%
Health Sciences	61.7%	52.3%	52.7%	50.7%	55.8%
Law	97.2%	90.5%	88.0%	96.4%	94.3%
Natural and Agricultural Sciences	65.3%	45.8%	48.9%	38.3%	57.0%
The Humanities	78.4%	53.4%	58.7%	63.6%	66.4%
Theology	84.6%	91.4%	69.6%	65.6%	79.2%
	78.2%	**65.9%**	**61.1%**	**61.3%**	**69.0%**

Distance Undergraduates

Faculty	White	Coloured	Indian	Black	Total
Economic and Management Sciences	31.8%	31.9%	27.8%	12.7%	29.8%
Health Sciences	45.1%	19.5%	21.2%	30.5%	37.3%
Law	61.2%	0.0%	37.2%	66.8%	52.6%
Natural and Agricultural Sciences	48.8%	29.0%	46.1%	0.0%	45.5%
	43.5%	**21.5%**	**28.7%**	**26.8%**	**37.5%**

Contact Undergraduate

Faculty	White	Coloured	Indian	Black	Total
Economic and Management Sciences	82.2%	74.9%	67.4%	72.5%	74.7%
Health Sciences	63.6%	52.9%	53.3%	52.4%	56.8%
Law	97.2%	90.5%	88.0%	96.4%	94.3%
Natural and Agricultural Sciences	67.8%	49.5%	50.0%	40.9%	58.9%
The Humanities	78.9%	54.2%	58.9%	63.6%	66.7%
Theology	84.6%	91.4%	69.6%	65.6%	79.2%
	79.2%	**66.9%**	**61.5%**	**63.1%**	**69.6%**

UFS GRADUATES AND GRADUATION RATE 2006

Output of Graduates

Qualification Level	White	Coloured	Indian	Black	Total
Undergraduate Diploma or Certificate	41	175	7	691	914
General Academic 1st Bachelo's Degree	506	40	17	471	1034
Professional 1st Bachelor's Degree	648	35	33	259	975
Total Undergraduate	**1195**	**250**	**57**	**1421**	**2923**
Postgraduate Diploma or Certificate	497	30	46	330	905
Postgraduate Bachelor's Degree	15	10	0	104	129
Honours Degree	404	24	19	438	885
Masters Degree	252	20	27	230	529
Doctoral Degree	33	1	4	22	60
Total Postgraduate	**1201**	**85**	**96**	**1124**	**2508**
Total	**2396**	**335**	**153**	**2545**	**5431**

Contact Graduation rate

Qualification Level	White	Coloured	Indian	Black	Total
Undergraduate Diploma or Certificate	28.9%	37.2%	63.6%	39.0%	38.3%
General Academic 1st Bachelo's Degree	19.7%	9.8%	9.7%	10.8%	13.8%
Professional 1st Bachelor's Degree	17.3%	10.4%	26.1%	13.1%	15.7%
Total Undergraduate	**18.4%**	**21.5%**	**18.8%**	**17.8%**	**18.3%**
Postgraduate Diploma or Certificate	62.8%	52.2%	66.7%	54.8%	56.4%
Postgraduate Bachelor's Degree	29.4%	39.1%		37.0%	36.4%
Honours Degree	60.5%	29.6%	88.2%	28.9%	38.5%
Masters Degree	21.3%	16.3%	30.5%	14.8%	18.1%
Doctoral Degree	9.5%	4.8%	17.4%	11.8%	10.4%
Total Postgraduate	**33.1%**	**24.8%**	**37.5%**	**26.9%**	**29.2%**
Total	**22.3%**	**22.1%**	**24.8%**	**20.6%**	**21.4%**

Distance Graduation rate

Qualification Level	White	Coloured	Indian	Black	Total
General Academic 1st Bachelo's Degree	11.2%	0.0%	7.7%	1.5%	7.5%
Professional 1st Bachelor's Degree	11.3%	2.4%	9.7%	0.9%	7.5%
Total Undergraduate	**11.2%**	**1.9%**	**9.1%**	**1.1%**	**7.5%**
Postgraduate Diploma or Certificate	44.0%	24.6%	32.8%	15.1%	38.1%
Postgraduate Bachelor's Degree	50.0%	33.3%		0.0%	27.3%
Honours Degree	21.1%	100.0%	50.0%	25.0%	26.9%
Masters Degree	54.0%	50.0%	20.0%	40.8%	45.4%
Total Postgraduate	**44.1%**	**27.5%**	**32.6%**	**22.1%**	**38.4%**
Total	**35.3%**	**16.3%**	**26.8%**	**13.4%**	**28.9%**

- **Awards and achievements**

Faculty of Law

a) New senior appointments

The Honorary Judge of Appeal L O Harms as Professor Extraordinary in the Department of Mercantile Law

The Honorary Judge of Appeal I G Farlem as Professor Extraordinary in the Department of Procedural Law and Law of Evidence

b) Prestigious awards to staff and students

Prof J J Henning: Kovsie Alumni Award

AWARDS, BURSARIES AND PRIZES	NUMBER OF STUDENTS
UFS Bursaries	5
Absa Prize	1
Bar Prize	1
Brain Books Bookstore Prize	1
Butterworths Prize	1
Gildenhuys v/d Merwe Prize	1
Jacobus Buys Prize	2
Hofmeyer Herbstein Gihwala Prize	1
Honey and Partners Prize	1
Faculty of Law Prize	5
FPI Prize	3
Free State University Law Clinic Award	1
Joos Hefer Prize	2
Juridical Society Trophy	2
Juta Prize	1
Kloppers Award	1
McIntyre and V/D Post Prize	1
Naude Prize	1
Naude Prize	1
Symington & De Kok Prize	1
FT Preller Prize	1
Law Society Prize	1
Mini Thesis Certificates	11
Recognition Certificates	10
Rosendorff and Reitz Barry Prize	1
Spoor & Fisher Prize	1
Appie Steenkamp Prize	1
D H van Zyl Prize	1
PPS Prize	3
Moritz Bobbert Medal	5
Adams + Adams Prize	1
Society of Holders of the M Bobbert Medal	1
Van Schaik Bookstore Award	1

Faculty of the Humanities

a)   New senior appointments

       None

b)   Prestigious awards to staff and students

A paper delivered by Mr Joe Serekoane (Department of Anthropology) during *The 6ᵗʰ International Service Learning Conference* in Portland, Oregon, USA, received an award for the unique theoretical contribution to service delivery research.

Ms Hanlie Beukes, an honours student in German, received a DAAD *sur-place* scholarship to the value of R12 000 for her postgraduate studies in German at the UFS.

Two postgraduate students of the French Division received extraordinary research scholarships to spend a month in France to do research for two articles – about Gérard Sekoto and Ferdinand Cheval respectively – that will be written in collaboration with Prof. Naòmi Morgan.

The NRF awarded a research niche area entitled *Managing the TB-HIV/AIDS co-epidemic: patients and systems dimensions* to Prof. H.C.J. van Rensburg of the Centre for Health Systems Research & Development.

Prof. H.C.J. van Rensburg of the Centre for Health Systems Research & Development received the Free State Premier's Excellence Award GOLD for *"Outstanding excellence and leadership in the category: Research and Development"*.

Prof. Heidi Hudson of the Department of Political Science had the special honour of receiving a research scholarship from the Nordic Africa Institute in Uppsala, Sweden. In addition to a lecture series in Uppsala, she also presented guest lectures in Norway and Denmark.

A composition by Hans Huyssen (Department of Music), *Proteus Variations* (2006), commissioned by the South African Youth Symphony Orchestra and *Deutsche Welle* radio, received its world premiere in September in Bonn, Germany. The performance of the work was recorded and will be released on CD. The composition focuses on a transforming South African community and is written in such a way that it fosters a cultural awareness in all performers.

Dr Christo Heunis of the CHSR&D was awarded a three-months' scholarship under an agreement between the University of Antwerp (UA) and the University Centre Saint Ignatius Antwerp (UCSIA). Promoted by Prof. Herman Meulemans, the scholarship forms part of a larger and long-term collaborative research project, *Non-uptake of HIV VCT among TB patients in the Free State: research to inform intervention*. Expected research products include, among others, a collaborative scientific article and a lecture/debate

in the UCSIA series. The latter will focus on aspects related to the necessary dual management of the TB-HIV co-epidemic.

Mr P. Akach (Department of Afro-Asiatic Studies, Sign Language and Language Practice) is the vice-president of the newly formed World Association of Sign Language Interpreters. He was also elected to the Board of the International Society of Sign Language Linguistics. Mr Akach gave two keynote addresses in the UK and Canada respectively concerning South African Sign Language (SASL). Mr Akach also participates at the SAQA SGB for SASL.

Faculty of Theology

a)   New senior appointments

Prof R Venter, associate professor (Head of Department) in Dept of Dogmatology

b)   Prestigious awards to staff and students

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

AWARDS, BURSARIES AND PRIZES	NUMBER OF STAFF
*Prof S D Snyman, dept of Old Testament, and Prof D F Tolmie, dept of New Testament, received NRF Ratings (C2 and C1 respectively)	2
*Prof D F Tolmie, dept of New Testament was appointed on the editorial board of *New Testament Studies*, prestigious international journal, located at Cambridge University, UK.	1
*Three staff members (proff Britz, Strauss and Verster) received research awards from the NRF for delivering papers at international conferences.	3
*Dr J-A van den Berg, dept of Practical Theology, was elected on the Executive Committee of the International Society for Pastoral Care and Counselling.	1
*Prof R M Britz, dept of Ecclesiology, was elected on the Praesidium of the International Calvin Society.	
	1

Faculty of Economic and Management Sciences

▪ **Awards and achievements**

a)   New senior appointments

        Prof. F. le R. Booysen
        Prof. E.S. van Zyl

b)   Prestigious awards to staff and students

        Mr. Michael von Maltitz was awarded the Economic Association of South
        Africa's prize for the best master's dissertation completed at a South African
        university.

        Four Thutuka awards in the department of Economics to:

        Ms. Lizelle Janse van Rensburg
        Mr. Antonie Pool
        Mr. Johan Coetzee
        Mr. Arno van Niekerk

AWARDS, BURSARIES AND PRIZES	Number of Staff
Faculty Research Award	2
Faculty award for Teaching & Learning	2

AWARDS, BURSARIES AND PRIZES	NUMBER OF STUDENTS
Absa Prize	2
Absa Student Bureau Prize	3
Bennie Anderson Prize	1
Bloemwater Prize	1
Brain Books Bookprizes & vouchers	3
Campher Management & Entrepreneurial Award	1
CDS Prize	3
Dipabale / Exelence Prize	1
Dr. Mark Pawley Prize	1
Dynamic Rental Prize	1
EDegree Prize	1
Ernst & Young Prize	2
Etnique Carlson Wagonlit Travel	1
EW Grunow Prize	1
EW Grunow Prize	2
Exel Astra Travel Prize	1
Fanie Naude Award	1
Finansies en Tegniek Prize	1
First National Bank Prize	2
HP Langenhoven Prize	2
Juta Academic Prize	2

Kloppers Prize	2
KPMG Prize	1
Lifegro Prize	1
Lindemann's Prize	1
Marais & Crowther Prize	1
MFI Trust Prize	1
Minolta Prize	2
Moores Rowland Prize	1
Oelofse Ouditeurs Prize	1
PPS Prize	2
PriceWaterhouseCoopers Prize	4
SAICA Prize	2
Sanlam Prize	1
Sasko Prize	1
Sherwood Books Book Prizes	5
Standard Bank Prize	3
T Roos & Co Prize	1
Van Schaiks Prize	1
Vodacom Cheetah Prize	2

Faculty of Natural and Agricultural Sciences

a)   New senior appointments

Prof M.S. Finkelstein, Department of Mathematical Statistics: promoted from Professor to Senior Professor.

b)   Prestigious awards to students and staff

- Ms Sheila Vrahimis was approached to serve on the advisory panel for a film dealing with conservation in South Africa and parts of southern Africa. The film was produced for the BBC by Savannah Pictures, and would be 70 minutes long. The name of the film was *The Flow of the River*. Co-panel members included: Dr Ian Player, Prof Willem van Riet, Drs John Ledger, Hector Magome and David Mabunda (the latter being chief executive director of SAN Parks) and Lt. Gen. Ian Khama (Head of the Botswana army and president designate of Botswana).
- Prof Lodewyck Kock, who was elected as convenor of the NRF's assessment panel for Microbiology and Plant Pathology.
- Dr Gustav Visser, who was placed in the Y1 category during the last NRF evaluation round.
- Kimberley Jennings, a master's degree student in Soil Science, who delivered the best paper for researchers younger than 30 years at the Joint Congress of the Society of Crop Production and the Soil Science Society in Durban. Drs Piet le Roux, Cornie van Huyssteen and Malcolm Hensley were co-authors of the paper.
- Ms Jenni Moldenhauer, a Ph.D. student from the University of Munster in Germany who conducted part of her research at the UFS in co-operation with Profs Arnie van der Westhuizen and Sakkie Pretorius over the past

eight months, received the prize for the best student paper at the congress of the South African Society for Plant Pathology at Magalies Park.

- Mr Nico Scholtz, Department of Geology, won the prize for the best poster at an international congress on uranium in Germany in 2005.

- Messrs Bennie Grové and Pieter Taljaard of the Department of Agricultural Economics, as well as Dr Evodia Setati of the Department of Microbial, Biochemical and Food Biotechnology, who received Thuthuka Awards. These awards are made to young promising researchers by the NRF in support of the development of research capacity.

- During the 19th Congress of the SA Genetics Society organised by the Genetics Division, Prof Johan Spies was re-elected as President and two alumni were also elected to serve on the Executive Management, namely Dr Zander Myburgh (at present Vice-President at UP) and Dr Rouvay Roodt-Wilding (Editor of the Newsletter – currently at US). The prize for the best paper by an M.Sc. student was shared by a group of our students and a student from Tukkies. The paper was titled "Genetic variation in *Clivia miniata* var. *citrina*", and the authors were A. Gagiano, L. Herselman and J.J. Spies.

- Mr Olihile Sebolai (at present a Ph.D. student at the UFS) received a Special Premier's Excellence Award during a function held on 22 April 2006 at the Oliewenhuis Art Museum. The award was presented by the Premier of the Free State in recognition of the research conducted during his M.Sc. study. Prof Lodewyck Kock was congratulated on the exceptional achievement of his student.

- Mr O.A. Oyewumi, an M.Sc.Agric. student in Agricultural Economics, who was awarded the Dean's as well as the Senate Medal for the best master's degree at the University during the graduation ceremony. Prof André Jooste, who acted as supervisor, was also congratulated warmly on his student's achievement.

- The Agricultural Students' Society, under the leadership of Mr Pieter Taljaard, applied to the PPS for funds with a view to improving the infrastructure of the Society, and received an amount of R50 000 in this regard.

- Prof Johan Greyling and Dr Luis Schwalbach were congratulated on their election to the management of SASAS.

- During the annual Physics Conference at UWC from 3 to 7 July 2006, five students from the Department of Physics won prizes. The first four conducted their research in Solid-state Physics, and the fifth in Astrophysics:

  - The best Ph.D. publication: H.D. Joubert (J.J. Terblans – H.C. Swart)
  - The best Ph.D. lecture: O.M. Ntwaeaborwa (H.C. Swart – R.E. Kroon)
  - The best M.Sc. lecture: R.A. Harris (J.J. Terblans – H.C. Swart)
  - The best M.Sc. poster: E. Coetsee (H.C. Swart – J.J. Terblans)
  - The best M.Sc. poster: B. van Soelen (P.J. Meintjes)

- Profs. H.C. Swart and J.J. Terblans were respectively appointed as vice-chairperson and secretary of the CCPMS (solid-state) subgroup.

- During a student competition held at a conference of the International Food and Agribusiness Management Association (IAMA) in Buenos Aires, the South African team was named the winner. The University of the Free State, under the leadership of Prof Kobus Laubscher, took the lead and involved two other universities (Pretoria and Stellenbosch) in participating in a competition during which students had to demonstrate their skills. The

competition entailed developing a business strategy for an Italian company threatened by the dreaded bird-flu epidemic. Six teams from across the world participated. Two eliminating rounds took place, and the South Africans carried off the palm.

- Prof Heidemann, to whom a Fulbright Research Fellowship had been awarded, was congratulated. He would depart for the USA at the end of October.
- Prof Basie Verster was congratulated on the medal of honour awarded to the Faculty of Natural and Technical Sciences by the SA Academy for Science and Art. He received it for his leading role in the quantity surveying industry and his international renown, which led to his appointment as Director of the International Cost Engineering Council for Africa. He has also acted as President of this body from 1998. Joint research with the Royal Institution of Chartered Surveyors in the United Kingdom was also conducted under his leadership.
- During the annual congress of the South African Academy for Science and Arts held on 8 September 2006 at the Free State University, the winners in the poster category of the Biological Sciences Section were Dr P.J. du Preez, Mr N. Scholtz and Mr C.F. Botha.

At the Agricultural Economics Association of South Africa (AEASA) conference, the Department of Agricultural Economics received the following prizes:

- Prize for the best Master's thesis: Olu Oyewumi
- Second prize for the best paper: D. Spies, A. Jooste, J.F. Kirsten, M. Gouse and V. Vojtech
- Second prize for the best poster: N.H. Mabannda, M.F. Viljoen, G. Kundhlande en M.N. Baiphethi
- Second prize for the best student essay: D. van Wyk
- Best Agricultural Economics student at the UFS: F. Botha
  15 out of the 35 papers presented were from the Department, as well as one invited paper.

c) Prestigious awards to students

AWARDS, BURSARIES AND PRIZES	NUMBER OF STUDENTS
Prizes of the Free State Institute of Architects	5
South African Institute of Architects Prize	1
Ora Joubert Theory Book Prize	1
Bannie Britz Building Science Book Prize	1
Everite Building Products Prize	1
South African Council for the Architectural Profession (SACAP) Medal	1
Prizes of the Association of South African Quantity Surveyors	6
Bell John Prize	1
Free State Branch prize in Property Development	1
David Haddon Prize	1
The Royal Institution of Chartered Surveyors (RICS) Prize	1
W H Malan Prize	1
Grinaker-LTA Building Prize	1
Chartered Institute of Builders SA (CIOB) Student Prize	1

Billiton Prize	1
Merck Prize and Achievement Medal	1
SASOL Prize and Achievement Medal	1
Bruker Prize	1
IMP Innovative Solutions (Zoology)	1
IMP Innovative Solutions (Entomology)	1
Zoology Prize	1
Entomology Prize	2
Siemens Prize	2
Geography Award	1
J S le Roux Floating Trophy	1
Brainbooks Prize	2
AngloGold Ashanti Ltd. Prize	1
Omnia Fertiliser Merit Award	1
Soil Science Society of South Africa Medal	1
Absa Bank Prize	1
Standard Bank Cash Prize	1
IMP Innovative solutions Prize for Microbial, Biochemical and Food Biotechnology	1
Roche Diagnostics Book Prize	1
Merck Prize and Achievement Medal for Microbiology	1
J P van der Walt Prize	1
Andries Brink-Sasol Prize	1
SAAFoST Study Grant (South African Association for Food Science and Technology)	1
SAAFoST Academic Achievement Award	1
SA Association for Dairy Technology: Academical Achievement Award	1
FSWAU Prize	1
Rama Prize and Floating Trophy	1
Beth Erlank Prize	1
Van Schaik Prize	1
Merck Prize and Medal	1
Botanical Society of South Africa (Free State Branch)	3
Prof E M van Zinderen Bakker Prize	1
Crompton Chemical Incentive Prize	1
Crompton Chemical Merit Prize	1
Norman Sinclair New Crop Award	1
The Southern African Plant Breeders' Association Prize	1
McGraw-Hill Cash Prize and Certificate	1
McGraw-Hill Book Prizes	5
Centre for Agricultural Management Donors' Award	4
Free State Agriculture Bursary	1
Centre for Sustainable Agriculture Merit Award	2
Hatton & Associates Prize for Housing	1
LMV Prize	1
Wallace van Zyl Prize	1
SAPI Prize	2
MDA Prize	1
Pfizer Cash Prize	1
SASAS Merit Prize	1
SA Stud Book Prize	1

Voermol Foods Prize	1
Farm Vision Merit Award	1
Kynoch Merit Award	1
Grassland Society of Southern Africa Medal	1
De Beers Merit Award	1
First National Bank Merit Award	1
Van Schaik Prize	1
C B van Wyk Prize	3
Quintiles Clin Data Trophy and Certificate	1
Reitsma Prize	1
Statistics Achievement Prize	1
PPS Prize	4
Hardus van Rensburg PPS Prize	2
Kovsie-Alumni Trust Awards	2
The Chris Small Prize	1
S_2A_3 Bronze Medal	1
Dean's Award	1

Faculty of Health Sciences

a)   New senior appointments

Dr H van Wyk Head: Department of Chemical Pathology.

b)   Prestigious awards to staff and students

AWARDS, BURSARIES AND PRIZES	NUMBER OF STUDENTS
Kovsie Alumni Award	3
School of Medicine Prize	1
Van Schaik Prize	3
PPS Prize	4
Dr W Grundell Floating Trophy	1
Hitech Therapy Prize	3
Physiotherapy Medal	1
Kagiso Khulani Supervision Food Services Prize	2
Nestlé Prize	2
Abbott Laboratories Floating Trophy	2
Abbott Laboratories Prize	1
Egbert Olivier Prinsloo Prize	1
Community Health Prize	2
Welch Allyn Prize	3
Dirk van Velden Medal	1
Pharmacology Prize	2
J A Olivier Prize	0
McGraw Hill Prize	1
Medsien Medical Bookshop Prize	2
Undergraduate Research Prize	4
Ophthalmology Prize	1
Tyco Medal and Book Prize	1
Helmut Schimpff Prize	0

Medical Society of South Africa: OFS Prize	1
Cornelis Wessels Medal	1
Sanofi-Synthelabo Prize	1
Smith & Nephew Prize	1
Horace Wells Medal	1
Janssen-Cilag Prize	1
Japie Hough Medal	1
Paul Fischer Medal	1
SA Academy of Family Practitioners	1
Theo Arndt Medal	1
Imperial Bank	1
Obstetrics and Gynaecology Medal	1
Psychiatry Medal	1
Medical Physics Floating Trophy	1
P C Minnaar Prize	0
Family Medicine Medal	1
Henrietta Stockdale Floating Trophy	1
Old Mutual Floating Shield	1
Nita Posthimus Wisseltrofee	1
Annelene Schoeman Floating Trophy	2
Pro Mente Sana Floating Trophy	0
General Clinical Practice Floating Shield	1
Medi Nurse Trophy	1
Regional Society of Community Nurses of the Free State Floating Trophy	1
Critical Care Floating Trophy	1
Sarine Fourie Floating Trophy	1
Molly Vermaak Floating Trophy	1
Leon Seymore Floating Trophy	1
C A Loubser Floating Trophy and medal	1
HIV/AIDS Floating Trophy	1
Marlene Viljoen Floating Trophy and medal	1
Solomon Floating Trophy	1
Cura Per Miseri Cordiam Floating Trophy	0
Joubert Floating Trophy	1
Lilly van Rhyn Flaoting Trophy	1
OTASA Prize	1
Department of Occupational Prize	1
SHJ van Heerden Floating Trophy	1
Diva Nutritional Products Prize	1
General Optical Prizes: Optometry	4
National Health Laboratory Prize	3
Henry Dubovsky Prize	1
MG Lötter Prize and Floating Trophy	1
Medical Physics Floating Trophy	1
Smith and Nephew Book Prize	1
Idalia Loots Floating Trophy	1
BSN Medical Floating Trophy	1
FSNCP Medical Floating Trophy	1
Kerneels Nel Medal (best article education)	1
Muller Potgieter Medal (best article laboratory)	2
John van der Riet Medal (best article clinical)	1

- Recipients of the Philani awards:
  First place: Speech Therapy in the Department Otorhinolaryngology
  Second place: Physiotherapy in die Department Psychiatry
  Third place: Diagnostic Radiology

- Dr Freek du Plessis (Medical Physics) spent a year at the Fox Chase Cancer Centre in Philadelphia, USA.

- Prof. Moja has received an acknowledgement from the HPCSA for her contribution to health. She also obtained her MBA degree.

- The 45th Congress of the SA Association of Physicists in Medicine and Biology was held in Cape Town during March 2006. All three academic prizes that were awarded at this conference were won by members of the Department of Medical Physics: Mr. Willie Shaw – Board's incentive prize for the best young scientist (prestige prize); Dr. Freek du Plessis – Elektra prize for best paper presented at the congress; and Mr. Johan Engelbrecht (former personnel member) – best poster presentation. Prof Charles Herbst was re-elected to the Board as treasurer. Honorary membership was awarded to Prof. MG Lötter. The SA Medical Physics Association elected Dr. Hanlie du Raan and Mr. Willie Shaw to its Executive Management.

- Expert missions of members of the Department of Medical Physics on behalf of the International Atomic Energy Agency (IAEA): Prof CA Willemse was invited to give lectures on Oncotherapy as part of the M.Sc. programme of the University of Khartoum, Sudan and Prof H du Raan was invited to give lectures on Nuclear Medicine as part of the M.Sc. programme of the Universityof khartoum, Sudan.

- Profs. GJ Van Zyl and AA Stulting received the Free State Premier Excellence Awards (2006):
  Prof. Van Zyl was rewarded in the category "Research and Development" for his research that contributed towards an improved public health system.
  Prof. Stulting was rewarded in the category "Outstanding individuals" for his contribution in ensuring the establishment of various eye care units and clinics to improve service delivery.

- Prof. WF Mollentze was inaugurated as associate of the *American Association of Clinical Endocrinologists.*

- Prof Andries Stulting was re-elected as national board member on the South African Medical Association. He was also elected as Vice Chair of the Human rights, Law and Ethics Committee. He was one of the representatives of the South African Medical Association to attend the World Medical Association meeting in Sun City in 2006.

- Prof. Walubo obtained his MBA (UFS) on 22 September 2006. He also obtained a fellowship of the American College of Clinical pharmacoloy (FCP). Prof. Walubo (the only member from Africa) was appointed for a five year term (2006-2010) as member of the United States Pharmacopeia (USP) Experts Committee on International Health. He was also re-elected as member of 'the Council on drug metabolism' of the International Union of Pharmacology (IUPHAR) for another 3 year term.

- Dr. L Holtzhausen was elected as president of the SA Sports Medicine Association.

- Prof HS Cronjé is the Chair of the South African Association for Uro-gynaecology (SAUGA), a subsidiary of the SA Association for Obstetrics and Gynaecology (SASOG). He is a regular judge for two international magazines: Int J Gynecol Obstet and Int Urogynecol J.

- Thuthuka Research grant allocated to Dr CM Walsh in 2006.

- Mrs A van Jaarsveld: guest speaker at the "R2K" Research Symposium in Long Beach, Los Angeles.

- NHLS Trust research grant was awarded to Dr NC van der Merwe.

- MNR-student bursaries were awarded to B Dajee en B Delport in the Division Human Genetics, Department of Neurology.

- Ms MP Jama: Mahomed Yusuf Dinath award for outstanding support and service in the mentoring programme in tertiary education institutions in South Africa. Awarded at a MESAB Mentor Workshop in Durban, 14 May 2006.

- Dr AA Beylefeld: NRF Thuthuka Grant in the form of bursaries for two Ph.D. candidates, MP Jama en MC Struwig.

- Dr AA Beylefeld: a financial grant and permission from the top management of the University of the Free State to implement a pilot project. *The re-engineering and re-location of face-to-face modules on general skills to an online learning environment.*

- Ms MP Jama, appointed by Dr EM Walker as an intermediary between Ihobe Intermediate School and Setton-Hill University in New Jersey, for funding three South African pupils adopted by this University.

- 2000 outstanding intellectuals of the 21st century award to Prof A Venter of the Department of Paediatrics and Child Health.

- International Health Professional of the Year 2006 award to Prof A Venter of the Department of Paediatrics and Child Health.

- SACCSG Merit Certificate to Prof D Stones for best presentation during the All 4 Kids Congress 2006.

- Service awards had been presented to the following persons in the Department of Basic Medical Sciences: 35 years Profs HJ van der Spuy, A Crous and dr FA Muller. 25 years Ms AM Viljoen and Messrs WF Pretorius and A Pono. A service award had been presented to Dr S Jansen of the Department of Medical Physics. Prof BD Middlecote received an award for 25 years of service to the School of Medicine.

- Prof GJ van Zyl received an Outstanding Achievement Award from Hoërskool Pionier in October 2006.

03.03.02   Research

Refer to 01.04.03.

03.03.03   Funding

Research funding increased significantly during 2006. The University received almost R16 million from the National Research Foundation (NRF) in 2006, a 22% increase from R13.5 million in 2005. Central research funds allocated grew dramatically by almost 65% from R12.2 million in 2005 to R20.1 million in 2006, again confirming the University's commitment to research.

The year further saw an impressive increase in UFS Thuthuka funding, from R1 084 500 in 2005 to almost R2 million in 2006, representing an increase in Thuthuka grantholder numbers from 19 to 25.

The UFS again received funding in 2006 by the National Equipment Programme for equipment to the amount of R1 million. These funds, designated for infrastructure and **equipment,** were used to purchase 1) an Axon GenePix400B microarray plate scanner and 2) a GE Amersham Typhoon Trio Variable Mode 2D gel imager.

Progress has also been made with contract research, the marketing of intellectual property (IP) and research commercialisation. A candidate attorney from Phatshoane Henney Inc has been assisting with contract management. The acting Director for Entrepreneurship and Special Projects continued his duties during 2006 and a process has been initiated to appoint a manager within the University to spearhead research commercialisation. An IP policy has been approved and legal representatives have been contracted to handle patents for the University.
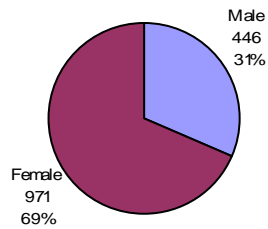
03.04 Composition and size of student body

STUDENT PROFILE CHARTS: 2006
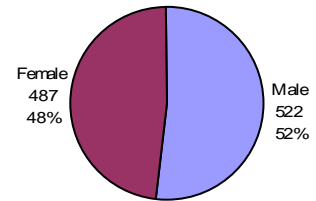
Total Undergraduate Headcount by Gender
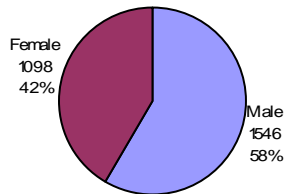
Economic and Management Sciences
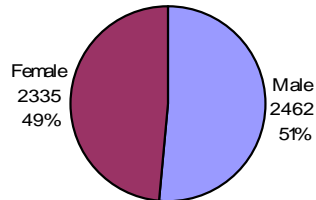
Female 2335 49%

Male 2462 51%

Health Sciences

Male 446 31%

Female 971 69%

Law

Female 487 48%

Male 522 52%

Natural and Agricultural Sciences

Female 1098 42%

Male 1546 58%

The Humanities

Male 1524 27%

Female 4188 73%

Theology

Female 22 23%

Male 74 77%

TOTAL

Male 6574 42%

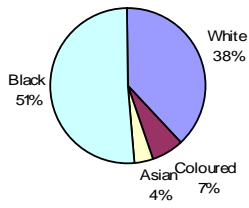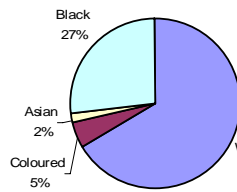Female 9101 58%
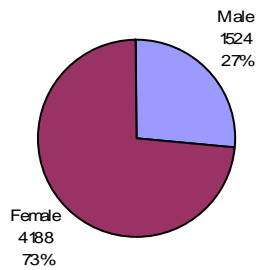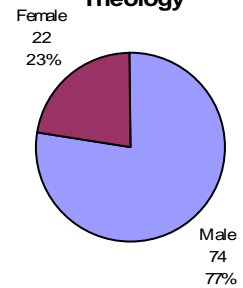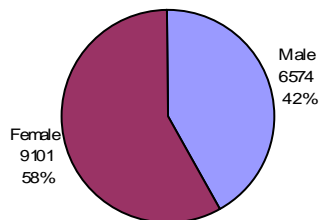
Total Undergraduate Headcount by Race: 2006

Economic and Management Sciences
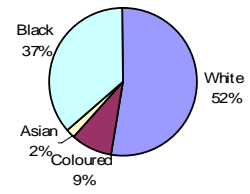
White
38%

Coloured
7%

Asian
4%

Black
51%

Health Sciences

Black
27%

Asian
2%

Coloured
5%

White
66%

Law

Black
37%

Asian
2%

Coloured
9%

White
52%

Natural and Agricultural Sciences

White
44%

Coloured
3%

Asian
1%

Black
52%

The Humanities

White
31%

Coloured
11%

Asian
1%

Black
57%

Theology

Black
25%

Asian
6%

Coloured
0%

White
69%

TOTAL UFS 2006

White
40%

Coloured
8%

Asian
2%

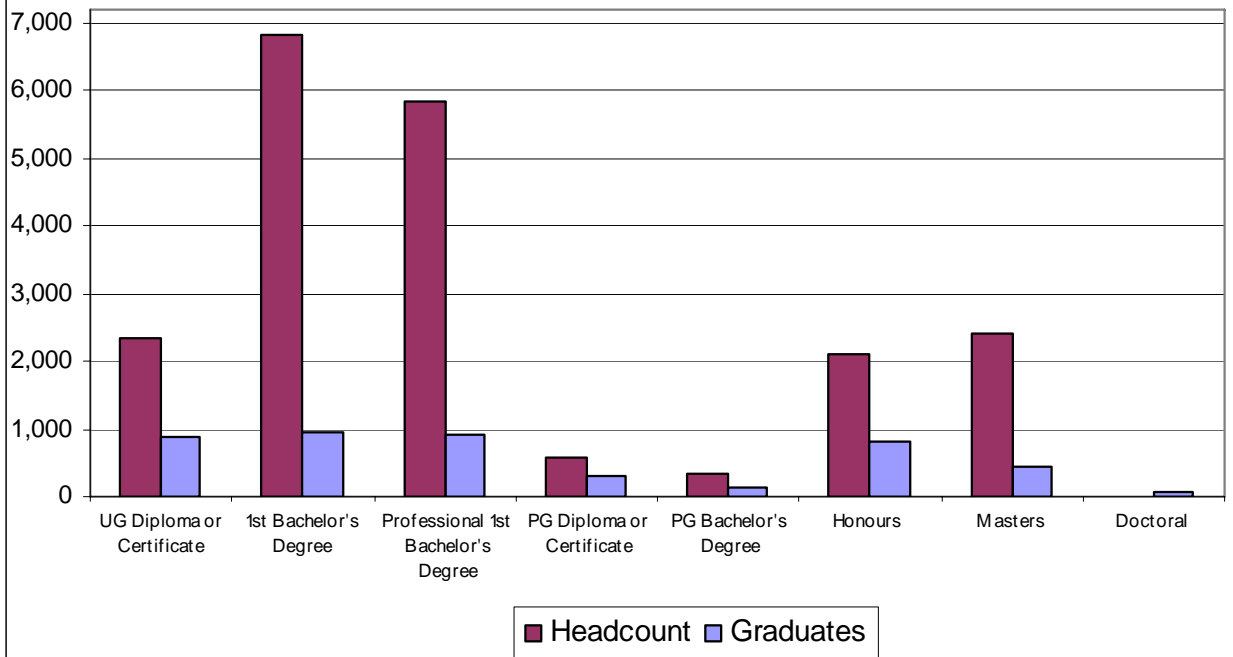Black
50%
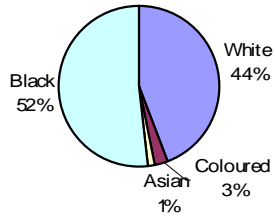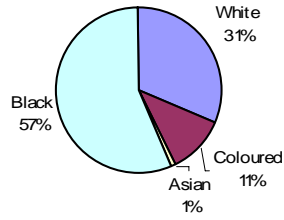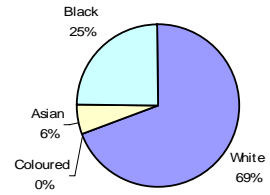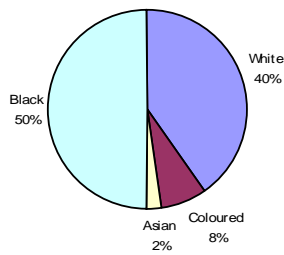
2006 ENROLLED STUDENTS AND GRADUATES

03.05 Access to financial aid and provision thereof

Main Campus

A total of **930** students at main campus received financial assistance. A breakdown of sources of funding is as follows:

Main Campus	2004		2005		2006
NSFAS/DE	R	14 480 286.00	R	17 622 014.00	R	19 424 917.00
NSFAS/ECProv	R	80 000.00	R	49 724.00	R	44 116.00
NSFAS/NGO	R	142 668.00	R	157 205.00	R	213 334.00
NSFAS/DE Education	R	1 686 472.00	R	431 117.00	R	936 480.00
	R	**16 389 426.00**	**R**	**18 260 060.00**	**R**	**20 618 847.00**

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 to help as many students as possible to register.

A total of **726** students at Qwaqwa received financial assistance. A breakdown of sources of funding is as follows:

Qwaqwa Campus	2004		2005		2006
NSFAS/DE	R	7 963 352.00	R	11 510 608.00	R	15 116 020.00
NSFAS/DE Education	R	3 432 579.00	R	883 107.00	R	934 393.00
	R	**11 395 931.00**	**R**	**12 393 715.00**		**16 050 413.00**

A total of **153** students at Vista Campus received financial assistance. A breakdown of sources of funding is as follows:

Vista Campus	2004		2005		2006
NSFAS/DE	R	992 155.00	R	1 960 844.00	R	1 799 968.00
NSFAS/DE Education	R	72 444.00	R	185 619.00	R	0.00
	R	**1 064 599.00**	**R**	**2 146 463.00**	**R**	**1 799 968.00**

Total allocations to UFS		2004		2005		2006
NSFAS/DE	R	23 583 900.00	R	33 528 000.00	R	36 340 905.00
NSFAS/Irish aid	R	69 948.00	R	0.00	R	0.00
NSFAS/ECProv	R	80 000.00	R	50 000.00	R	44 116.00
NSFAS/NGO	R	142 668.00	R	157 205.00	R	213 334.00
NSFAS/National Skills	R	1 776 750.00	R	0.00	R	0.00
NSFAS/DE Education	R	5 429 000.00	R	1 499 843.00	R	1 870 873.00
	R	**31 082 266.00**	**R**	**35 235 048.00**	**R**	**38 469 228.00**

03.06 Changes in tuition fees charged

The average increase in tuition fees charged between 2005 and 2006 was 6%.

Prof FCvN Fourie
Rector and Vice-Chancellor (Chairperson: Senate)

04 INSTITUTIONAL FORUM

04.01 Instances of advice sought by and the advice given to the Council

4.1.1 Composition of the Institutional Forum (IF)

According to the Statute of the University of the Free State and the reglement of the Institutional Forum the Forum consists of

(a)   two representatives of the executive management, designated by the executive management;
(b)   two representatives of the Council, designated by the Council;
(c)   two representatives of the Senate, elected by the Senate;
(d)   two representatives of the academic employees, other than Senate members , elected by the academic employees;
(e)   two representatives of administrative employees, elected by the administrative employees;
(f)   two representatives of the service employees, elected by the service employees;
(g)   two representatives of the Students' Representative Council, designated by the Students' Representative Council;
(h)   two representatives of the recognised trade unions representing employees of the University, designated by the trade unions; and
(i)   additional persons as may be determined by the IF and approved by the Council.

The second term of the Insitutional Forum commenced in June 2004. Al the bodies represented in the IF nominated representatives for the new term (untill 2008) and members were elected by the academic employees (other than Sentate members), administrative employees and service employees.

The UFS Council, at a meeting held on 4 June 2004, granted permission that the Qwaqwa and Vista campuses may have one representative each on the IF. These are not permanent categories.

The composition of the Institutional Forum is as follows:

COMPOSITION OF THE INSTITUTIONAL FORUM

EXECUTIVE MANAGEMENT
Mr LS (Lourens) Geyer (2004/06/30 – 2008/06/30)
Rev CD (Kiepie) Jaftha (2004/06/30 – 2008/06/30)

COUNCIL
Dr JM (Kobus) Laubscher (2004/06/30 – 2008/06/30)
Father P Towe (2006/06/13 – 2010/06/12)

SENATE
Prof E (Engela) Pretorius (Vice chairperson) (2004/06/30 – 2008/06/30)
Prof NJ (Neil) Heideman (2004/06/30 – 2008/06/30)

ACADEMIC EMPLOYEES
Dr RH (Roza) van den Berg (2004/06/30 – 2008/06/30)
Dr C (Carlien) Pohl (2004/06/30 – 2008/06/30)

ADMINISTRATIVE EMPLOYEES
Mr TOZ (Thabo) Moeng (2004/06/30 – 2008/06/30)
Mr TZ (Zag) Choane (2004/06/30 – 2008/06/30)

SERVICE EMPLOYEES
Mr VS (Simon) Khosana (2004/06/30 – 2008/06/30)
Mr LS (Steven) Khunou (2004/06/30 – 2008/06/30)

STUDENT COUNCIL
SRC Representative

UNIONS

UVPERSU
Prof JU (Johan) Grobbelaar/ Ms A (Anita) Lombard (sekundis)

NEHAWU
Mr M Mohapi

QWAQWA-CAMPUS
Mr MJ (Jack) Vezi

VISTA-CAMPUS
Mr PC (Paseka) Mokoena

CO-OPTED
Mr PMB Ramahlele (Chairperson)

4.1.2 Matters on which advice was given to Council in 2006

No advice was given to the Council in 2006.

05 REPORT OF PRINCIPAL ON MANAGEMENT/ADMINISTRATION

05.01 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

5.1.1 Performance management system

The UFS performance management system comprises a development (quality improvement), as well as an accountability (quality assurance) component. The development and implementation of the performance review system essentially entailed two simultaneous processes. During the first process a technical team, consisting of both internal and external consultants, conducted a comprehensive study of performance management and review in a Higher Education context – this research project was undertaken with NRF funding and culminated in a publication on performance management for academic staff in South African Higher Education. Secondly, work was done with a number of voluntary pilot groups to develop an in-house performance management system for management, academic and support services staff. These processes have resulted in the preparation of a set of documents outlining the fundamental principles of a performance management system, which provide a proposed framework to move forward with the review system. These documents include performance management workbooks and performance plan examples used for implementation purposes.

The performance management system is seen as a crucial component of the UFS quality assurance system. Performance management of staff is implemented at departmental level, and is the responsibility of every head of department, dean and director. Annual performance review is performed on the basis of a performance and improvement plan drawn up for every staff member. These performance and improvement plans are embedded in the planning of the department, which is derived from faculty and institutional strategic planning. Performance review therefore leads to the identification of development areas for staff and improvement plans, which in turn are addressed by staff development initiatives. Since organizational performance is dependent on individual performance, the UFS sees this loop of planning (at institutional, faculty and department level) consisting of the performance plan, performance review and performance improvement of staff, as indispensable in taking the institution to higher levels of performance excellence.

In 2005, orientation sessions were held with about 20 staff members to introduce the performance management system, and to train them in the implementation of the system. Separate sessions were held for heads of department. As the performance management system was rolled out to larger numbers of staff members, resistance among staff grew during 2006. Complaints were raised about the complexity of the documentation and the system, the additional administrative burden it placed on heads of department, and the time consumed by the training sessions. The technical team simplified the system in order to make it more user-friendly, and implementation resumed in the second semester of 2006. The implementation process of the PMS now consists mainly of two steps:

1. Information sessions in order to explain the instrument with a view to diagnosing its effectiveness of the work environment;

2. Sessions to explain the PMS and the documents associated with it, and to complete the performance/improvement plans.

At the end of 2006, the implementation of the PMS commenced with the Rector and Exco. During 2007 it was rolled out to deans and the heads of departments in faculties, as well as to directors, deputy directors and assistant directors in support services. Feedback provided by Exco members, deans and directors has been positive, and as soon as the system has been successfully implemented at the above-mentioned post levels, implementation at other post levels will take place during 2008.

5.1.2 Staff development

The UFS actively encourages and promotes staff development in order to provide staff with opportunities to participate in appropriate staff development programmes and activities, in the following ways:

- The first focus is on the academic qualifications required by an individual within his/her specific subject discipline.

- The second focus is on professional development training, which includes training required by an individual to retain proficiency and currency in the procedures and practices of a defined discipline or profession.

- The third focus is on career development training, which entails continued training/retraining by way of career development courses and/or a structured training programme schedule of courses and development activities.

- The fourth focus is on individual development training that aims to improve the skills of an individual and to provide a basis for a professional career, or to satisfy a personal development need.

- The fifth focus is on personal and professional well-being.

Expertise, both inside and outside the institution, is utilised for staff development purposes. The Staff Development Division manages and co-ordinates development initiatives, working closely with the institutional skills facilitator to derive staff development needs from the workplace skills plan. Faculties and departments also provide staff with opportunities for professional development. During 2006, 2805 staff members benefited from skills development opportunities on the Main Campus and the Qwaqwa campus. The focus of staff development for 2007 will fall on the systematic training of staff in thematic clusters, including capacity building for performance management, research, leadership, teaching and learning and general skills such as customer care, telephone etiquette and Sotho.

The above clearly shows that the UFS is striving towards the establishment of a high-quality skills, knowledge and behaviour development system that is cost-effective and accountable, so that a climate is created in which excellence and quality are not only supported, but also encouraged. The following quote motivates the aforementioned statement: "*High-calibre staff provide the key to achieving the higher education institution's primary mission, since the actions in attaining this mission strive after enhancing individual and institutional effectiveness*".

5.1.3 Finance

The main feature of the 2006 financial year is the realisation of the prediction that the University's income growth would flatten out. As always, it is going to be more difficult to live with the reality than with the prediction.

The good news is that the income has stabilised at such a level that a significant amount is still available for appropriation for strategic matters in 2006, although sufficient funds are not available to continue the rapid growth in respect of allocations for Provisioning and Services, SLEs and salaries. The fact that student numbers have stabilised and that the inflation rate is at the lowest level ever over the past few decades, softens the effect of the above-mentioned.

Qwaqwa Campus

The Department of Education continues to subsidise the Qwaqwa Campus at a subsidy level of 3 700 teaching input units, while the actual number is considerably lower.

Consequently, there was no financial deficit for the first three years of running this campus, and funds have even become available for addressing the accumulated backlog in respect of maintenance. However, due to higher expenditure to ensure the quality of teaching and services at the Qwaqwa Campus, a financial shortfall has developed during 2006.

Vista Campus

Budgets for the Main Campus and the Vista Campus are fully integrated, and Vista is not shown as a separate cost or income entity. This is due to the fact that no more first-year students are allowed to register at the Vista Campus. During 2006, only 380 pipeline students were enrolled on the campus.

5.1.4 Human Resources

5.1.4.1 Data integrity

Following the introduction of the new human resources information system (PeopleSoft), a quality control officer (Principal Officer) was appointed to ensure data integrity by eliminating unnecessary mistakes and applying continuous quality control. This resulted in a significant enhancement of the data integrity of the HR information system.

5.1.4.2 Revision of policies and procedures

The policies and procedures pertaining to Human Resources are revised continuously to adapt to labour legislation and operational requirements. The following policies and procedures were revised during 2006:

- Leave Policy – the leave policy pertaining to special leave was revised.

- Employment Policy – the procedure for the extension of term appointments of senior staff in the support service has been aligned with the policy.

- Disciplinary Policy and Procedure – the process of switching from an accusatory to an inquisitive procedure has almost been completed.

5.1.4.3 Post-Grading System

Initially, 30 benchmark positions were identified to form the basis of the JE Manager Post-Grading System. Upon completion of this exercise, a report reflecting the results of these benchmark positions was submitted by the consultants (Renwick Reward). It was obvious that this sample was not sufficient, and that a further 500 posts should be graded in order to ensure a random sample. An additional 500 posts were therefore graded, and the results sent to the consultant for auditing. After the results were received back from the consultant, the report was compiled.

5.1.4.4 Resignation

Over the last year, several staff members left the service of the University. In order to determine the reason for this and to keep Management conversant with developments in this regard, all staff members who resign are requested to participate in an exit interview.

During 2006, two senior HR practitioners were appointed to facilitate and monitor the employment process, with the focus on employment equity. They are also responsible for conducting the exit interviews.

5.1.4.5 Benchmarking

In order to ensure quality service delivery and determine the standard of service delivery, the University participated in studies conducted by international organisations on several occasions.

5.1.4.6 Labour Relations

The effectiveness of the Labour Relations Division was improved through the appointment of two permanent officers in the division. A manager was appointed on a fixed-term contract to ensure continuity in the division until the employment process has been completed and a manager has been appointed on a permanent basis.

In addition, training sessions were offered regarding the maintaining of discipline by supervisors, as well as the management of absenteeism in the workplace.

The quality of administration in the division was improved by entering all records regarding labour matters for the year in PeopleSoft. This will ensure that statistical comparisons are kept up to date and communicated to heads of divisions.

A new management committee was appointed for the trade union Nehawu. The new team's term extends over a period of three years, and will end in 2009.

5.1.4.7 Remuneration management

Market comparisons: During March 2006, a fit was effected between the various posts of the UFS and the post codes of Remchannel with the assistance of a representative of Remchannel. Since May 2006, the UFS has also participated in the Deloitte and Touche remuneration survey. A fit was also effected between the various posts of the UFS and the applicable post codes of Deloitte and Touche.

Salary comparisons in respect of academic and support services staff are made on a quarterly basis, and communicated to Management in the form of a report. In addition, salary comparisons in respect of specific posts are also made on an *ad hoc* basis. Specific examples in this regard are the Library and Information Service Department and the National Control Laboratory.

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 concluded in good time for implementation on 01 January, when it comes into effect.

Both are exceptional achievements in the higher education environment. **The good relations with the two recognised trade unions** at the UFS naturally played a major role with regard to this achievement.

5.1.4.8 Staff development (Skills Development Plan)

An annual training report and workplace skills plan (WSP) was submitted to the ETDP SETA during June 2006. The WSP is aimed chiefly at describing the main skills development activities planned for the coming year. The Annual Training Report (ATR) is a follow-up on the WSP, as it reports on the education and training interventions that were delivered in the previous year.

These combined plans enable the University to gain access to the available levies, as specified in the Skill Levies Act. The ETDP SETA confirmed the acceptance of the reports according to legislative requirements. Grants have been disbursed on levies. The SDF

division is currently in a process of self-evaluation, and recommendations will be made regarding the most effective ways to utilise possible grant opportunities.

5.1.4.9 Wellness programme

New emphasis was placed on the general wellness of staff, and a wellness committee and wellness forum were established to implement and manage wellness programmes. The participation of staff members in the programmes that were offered, was encouraging.

The aim of the Committee and Forum is to cultivate a balanced lifestyle among UFS staff members by following a holistic approach and implementing a wellness programme that includes the following dimensions: **biomedical (physical health), psychological, social and spiritual.**

A study on the wellness of staff members, with specific proposals, was submitted to Management in the form of a report and an action plan is being developed for 2007 to address the shortcomings.

5.1.4.10 Qwaqwa Campus

This division of the Department, under the leadership of a deputy director, made a special contribution to service delivery on the Qwaqwa Campus. Service delivery included the following:

- Advice on and application of policies and procedures

- Recruitment and selection

- Post grading

- Participation in the Qwaqwa Management Committee

- Presentation of information sessions – Pension Fund, Provident Fund and Medical Fund.

5.1.4.11 Vista: alignment of conditions of service

The incorporation of Vista (Bloemfontein Campus) into the UFS posed several challenges with regard to the management of human resources. Negotiations between the UFS Main Campus, Vista Campus and the various trade unions regarding the alignment of the conditions of service were concluded, and an agreement was signed on 11 May 2005. The conditions of service of the respective universities had to be compared and, in cases where differences existed, the necessary steps were implemented to align the conditions of service of staff employed on the Vista Campus with those of the UFS.

Twenty-eight (28) staff members were fully aligned on 1 July 2005, and thirty-six (36) still have to be aligned. These staff members have declared a dispute, and have requested the Labour Court to intervene. The trial date is being awaited.

05.02 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.

05.03 The extent to which equity targets in the workplace have been realised

Employment equity situation

"Grow your own timber"

In response to the Employment Equity Act (Act 55 of 1998) requiring that the University attends to diversity in the workplace, the organisation embarked on a process of pro-actively cultivating future academics from previously disadvantaged groups. The UFS initiated a "Grow our own timber programme" that includes the Andrew Mellon Foundation Scholarship that focuses on the Faculties of Natural and Agricultural Sciences, Humanities and Economic and Management Sciences. The Atlantic Philanthropies Scholarship focuses on the so-called professional disciplines including the Health Sciences and the Faculty of Law. Fellows are professionally developed and mentored to obtain both Masters' and Ph.D. degrees and are subsequently appointed as university staff. In an attempt to facilitate this process, the university provides equity funding for up to four years after initial placement to assist departments in absorbing the fellows into the university's staff complement.

Since the current programme is drawing to a conclusion, the university has initiated a new process of proposal writing to instigate a further process with the view of developing even more academic staff as well as leadership groups from the designated groups.

Employment Equity Policy and Plan

Since the approval of the Employment Equity Policy in 2005, each faculty (6) has its own employment equity committee and there are also three employment equity committees that represent the support services. All these committees are represented on the Central Employment Equity Committee of the UFS.

Each subcommittee had to compile an employment equity plan for the specific faculty or support service grouping. With the exception of the Faculty of Health Sciences, all the subcommittees submitted their preliminary plans at the end of 2005. During 2006 these plans were refined during a full–day workshop and at quarterly meetings of the Central Employment Equity Committee. As the format of the individual employment equity plans of the sub-committees differed from one another it also became necessary to use a standard format in order to facilitate the consolidation of the plans and this led to the reformulating of original plans. During 2006 the first draft three year rolling Employment Equity plan for the UFS was consolidated. This consolidated draft has served at the Central Employment Equity Committee and once the necessary revisions have been made, it will serve at Executive Management.

The subcommittees have been requested to start updating their current plans because of the continuous nature of a rolling plan.

Employment Equity Situation

Due to the monitoring of employment equity the conclusion was reached that the pace at which employment equity proceeded, was too slow. In order to help surmount some of the obstacles in respect of progress regarding employment equity, the Central Equity Committee made certain recommendations to Management. The recommendations focused on recruitment, selection committees, language as an inherent requirement, the term of equity funding and on commitment and communication of the employment equity process. These recommendations where accepted at an Executive Management meeting which was held on 6 September 2006.

On 1 November 2006, the Human Resources Department also appointed two senior staff members to assist with employment equity and to help monitor the process.

Since the UFS's Employment Equity Policy was approved by Council in March 2005, a shift in emphasis has occurred in the approach to the implementation of employment equity. The previously top-down approach that was driven mainly by Top Management and the Employment Equity Committee was changed to a decentralised programme in which faculties and support services were empowered to implement employment equity according to their specific needs.

According to this approach, each faculty (6) has its own employment equity committee and there are also three employment equity committees that represent the support services. All these committees are represented on the newly constituted Central Employment Equity Committee of the UFS. Since July 2005 all committee members have received training in the drawing up of an employment equity plan. The committees, together with the Central Employment Equity Committee also have a monitoring role in the process.

Since the committees were established, a lot of progress has been made regarding the various employment equity plans. The objective is to compile an overarching three-year rolling plan for the University from the various plans of the committees early in 2006.

UFS HEMIS PROFILE 2005

HEMIS Category	Male				Female				UFS Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	
Instruction/Research professionals	57	9	2	284	32	3	3	230	620
Executive/managerial professionals	8	3		44	3			15	73
Special Support professionals	5			22	4	1		56	88
Technical Staff	6	4		18	2	1		9	40
Non-professional admin staff	65	6	1	61	64	21	2	255	475
Crafts & trades staff		1		12				1	14
Service Staff	137	7		1	166	9		7	327
Permanent Total *	278	30	3	442	271	35	5	573	1637
Instruction/Research professionals	158	13	13	384	106	12	4	354	1044
Executive/managerial professionals				7				2	9
Special Support professionals	6			27	4		1	68	106
Technical Staff	51		5	59	37	4	3	90	249
Non-professional admin staff	118	10		97	127	8	3	287	650
Crafts & trades staff				1	1			1	3
Service Staff	26			2	13	3			44
Temporary Total *	359	23	18	577	288	27	11	802	2105
UFS Total	637	53	21	1019	559	62	16	1375	3742

UFS HEMIS PROFILE 2006

HEMIS Category	Male				Female				UFS Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	
Instruction/Research professionals	56	14	2	302	37		3	233	647
Executive/managerial professionals	7	3		43	3			14	70
Special Support professionals	3			22	5	1	1	58	90
Technical Staff	4	4		18	1			7	34
Non-professional admin staff	67	5	1	65	67	22	3	269	499
Crafts & trades staff		1		12				1	14
Service Staff	137	8		2	160	7		5	319
Permanent Total *	274	35	3	464	273	30	7	587	1673
Instruction/Research professionals	178	10	18	382	129	10	5	364	1096
Executive/managerial professionals				7				3	10
Special Support professionals	8			22	5			63	98
Technical Staff	48	1	5	57	37	4	3	77	232
Non-professional admin staff	126	8		129	102	13	1	267	646
Crafts & trades staff				2	1			1	4
Service Staff	32	1		1	17	3		1	55
Temporary Total *	392	20	23	600	291	30	9	776	2141
UFS Total	666	55	26	1064	564	60	16	1363	3814

HEMIS PERMANENT/TEMPORARY DEFINITION

- A person is a permanent staff member if he/she contributes to an approved retirement fund of the institution.
- All other persons are to be classified as having temporary employment status.

2005 to 2006 Change in UFS EQUITY PERMANENT STAFF PROFILE

	RACE				
PERSONNEL CATEGORY	AFRICAN	COLOURED	INDIAN	WHITE	TOTAL
Instruction/Research Professional	4	2	0	21	27
Executive/Administrative/Managerial Professionals	-1	0	0	-2	-3
Specialist/Support Professionals	-1	0	1	2	2
Technical Employees	-3	-1	0	-2	-6
Non-professional Administrative Employees	5	0	1	18	24
Crafts/Trades Employees	0	0	0	0	0
Service\Employees	-6	-1	0	-1	-8
TOTAL	-2	0	2	36	36

% Change in UFS EQUITY PERMANENT STAFF PROFILE: 2006 compared to 2005

	RACE				
PERSONNEL CATEGORY	AFRICAN	COLOURED	INDIAN	WHITE	TOTAL
Instruction/Research Professional	4.49%	16.67%	0%	4.09%	4.35%
Executive/Administrative/Managerial Professionals	-9.09%	0%	-	-3.39%	-4.11%
Specialist/Support Professionals	-11.11%	0%	-	2.56%	2.27%
Technical Employees	-37.50%	-20.00%	-	-7.41%	-15.00%
Non-professional Administrative Employees	3.88%	0%	33.33%	5.70%	5.05%
Crafts/Trades Employees	-	0%	-	0%	0%
Service\Employees	-1.98%	-6.25%	-	-12.50%	-2.45%
TOTAL	**-0.36%**	**0.00%**	**25.00%**	**3.55%**	**2.20%**

HEMIS PERMANENT/TEMPORARY DEFINITION

- A person is a permanent staff member if he/she contributes to an approved retirement fund of the institution.
- All other persons are to be classified as having temporary employment status.

0% = no change
- = change could not be calculated as either 2006 or 2005 figure blank

Comments:

- Expenditure on employment equity at the UFS

YEAR	AMOUNT	CUMULATIVE
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

- Allocation for employment equity at the UFS

YEAR	AMOUNT	CUMULATIVE
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

05.04 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.

05.05 Student services and extra-curricular activities

With regard to Student Services refer to par. 01.04.14.

Extra-curricular activities: **KOVSCOM**

Purpose

- To develop the full potential of student volunteers in order for them to render community service to the broad community of Bloemfontein without forced academic pressure.
- Student volunteers are equipped to become involved in community service development once they have completed their studies.

Projects

a) Omega Service Centre for the Aged in Heidedal. (80-90 elderly). The centre qualifies as an Assisted Living for the Aged Centre.

b) Faculty and Associations

- 5 Empowerment clinics in the larger Mangaung area. All clinics focus on building the learners' self-esteem.

- Psychology Student Association – 43 projects at 6 institutions.
  - Psychology
  - Social Students 3rd years: 5 Projects

- Signals: 3 Projects
- Medical student association: 8 Projects
- Theology student association: 16 Projects
- Occupational Therapy: Weekly projects at 3 institutions

- 4 Blood donations clinics – 919 units donated

c) Residence Projects

- 23 Residences participated in 172 projects.

d) Therapeutic Horse Riding

- Three schools (33 projects)

e) Once-off Projects (14 Projects)

- Tsellang Christmas Gifts
- Cansa walk of Hope
- Donations received from hostels
- Valentine's Day Roses
- Lebone Water sports Day
- 2 Stocktaking's at Pick 'n Pay
- Child Welfare Rubber band Sales
- Kaskar / Nappy Run
- Cansa Freesia Sales
- Art Competition
- Casual Day
- Sannie's Kitchen Revamp
- Wheelchair Rally

05.06 Relationships with the community, both academic and service

5.6.1 Short learning programmes in Public Management in cooperation with SAMDI

Approval was granted for the presentation of the following two credit-bearing short learning programmes by the Department of Public Management in cooperation with SAMDI (South African Management Development Institute):

1) Emerging Management Development Programme
2) Advanced Management Development Programme.

5.6.2 Empowerdex

The University of the Free State became the first tertiary institution in the country to sign a joint agreement with Empowerdex, South Africa's foremost agency grading companies' black economic empowerment.

The agreement entailed the training of practitioners responsible for implementing black economic empowerment (BEE) across all sectors of the economy.

5.6.3 Internationalisation: Business Plan

The Internationalization Business Plan was approved taking into account the specific recommendations below as received from Exco and amended as deciding during the EM meeting:

- The co-ordinating function between the Director: Research and the Registrar: Student Academic Services regarding internationalisation would be direct and reflected in the diagram.

- The EM Internationalisation Committee would be a subcommittee of the Portfolio Committee for Education and Research. The Chairperson of the EM Internationalization Committee would be a member of the Portfolio Committee for Education and Research.

- Membership of the EM Internationalisation Committee (excluding the Vice-Rectors, the Chief Director: Community Service and CSRC) would be adjusted in line with the discussion.

- After consulting with the Exco, the Rector would appoint a chairperson for the EM Internationalisation Committee.

- Facilitation of a process to reach consensus on the future tuition fee structure of non-SADC student in co-operation with Prof DA Viljoen. The financial model with regard to the tuition fees structure has to receive attention with a view to self-financing and implementation in 2007.

- The structural model would impact on the management of financial matters.

- The level of a head for internationalization, was recommended, but not approved – seniority and roles would have to be refined beforehand.

- The financial model should reflect the management model.

- Cognisance taken that internationalization was not "outward thrust" as defined by the strategic planning document of the UFS.

- A representative per faculty could be included in the EM Internationalisation Committee according to need. The representative of the deans was thus omitted as well as he proposed one or two senior academics.

5.6.4 Background to Community Service

OFFICE OF THE CHIEF DIRECTOR: COMMUNITY SERVICE

ANNUAL REPORT 2006

1. Introduction

This progress report covers the period from 1 January 2006 – 31 December 2006.

2. Format of the Report

The report will endeavour to highlight the most important developments in the Community Service (CS) environment of the UFS for the above period. This will be done by

contemplating the progress made in the institutionalisation of CS at the UFS, the development and implementation of Community Service Learning (CSL) and Community Service Learning Research (CSL & R) at the UFS and the practical implementation of community service policies at the MUCPP and FSRDPP flagship projects in the province. Furthermore the report will touch on the three new focus areas: Developing an Institutional response for HIV and Aids, developing an institutional Schools Support Progamme and the further advancement of the institutional engagement with the Griqua National Council. The review will take the form of a report on the activities of the past years (as indicated in the dates above) and a preview of the year to come will be viewed under challenges for 2006 – 2008 to coincide with the approved strategic period for the Strategic Plan of the UFS.

3. Institutional Integration of Community Service at UFS 2006	
Institutionalisation	• Continued financial support for the implementation of CS and CSL. • Further embracement of management support for CS and CSL. • Establishment of CS committees in all six faculties at the UFS and the appointment of CS Coordinators in the Faculties of Economic and Management Sciences, Natural and Agricultural Sciences, Humanities and Health Sciences. • Growing understanding of and support for vital importance of CS at tertiary education institutions by executive management of UFS. • Greater participation of staff members of UFS in CS initiatives such as Central Community Service Committee (CCSC). • Growth in activities at MUCPP, FSRDPP and Qwaqwa Campus. • Growth in the activities of the two initiatives of the Faculty for Natural and Agricultural Sciences at the Boyden Science Centre and the Lengau Agri Centre. • Growth in number of staff members at UFS involved in presentation of CS-related papers at national and international CS conferences. • Development of criteria and methodology for applying for funding allocation for development of CS module by departments at UFS. An amount of R500 000 made available for development of CS modules by academic departments. • Specialised semester module in CSL to be offered by programme for Higher Education Studies in 2006.
Important Events	• The approval of the revised CS Policy by the Council of the UFS on 16 September 2006. • Conference hosted by the Higher Education Quality Committee of the CHE on Community Engagement in Higher Education in September 2006. • A Planning workshop for UFS staff involved in CS and CSL in February. • Preparation of reports for and participation in the Institutional Audit in October. • The public launch of the International Institute for Development and Ethics (IIDE) in Africa in May.

	• The strengthening of the cooperation with the Griqua National Council as reflected in a workskop between different role-players in Augustus.
	• The establishment of the Khula Xhariep Partnership (KXP) Programme in the Southern Free State as part of the broader Free State Rural Development Partnership Programme.
Development and implementation of Community Service Learning Programmes	• See **ANNEXURE 1**
UFS Flagship Projects	• See 5 and 6 below
Marketing and Communication	• Community Service website further developed and maintained. • Three editions of the Newsletter (CommTalk) to appear at least twice a year. Distribution of CommTalk to all stakeholders, partners, funders, alumni, etc. • Strengthening the liaison with the Department for Strategic Communication at the UFS. • Facilitation of effective participation of CS committees in faculties.

4. Mangaung University Community Partnership Programme (MUCPP) (2006)	
Current projects for implementa-tion of policy objectives	• Economic/Agricultural programmes. • Health programmes. • Sport and recreation programmes. • Youth Development/Service Learning Programmes (Counseling, Sport, Management, Anthropology, Human Resource Development, Construction, etc.) • Construction programmes. • Administration.
Challenges for 2007 – 2008	• Further development of MUCPP, as partnership, in assisting development of disadvantaged communities in Mangaung. • Refining of the vision, mission and objectives of MUCPP. • Rolling out of vision, mission and objectives in such a way that Integrated Development Plans (IDPs) of Mangaung, Motheo and Free State are met. • Linking with CS objectives of UFS CS policy. • Successful realignment of MUCPP as UFS flagship.

5. Free State Rural Development Partnership Programme (FSRDPP) (2006)	
Institutionalisation and implementa-tion of FSRDPP policy objectives (2007 – 2008)	• Adoption of holistically integrated approach to community service to be implemented in a gradual manner. • Creation of interim executive management committee to identify interest groups and nurture partnerships.

	• Working seminar for identification of further interest groups. • Creation of development triangle inclusive of Trompsburg, Springfontein and Philippolis. (2003 – 2006). • Working seminar representative of departments at UFS, service sector and community representatives. Interest groups furthered process of partnership formation. Task team appointed to develop partnerships – Khula Xhariep Partnership was founded. • Working seminars planned for 2007-2008. • Menuha workshop on adaptation of CS to strategic priorities of UFS (9 – 11 February 2006). • Realignment of flagships for implementation of broader CS policies and strategic objectives at UFS.
Current projects for implementation of policy objectives	• Community Based Information Systems (CBIS) project. • CS projects for UFS students – Nursing, Management Training and Social Work Students. Physiotherapy and Anthropology to follow. • Coffin making and printing project for income generation and job creation • Sponsorships of school equipment by Investec.
Challenges for 2007 - 2009	• Support and implementation of current CSL programmes. • Creation of a feasible management structure for development triangle. • Support and implementation of new CSL programmes. • Recognition to staff involved. • Building of further partnerships. • Marketing and fund-raising. • Research. • Quality control. • National and International processes of CSL and research. • Successful realignment of FSRDPP as UFS flagship.

05.07 Changing patterns in providing academic courses

2006 could be described as the year in which the University of the Free State responded to various national and professional board requirements/needs in terms of new formal programme offerings.

The new nationally developed 360 credit National Professional Diploma in Education was submitted and accredited – to replace the previous 240 credit upgrading NPDE. The innovative Advanced Certificate in Education (School Leadership), which was developed nationally and adjusted to local requirements, was also submitted and is awaiting accreditation. This ACE will become a requirement for anyone who wishes to apply for the post of school principal.

In line with professional board requirements the titles of the following qualifications were changed – the Master of Social Work (replacing the Master of Social Science (Social Work))

and the Bachelor of Architecture Studiorum Honours (replacing the Bachelor of Architecture Honours). A third title change has also been submitted to the HEQC to record, namely the Advanced University Diploma in Operating Theatre Nursing, replacing the AUD in Operational Ward Nursing.

A qualification which was eventually accredited after years of effort, and about which the University is really delighted, is the Postgraduate Diploma in Labour Law. This qualification fills a real need in the labour market, as labour law experts are in high demand at the moment.

Two further exciting Postgraduate Diplomas which have been submitted for accreditation are the one in Gender Studies and the other in Transfusion Medicine. The former will complement the existing Master of Arts (Gender Studies) to provide a postgraduate qualification to those who wish not to become involved in research in the field, but would like an interdisciplinary, career-oriented schooling in the field. The latter will provide focused training to medical doctors in the science of transfusion medicine, which will be a first in Africa.

The area of non-formal programmes has seen tremendous growth during 2006, and the stringent measures to accredit these are bearing fruit. At the end of 2006 the UFS had 79 accredited credit-bearing short learning programmes on its database, and also 31 non-credit-bearing short learning programmes. This nearly represents a doubling of non-formal accredited programmes from the previous year.

The University of the Free State is proud about its innovative and relevant programme offerings to the people of especially the central heartland of South Africa.

05.08 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 vision of the University is to be an excellent, equitable and innovative university. Given this vision and the mission of the University, the Executive Management has improved its strategic planning significantly during the last few years. Given the diversity of a university, and the varied plans and different functioning of various faculties, this always is quite a difficult task. In 2006 the quality assurance audit took place, the strategic cluster initiative was launched and the social contract process unfolded further into the transformation plan and process towards the Institutional Charter. (A report on these matters is provided within the context of an e*xtract from the Rector's Opening Speech at the 2007 academic year opening ceremony, providing an assessment of the strategic areas of 2006.)*

Quality Assurance Audit panel report

The Rector's 2006 Opening Speech was firstly devoted to the issue of quality. This was primarily in the light of the approaching Institutional Quality Audit by the Higher Education Quality Committee of the Council on Higher Education.

This audit of the quality assurance systems at the UFS was done in October 2006 by an audit panel of the Higher Education Quality Committee. Their main task was to establish whether the UFS has policies and procedures in place that ensure quality in everything the UFS do as a university. They were provided with documentary evidence of such policies and procedures which the panel duly studied.

This evidence was then tested and verified during a weeklong visit to the campus during which interviews were conducted with hundreds of staff, students, alumni, Council members, business representatives, and government officials, among others.

A comprehensive written report on the outcome of the quality audit is still to be completed by the panel. However, in their verbal feedback immediately after their weeklong visit to the campus, the panel indicated that there were no serious quality risks or quality gaps in the core business of the university, namely teaching and learning, research and community service. They also complemented the University on several of its transformation initiatives, including its parallel-medium policy.

Of course there are some areas that may require attention, but these are areas which the university is aware of and which we are attending to already – as befits a university that is serious about quality.

The findings of the audit panel are very heartening indeed as it supports and validates our efforts and the progress we have made in building a robust, high quality university.

The Strategic Cluster initiative

Another aspect of the UFS's quality drive, is the Strategic Clusters initiative which was formally announced at the Opening of the UFS a year ago. It represents a strategic initiative to focus energy in a few key areas, investing in them for the UFS to become an international leader in those fields. It is imperative for the UFS to position itself, in its next phase of its development, not only as a 'good' teaching and research university, but as an institution that truly excels in certain strategic areas ('clusters') of research and knowledge – whilst continuing to provide firm general support for teaching and research excellence across the many disciplines.

A medium-sized university such as the UFS with relatively limited human, physical and financial resources has to achieve this kind of 'critical mass' and synergy to establish itself as a world leader in these particular clusters (in terms of its core functions of teaching/learning, research and community engagement).

Five clusters were mentioned initially. Following extensive workshops and consultation, the following six clusters are now in the process of being refined and finalised (inter alia via open campus debate):

1. Water Management in Water-scarce Areas.
2. New Frontiers in Poverty Reduction and Sustainable Development.
3. Social Transformation in Diverse Societies.
4. Ecologically Sound Value Chains for Agricultural Commodities.
5. Materials and Nano Sciences.
6. Advanced Biomolecular Systems.
   (Most of these specifically include the South African and African context).

Within the context of the Strategic Clusters, eight Research Niche Areas (RNAs) were submitted to the National Research Foundation (NRF). All eight were approved – the highest number approved at any university.

Within these eight Research Niche Areas, 25 research proposals were submitted at the end of 2006. Twenty-four (24) of these proposals were successful, representing a total commitment of nearly R30 million from the NRF over the next four years.

Linked to the Strategic Clusters, five proposals for the South African Research Chair Initiative (SARCHi) were submitted. All five pre-proposals were accepted in the first round of screening, and successful candidates have been invited to submit full proposals by the end of February 2007. Another science council has also approached us regarding a sixth Research Chair.

Capacity building and the development of young and emerging researchers, especially from the designated groups, are proceeding briskly. The number of Thuthuka Grantholders has increased from 23 in 2006 to 45 in 2007, representing total funding of more than R5m.

Incentives based on the Research Turnaround Strategy to increase the accredited publication output, has been highly successful, with a further 11% increase in the number of accredited publication units in the final 2006 tally.

At the end of last year the UFS was identified, in an international academic journal, as one of only six SA universities that are in the top 1% of world universities in terms of internationally-quoted publications research.

Although the quest for academic excellence is never ending, the UFS appear to have been doing quite well in serving the community by being a very good university for the Free State province. The strategic clusters are an important initiative to take the UFS to greater heights in terms of international academic leadership and being a world class institution. It is also intended to contribute substantially to the economic and social development of the Free State Province.

The other big project of 2006 was the work of the Transformation Plan Task Team, reported below within the context of the Institutional Charter.

Transformation and the Institutional Charter

Gown and blanket and the idea of a social contract

In 2003, at the inauguration of the Vice-Chancellor, focus was on two ideas:

First, the *combination* of the academic *gown* and the Seana Marena Basotho *blanket*. The combination symbolises (a) the commitment of the UFS to uphold and strengthen the intrinsic nature of the university as an academic institution and place of science and scholarship, of learning and research, and (b) the commitment to engage with the problems of communities, notably in the context of development and poverty alleviation challenges.

This idea of an 'engaged university' has been developed and realised significantly since then, resulting in pioneering policies and practices on community engagement and community service (learning and research). Indeed, the UFS is recognised as a national leader in the field of community engagement, and has the largest numbers of students amongst all SA universities involved in community services learning. (It is also part of our answer to the question of being a university in and for Africa.)

Secondly, the Vice-Chancellor suggested that the campus should embark on a discourse on a 'social contract' defined it as *a manifesto for a "new society" university,* reflecting a mutual understanding and accord between the members of the university community about the kind of university we want to transform and develop into – *a manifesto for the 'promised land',* to convey a clear vision of the road ahead, also providing a basis for

addressing the fears, anxieties, expectations and frustrations arising from uncertainty and disagreement about "where we are going".

A campus-wide social contract process was launched in 2004 and 2005. More than 800 staff members (and many students) took part in structured workshops of diverse groups. It was organised around the theme of 'the promised land' – a powerful metaphor that focuses the mind (with all the concomitant nuances of a prior period of slavery and oppression, and a long period in the wilderness or desert...).

There is a large body of literature, religious and secular, using and exploring the metaphor of a 'promised land'. Let us recall how hat Martin Luther King Jr. used the term in 1968 to indicate his dream of a state of peace, equality, brotherhood and justice for all. A related metaphor can be found in Dante's *Divine Comedy*, which describes his journey through Hell, Purgatory, and Paradise.

Blunt, honest and sometimes emotional discussions took place – putting the experiences, perceptions, fears, expectations and aspirations of people from widely different backgrounds on the table, listening to each other, hearing each other – often for the first time. After the initial 'raw' emotions and reactions, the discussions led to proposals regarding the values and principles which should underpin the "new" UFS.

For many, the big discovery was the large degree of common ground on values. Despite divisions created by our past, clearly there was a common basis for constructing a 'new' UFS where everybody could belong, could pursue a career, could fulfill their human potential, could contribute to our country.

Substantive agreement emerged on the kind of place we want to work and study at. These tended to cluster around **two broad themes**: (a) being a high quality university, and (b) workplace values and human relations of a diverse staff and student body.

The transformation imperative and the launch of the TPTT

Two years ago, at the Official Opening of the UFS, the Vice-Chancellor focused on *the transformation imperative.*

Noting that the UFS has gone through three phases of transformation (since 1978, but especially 1988), I argued that we must focus on going "from good to great", and that we must firm up our foundations for a great, robust university. *Robustness in a fast-changing world requires the adoption of a continual change-mode, being agile and fast-moving, innovative, and pre-emptive.* Simply put: it requires continuous *transformation*.

A definition of transformation, as subsequently amended following the TPTT report, was proposed and adopted, as follows:

Transformation is a *continual and persistent* **becoming***:*

- Becoming a world class, engaged university of excellence and innovation and place of scholarship for South Africa and Africa;
- Becoming an equitable, diverse, non-racial, non-sexist, multicultural, multilingual university where everyone would experience a sense of belonging and achieving;
- Becoming an institution that treasures diversity as a unique source of strength and quality.

It is essential to note that this definition covers many *dimensions and aspects* of a university, including academic practice and focus, resource aspects, staff and student equity, institutional culture, community engagement, governance and management, student life, and so forth – *always as university*.

It is about deep and comprehensive transformation and change, *as a university*.

I then announced the launch of a fourth phase of transformation of the UFS. And challenged the university to engage with the concept of best-practice transformation.

I re-iterated my view that we must embrace transformation (including the prickly issue of the African university) by unpacking it and giving it proper content. I also argued that we must nurture a culture of belonging which is more than "accommodating" different groups – we must develop an entirely *new institutional culture* with non-dominance as norm, a strong sense of common values, and a sense of belonging for all, black and white, female and male.

To tackle this challenge, a Transformation Plan Task Team was announced and appointed. Under the able leadership of dr Ezekiel Moraka and prof Teuns Verschoor, it contained a cross-section of some of the best young minds at the university, young black and white leaders, academics as well as support staff.

The TPTT report

The Report of the TPTT, and an accompanying proposed Transformation Plan, was presented to the Executive Management in October 2006. Their deliberations followed wide consultations with both internal and external stakeholders, including members of the Free State Provincial Government.

The report provided a wide-ranging and thorough analysis of the state of transformation at the UFS, and of the challenges remaining. A comprehensive set of proposals was presented on the following broad areas:

- Institutional culture (including language policy)
- Academic issues (responsiveness, access, diversity)
- Governance and management
- Employment Equity.

Subsequently these have been discussed by the Senate, the Council, and the Executive Management. Further campus debate will be facilitated in the near future.

The Executive Management has adopted all the proposals of the TPTT in principle. In fact, we have already gone further – by refining some proposals and objectives, strengthening some, adding further proposals, and – as proposed by the TPTT – referring some complex issues to task teams for further interrogation and investigation. Attention will be given to the implementation of these proposals speedily, including those cases where further campus debate is necessary, as has been agreed upon, inter alia with Senate.

One of the key TPTT recommendations was to complete the social contract process as soon as possible. We have listened to them: this task has been completed in the past few months.

The draft Social Contract or 'Institutional Charter'

Process background

A first draft of this "social contract", or what is now provisionally called a draft "Institutional Charter", was released for campus-wide discussion and comment in February 2007.

As noted above, the Social Contract process, using the metaphor of a 'promised land', was launched in 2004. (It was complemented by various Diversity Sensitization Workshops arranged by the Office of Diversity.) Through this intense and participative process, hundreds of staff and students gave their input relating to the basic values, principles and behaviors that should govern and inform human relations and transformation at the University of the Free State.

The draft 'social contract' or Institutional Charter was generated from all these inputs as well as the deliberations of the Exco of Executive Management and the Executive Management.

In January 2007, the Executive Management unanimously adopted the first draft of the social contract or Institutional Charter – not as a final document, but as one reflecting sufficient consensus for it to be released for further discussion by the campus.

It was agreed that the Charter has all the potential to be a breakthrough and milestone document, since it provides essential guidelines and parameters for directing and energising all further transformation.

Sentiments expressed by a diverse group of management members and participants, including representatives of labour unions and our three campus SRC presidents, indicated a significant convergence of thinking. It also indicated appreciation for the commitment of the Management to transformation, and to a thorough and well-considered, high-impact and "deep" transformation process.

....
Prof FCvN Fourie
Rector and Vice-Chancellor

06 REPORT ON INTERNAL ADMINISTRATIVE/OPERATIONAL STRUCTURES AND CONTROLS

The University maintains systems of internal control over financial reporting and safeguarding of assets against unauthorized acquisition, use or disposition of such assets. Such systems are designed to provide reasonable assurance to the University and Council regarding the preparation of reliable published financial statements and the safeguarding of the University's assets.

The internal control systems include a documented organizational structure and division of responsibilities, established policies and procedures, which are communicated throughout the University, and the careful selection, training and development of its people.

Information systems utilizing 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 the privacy and ensure the control over all data including "back-up" procedures. The systems are designed to promote ease of use for all users. The development, maintenance and operation of all systems are under the control of competently trained staff.

In utilizing electronic technology to conduct transactions with staff and third parties the control aspects are given close scrutiny and procedures designed and implemented to minimize the risk of fraud or error.

The Internal auditor monitor the operation of the internal control systems and report findings and recommendations to management and the Council through the Audit Committee. Corrective actions are taken to address control deficiencies and other opportunities for improving the systems when identified. The Council, operating through its Audit Committee, provides oversight of the financial reporting process.

There are inherent limitations in 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 with circumstances.

The University assessed its internal control systems as at 31 December 2006 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, as at 31 December 2006, its systems of internal control over financial reporting and safeguarding of assets against unauthorized acquisitions, use or disposition, met those criteria.

In other matters on the agendas of the Audit Committee there were no outstanding items that exposed the University to loss arising from undue material risk.

Gert van den Berg

Internal Auditor

dr. J.M. Laubscher

Chairperson: Audit Committee

07   REPORT ON RISK EXPOSURE ASSESSMENT AND THE MANAGEMENT THEREOF

07.01 Identification, assessment and management of risk

CATEGORY	RISK REGISTER	RISK ASSESSMENT AND MANAGEMENT
▪ Financial category		
i) Financial instruments: - Interest rate fluctuations - Unanticipated loss of capital	Director: Financial Administration, Executive Management, Director: Budgets, Chief Director: Operations and Audit Committee of Council	Continuous assessment of market fluctuations (i.e. return on investments) and alternatives weighed up accordingly. Interest rate risk, exchange rate risk and credit risk are addressed. Loans are e.g. restructured in order to gain cost benefit. Financial instruments are thereby applied in order to reduce uncertainty over future cash flow arising from movements in interest and exchange rates and to manage the liquidity of cash resources. All interest rate transactions are subject to approval by the Director: Financial Administration before execution. Quarterly financial reports are submitted to and discussed with Exco.
ii) Currency and foreign exchange	Director: Financial Administration	Monitored on a daily basis.
iii) Fees increase effects	Director: Financial Admin, Director: Budgets	Reconciliation and internal budgetary reallocations if necessary.
iv) Physical disaster – fire, flood	Chief: Director: Community Services 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	Chief Director: Operations and Director: Physical Resources and Special Projects	Risks covered by specific clauses taken up in contracts entered into by the UFS.
vi) Liquidity – inability to raise funds	Presently not a risk.	-
vii) Intake – declining	Vice-Rector : Academic	Refer to par. 1.1 of the Report

	student numbers	Planning and Planning Unit Registrar: Student Academic Services and Access Committee	regarding pro-active 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	Director: Internal Audit and his Unit	Audits on internal financial procedures/controls and forensic investigations are executed when necessary. Direct reporting to the Rector and Vice-Chancellor and Audit Committee of Council.
ix)	Credit – non-payment of amounts due	Director: Financial Administration and his Department	Management of non-payment by different debt collection strategies with an emphasis on pro-active strategies.
x)	Inadequate or lapsed insurance cover.	Director: Financial Administration and Director: Physical Resources and Special Projects	Continuous assessment of insurance cover versus capital risk areas.
xi)	Change: structural	Director: Physical Resources and Special Projects; Resource Committee and Executive Committee and Council	Refer to par. 1.4.6 on "changes in the permanent infrastructure e.g. plant and buildings". The Structural Plan aims at optimal utilization 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)	Chief Director: Operations and Executive Management	Implementation of recommendations of a management capacity audit of especially logistical services (Koorts audit). Internal reorganization 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.

▪ Non-financial category			
i)	Competitive attractiveness	Director: UFS Marketing, Deans of Faculties and Executive Management	Assessment of market forces impacting on the UFS's strategic priorities and operational plans. Also refer to par. 1.4.13.
ii)	Campus unrest	Vice-Rector: Student Affairs, Dean of Students and SRC; Rector and Exco (when necessary)	Monitoring Committee, consisting of management and student leaders defusing potentially explosive situations.
iii)	Reputation – damage to image	Rector, Exco, Executive Management, Council and every staff member and student of the UFS	The Department of Strategic Communication being the professional advisory unit to management and Council on such risks.
iv)	Threats to health and safety	Director: Physical Resources and Special Projects, also responsible for managing health and safety regulations with applicable staff	The OHS Act and applicable university policies applied.
v)	Operational – process inadequacies	Vice-Rector: Academic Planning with the Unit for Quality Assurance	Regular quality assurance audits on institutional policies, procedures and events like 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: Student Affairs	Conduct a yearly audit of security risk areas. Risk areas are identified and plans drawn up and implemented in order to counter such risks.
vii)	Personnel – incompetent staff	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)	Compliance – laws, procedures	Registrar: General and Registrar: Strategic Planning	Institutional governance and liaison with Department of Education and Ministry of Education on policy matters. Facilitating the approval of contracts (supervised by a contracted law firm).
ix)	Country local – political/ economic/social	Executive Management collectively and every line manager Rector and Vice-Chancellor Planning Unit assessing	Annual strategic planning of Executive Management, followed by strategic and operational plans of each unit within the institution – linked to the budgetary process.

		internal and external forces and imperatives on strategic direction	Monitoring through self- and institutional assessment of progress. Adaptations made where necessary.
x)	Country foreign – political/ economic/social	Vice-Rector: Academic Operations with the Director: Research and International Office	Regular international contact through participation in conferences abroad and formal agreements with institutions of international standing.
xi)	HIV/AIDS	Chief Director: Community Service with the HIV/Aids Unit	Guided by the HIV/Aids Policy and preventative programmes and launching of actions and monitoring of case statistics.
xii)	Operational – process failures, e.g. information	Chief Director: Operations with the Director: Computer Services and his staff and Registrar: General and his staff	The Image Now electronic document management system was implemented in 2006. Student records for 2004, 2005 and 2006, as well as new applications for 2007 were captured electronically.

……………………………………………………
Prof FCvN Fourie
Rector and Vice-Chancellor

08   ANNUAL FINANCIAL REVIEW - REPORT OF THE CHIEF DIRECTOR: OPERATIONS

8.1   General

All activities falling under the control of the Council are reported in the consolidated financial statements. This includes the results of the Kovsie Alumni Trust, the Lila Theron Trust as well as the dormant Insula Trust.

8.2   Budget process

The University's budget process for 2006 started with the top management's summit towards the end of 2004, which was followed at the beginning of 2005 by the management summit, where the strategic plan (priorities, challenges, projects and actions) for the next triennium was established. The Executive Management was subsequently informed and approved the budget parameters for the following year. This part of the budget process has been enhanced by the Minister of Education's annual statement on the financing of higher education. Due to a lack of information about long-term government support it is, however, not possible to compile budgets for anything longer than the medium (three year) term.

Executive Management took a standpoint on the probable budget parameters, where after deans and heads of support service departments were informed of these parameters and invited to submit their budget applications for the next calendar year, taking into account the strategic plan and objectives, the ability of the University to make financial resources available, and with an indication of how the activities of their faculties/departments would contribute towards achieving the University's objections.

In considering the budget applications and the allocation of the financial resources, a significant part (11% in 2006) of the expected unrestricted income from tuition fees and government subsidy was reserved for specific strategic application, with the aim, amongst others of ensuring the long-term sustainability of the University.

8.3   Financial Control

The financial systems have been 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.

8.4   Capital Expenditure

In the late 1960's and 1970's the University was allowed to borrow money in the open market to finance capital expenditure. This period coincided with a previous growth phase. If approved by the then Minister of National Education the interest on and the redemption of these loans were subsidized by the government, 85% in the case of loans for educational and general purposes and 50% in the case of buildings for student accommodation.

Virtually all of the University's buildings and land improvements (the former Vista campus excluded) are thirty years old or older and in urgent need of renovation. This is aggravated by the pressure that the doubling of student numbers the last five years exerts on physical facilities. It is deemed to be extremely difficult if not impossible to finance this out of normal operating income.

8.5 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 to exceed head line inflation by a net return of 4.5% per annum.

8.6 Income Statement and cash flow balances

The financial position of the University, as disclosed in the financial statements, is sound and supports the continuation of the University as a going concern.

Total income increased by 10,3%, costs by 5,1%, investment income by 25,9% and, resulting from this, the total net surplus increased by R81,686 million. It must, however, be pointed out that of the total surplus of R181,9 million, only R37,9 million is unrestricted and this has already been allocated and approved by Council in the 2006 budget.

Income and expenditure

The operations of the University are divided between Council-controlled activities, specifically funded activities and student accommodation. The total net surplus increased by R81,686 million compared to 2005. This increase is mainly attributable to the following:

Line item	Notes	Attributable amount (R'000)	% change
State appropriations – subsidies and grants	1	23 777	5,4%
Tuition and other fees	1	17 428	6,9%
Income from contracts		2 153	9,1%
Sales of goods and services	2	28 590	65,6%
Other income		7 124	63,3%
Total Income		**70 072**	**10,3%**
Staff remuneration		(24 461)	5,6%
Recognition of actuarial variances in post-retirement employee benefits		26 128	
Other operating expenditure	4	(57 300)	22,0%
Depreciation	5	16 666	38,1%
Other expenditure		1 326	
Total expenditure		**(37 641)**	**5,1%**
Operating surplus		**41 431**	
Finance income	3	26 015	
Finance costs		297	
Amounts received and not expended		13 943	
Net surplus after transfers	6	**81 686**	

Notes

1. The average growth in the traditional income base of the University of subsidies, grants and fees was 5,9%. Compared to a national inflation rate of 5,8%, it merely

constitutes the maintenance, in real terms, of 86% of the total income of the University.

2. The increase in sales of goods and services was the result of an increase of R25,603 million in private income.

3. The return on investments is a combination of interest received, dividend income and profit on realisation of investments.

4. Notable increases in cost items included in other operating expenditure are R3,851 million (17,9%) in travelling and accommodation, R19,775 million (74%) in small alterations and R3,270 million (11,5%) in bursaries.

5. The decrease in the depreciation is the result of a change in the estimated useful life of library books and the decision to only capitalise assets with a cost price of R5000 and more.

Cash flow

The net cash inflow from operating activities is R181,7 million and includes investment income to the amount of R76,5 million.

The net cash outflow from investing activities is R174,3 million. This includes purchases of property, plant and equipment of R34,3 million, investments to the amount of R149 million made for the strengthening of reserves, for instance, with regard to post-retirement medical aid benefits.

This resulted in cash and cash equivalents to the amount of R33,9 million being available at year end.

8.7   Balance Sheet

8.7.1   The asset base strengthened by R283 million to R1.78 bn.

8.7.2   The growth in the asset base is materially the result of a strong growth in the market value of investments and investments made to support the liabilities in respect of post-retirement medical aid benefits and funds.

8.7.3   The supply of property, plant and equipment requires an annual investment in expansion to provide for the growth in student numbers.

8.7.4   A strong liquidity position is maintained with a liquidity ratio of 6,31:1. This ratio must however be appreciated within the context of the inclusion of current investments which forms part of the investment strategy of funds available.

....
PROF DA VILJOEN
Chief Director: Operations

Approved by UFS Council on 8 June 2007.

Mr Justice S P B Hancke
Chairperson of Council

09 POLICIES

09.1 Quality Assurance Policy
(See the next page)

UNIVERSITY OF THE FREE STATE

POLICY

Document number	1.2.1.1
Document name	Quality Assurance Policy
Co-ordinating Exco member	Vice-Rector: Academic Planning
Contact	Quality Assurance Manager
Status	Approved: 24 March 2006
Approved by	Portfolio Committee: Education and Research
Date approved	
Date last amended	15 February 2006
Date for next review	2010

Related policies and documents:

- DoE: Regulations for Annual Reporting by Higher Education Institutions, Government Gazette, No. 25407 of 29 August 2003
- CHE (HEQC): A good practice guide and self-evaluation instruments for management for the quality of service learning
- UFS: General Regulations (first, advanced and postgraduate qualifications), Regulations A91 & A130-A131
- UFS: Assessment Policy
- UFS: Employment Equity Policy
- UFS: RPL Policy
- UFS: Postgraduate Education Policy
- UFS: Research Policy
- UFS: Education Policy
- UFS: Staff Development Policy
- UFS: Employment Equity Plan
- UFS: Guidelines for the approval, accreditation, registration, recording and termination of formal and non-formal academic programmes
- UFS: Community Service Policy
- UFS: Skills Development Policy and Plan

UNIVERSITEIT VAN DIE VRYSTAAT/UNIVERSITY OF THE FREE STATE

QUALITY ASSURANCE POLICY

1. PREAMBLE

The quality assurance policy takes into account

- the **external context** within which the UFS operates: namely international, national, statutory and national higher education policy environments.

- the **internal context** of the UFS and is founded on the **vision, mission and values** of the UFS.

- **historical context** and development of the UFS, and acknowledges the quality assurance practices institutionalised over time, e.g. admission requirements, external examination, moderation, module evaluation, peer evaluation, external evaluation of departments, etc.

2. AIM

The purpose of the UFS quality assurance policy is to ensure excellence in teaching, research and community service, supported by excellent staff, excellence in service delivery by academic and administrative support services with quality infrastructure and physical facilities to ensure the realisation of the vision, mission and strategic priorities the UFS commits itself to.

3. OBJECTIVES

More specifically the UFS Quality Assurance Policy aims to provide a framework for an efficient quality assurance system with enforceable requirements and norms:

3.1 Establishment and development of a quality assurance culture.

3.2 Establishment and development of a functional institutional quality assurance and management system for the UFS.

3.3 Promotion of quality assurance and improvement actions at institutional level;

3.4 Empowerment of staff in the execution and implementation of quality assurance systems, processes and mechanisms.

3.5 Co-ordination and monitoring of the quality assurance actions within functional units of the UFS (faculties, schools, departments, divisions, support services).

3.6 Co-ordination of feedback received from the different role players and stakeholders regarding academic, social, service and quality experiences at the UFS.

3.7 The institutional quality assurance accountability required of the UFS on a national and statutory level.

4. THE APPROACH OF THE UFS TO QUALITY ASSURANCE

4.1 Quality assurance is not seen as an objective in itself, but is aimed at the identification and addressing of quality gaps to assure a continuous cycle of planning, action, evaluation and improvement with a view to effecting quality improvement.

4.2 Self-evaluation is accepted as the primary mechanism for quality assurance. It is the responsibility of each functional unit at the UFS to establish and apply effective procedures for regular self-evaluation.

4.3 Self-evaluation is complemented and validated by external peer evaluation. External evaluation takes place according to a specific cycle for the academic and support functions at the UFS.

4.4 The responsibility for establishing and applying effective procedures for regular critical self-evaluation and for performing external evaluation for the academic and support service according to a specific cycle, rests with the deans, directors,

heads of departments and heads of divisions.

4.5 **Quality assurance comprises** the policies, procedures and mechanisms according to which the UFS, or a specific unit or function, ensures that specified quality specifications and standards are maintained. These policies, procedures and mechanisms include continuous revision and monitoring activities to evaluate aspects such as suitability, efficiency, applicability and efficacy of all activities with a view to improvement

4.6 **Quality improvement takes place** through processes of continuous improvement of academic and support-service functions and activities aimed at promoting excellence at the UFS.

5. QUALITY ASSURANCE WITH REGARD TO CORE AND SUPPORT FUNCTIONS AND FUNCTIONAL UNITS

5.1 Teaching and learning

5.1.1 **The internal** development, approval and modification/termination of formal and non-formal academic programmes occur according to the prescribed policy and procedures. **External** approval, accreditation, registration, recording and termination of formal programmes of the UFS take place in accordance with the national policy requirements. The abovementioned are described in the UFS policy document *Guidelines for the approval, accreditation, registration, recording and termination of formal and non-formal academic programmes*.

5.1.2 Continuous assurance and improvement of the quality of teaching and learning in and of programmes at the UFS take place on a cyclic basis through the application of self-evaluation mechanisms and procedures on macro-, meso- and micro levels, in the following ways:

(a) Existing non-professional undergraduate and postgraduate programmes are evaluated on the basis of the UFS programme self-evaluation guide, according to the following evaluation schedule:

- Undergraduate programmes of 3 years or less, every 4 years.

- Undergraduate programmes of 4 years and more, every 5 years.
- Honours programmes every 3 years.
- Structured master's programmes every 3 years.

(b) All new undergraduate and postgraduate programmes are handled according to the cycle for programme accreditation as prescribed by the HEQC of the Council on Higher Education.

(c) Professional programmes (undergraduate and postgraduate programmes) are evaluated by the external professional board or body according to the time schedule, criteria, standards and procedures of the professional board or body.

(d) In cases where a specific programme has been evaluated already by the professional board or body during the general programme evaluation cycle, the Programme Director or Co-ordinator may apply for exemption for the specific the UFS evaluation cycle.

5.1.3 Critical internal self-evaluation of academic departments, followed by external peer or peer-group evaluation, takes place every three years.

5.1.4 **Internal moderation** of all final assessment takes place during each round of examination and is the responsibility of each faculty.

5.1.5 **External moderation**

- All examination papers of exit-level modules must be moderated externally.
- At least a representative sample of 10% of the scripts (with a minimum of 10 scripts or all scripts if the total is less than 10) of the final assessment of all exit-level modules (highest-level modules) in the final year of the qualification, must be moderated.
- Details of the arrangements for the internal and external moderation are the responsibility of the faculties and may in consideration of the rsource and administrative limitations, e.g. the examination system, be phased in.

5.1.6. **External assessment** of all scripts, master's dissertations and doctor's theses, including the articles in the article options, must be done according to the *General Regulations for Advanced and Postgraduate Qualifications*, Regulations A91 & A130 – A131.

5.1.7 The execution of and arrangements for the abovementioned processes take place in accordance with the institutional guidelines for: teaching/learning, assessment, postgraduate education and supervision.

5.2 Research

5.2.1 Criteria for the quality assurance and evaluation of research development, research activities and research planning at the UFS are developed and implemented in co-operation with the Directorate Research Development, as described in the Research Policy of the UFS.

5.2.2 The assurance of the quality of postgraduate research (minor dissertations, dissertations and theses) is the responsibility of the faculties as stipulated in the institutional guidelines for: postgraduate education and supervision, assessment, as well as the General Regulations for Advanced and Postgraduate Qualifications.

5.2.3 Research outputs are, according to existing practice formally of non-formally, subjected to external and/or peer evaluation.

5.3 Community service

5.3.1 Criteria for the quality assurance and evaluation of community service on institutional level are developed and implemented as described in the Community Service Policy.

5.3.2 The assurance of the quality of and the improvement of the teaching and learning component of community service form part of the procedures stipulated in paragraph 5.1 and the Council on Higher Education document: *A good practice guide and self-evaluation instruments for management of the quality of service*

learning.

5.4   Support services

5.4.1 Institutional functions and services rendered by the academic and support services must pass through a self-evaluation process on the basis of acceptable relevant criteria at least every five years, followed by external peer review. If necessary, this process must be followed by an improvement and development plan with actions to address the results or weaknesses identified during the evaluation process.

5.4.2 Ad hoc evaluation of UFS services, activities, systems, projects and service levels is done from time to time at the request of and in co-operation with line managers.

5.4.3 Information with regard to finances, human resources and students is audited externally on an annual basis for quality and reported to the Department of Education according to the requirements contained in "Regulations for Annual Reporting by Higher Education Institutions", *Government Gazette*, No. 25407 of 29 August 2003 and the Higher Education Management Information System (HEMIS).

5.5   Staff

5.5.1 Recruiting and employment of quality staff are arranged by the Employment Policy and Procedures and take equity, as described in the Employment Equity Policy and the Employment Equity Plan of the UFS, into account.

5.5.2 It is the responsibility of each staff member of the UFS to evaluate his/her performance continuously by means of self-reflection and to take the necessary steps to assure actions aimed at improvement.

5.5.3 The development and implementation of staff orientation sessions for new staff members and staff development sessions for staff according to identified needs take place in accordance with the Staff Development Policy.

5.5.4 Continuous development of staff takes place in terms of the Staff Development Policy and Plan of the UFS.

5.5.5 Criteria for the quality assurance and evaluation of staff input and output are developed and implemented by means of the performance management process.

5.6   Institutional management and governance bodies

5.6.1 The functioning of the different institutional management and governance bodies (Council, Senate, Executive Management, Executive Committee of the Executive Management, Faculty Boards, Student Representative Council) and the institutional advisory body (Institutional Forum) is subject to the same quality assurance principles and points of departure that apply to the academic and support service environments of the UFS. These bodies must therefore also perform self-evaluation (on the basis of agreed-upon relevant criteria) at least once every six years, followed by an external peer review process and, if necessary, the implementation of improvement actions in respect of the results and shortcomings identified during the evaluation.

5.6.2 The abovementioned is also subject to annual reporting according to the directives contained in **"**Regulations for Annual Reporting by Higher Education Institutions", *Government Gazette*, No. 25407 of 29 August 2003" referred to above.

6.   ADMINISTRATION OF THE POLICY

6.1   The institutional responsibility for the management of the quality assurance system resides in the line function of the Vice-Rector: Academic Planning.

6.2   A quality assurance office within the UFS Planning Unit was established for the overall co-ordination of quality assurance at the UFS, assisted by an institutional quality assurance committee for the implementation of this policy The composition and terms of reference of the committee are set out in the rules of this committee.

7. RANGE

7.1 The stipulations of this quality assurance policy apply to all the functional units of the UFS and the activities they perform.

8. COMPLAINTS AND OBJECTIONS

8.1 Any member of staff or student at the UFS may, without fear of prejudice, submit any complaint, objection, questions or evidence with respect to the application and implementation of this quality assurance policy to the quality assurance office of the Planning Unit or the Vice-Rector: Academic Planning.

9. AMENDMENTS/REVIEW

9.1 Since quality assurance has been identified by the UFS as a strategic priority, amendments to this policy, where these imply substantial changes to its objectives, are subject to the approval of the Senate, the Executive Management and the Council.

9.2 This policy must be reviewed at least every five years.

09.2   The Constitution of the Student Court (Main Campus)
(See the next page)

UNIVERSITY OF THE FREE STATE

THE CONSTITUTION OF THE STUDENT COURT (MAIN CAMPUS)

(Approved at the Council Meeting of 9 June 2006)

To provide for the establishment of a Student Court for the Main Campus of the University of the Free Sate

1   Definitions

In this Constitution, unless inconsistent with the context -

"campus residence" is a residence situated on the Bloemfontein main campus of the University of the Free State providing accommodation for students.

"city residence" is a residence situated on the Bloemfontein main campus of the University of the Free State, which provides the opportunity for students who are not accommodated on the aforesaid campus to become a member and engage in student activities.

"clerk of the court" is an official of the Student Court, who keeps records, files and accounts.

"judge" is an official of the Student Court, who tries cases and passes judgment in terms of this jurisdiction.

"student" is a full time or part time student, registered as such at the University of the Free State.

"student committee"is a house committee or any other committee consisting only of students, in terms of University regulations.

"student organization" is a group of students, registered at the University of the Free State as a student organization, student association or student society.

"University" is the University of the Free State.

2   Student Court

(1)   The Student Court of the Main Campus of the University is hereby established.
(2)   The Student Court will be the judicial branch of student governance at the Main Campus of the University.
(3)   The Student Court is an independent judicial body and will perform its functions impartially and subject only to this Constitution, the policies and resolutions of the University Council and Senate, and the rules and regulations of the University.

3. Interpretation, application and enforcement of the provisions of this Constitution

When interpreting and applying this Constitution, any rule or regulation of the University, the Court must promote the spirit, purport and objects of the Bill of Rights of the Constitution of the Republic of South Africa.

4 Composition

(1) The Student Court shall be composed of a judge-president, deputy-judge president, five judges and a clerk of the Court.
(2) The judges and clerk will be appointed jointly by the Dean of the Faculty of Law and the Dean of Students.
(3) Applications for appointment as a judge or clerk will be invited by the Dean of the Faculty of Law at least three weeks prior to the date of appointment.
(4) After appointment, the judges will elect a judge-president and deputy-judge president.
(5) The term of office of a judge and the clerk of the Court will be for one year only. A judge and the clerk of the Court may serve for a maximum of two terms.
(6) Judges may be removed from office jointly by the Dean of Students and the Dean of the Faculty of Law on any ground that is just and equitable.
(7) To be eligible to be appointed and hold the position of a judge, the applicant must be a registered student, who has completed or is completing the LLB-, B.Com (Law)-, LLM- or LLD- degree at the University of the Free State and have successfully completed the prescribed subjects of the third year of the applicable degree.

(8) To be eligible to be appointed and hold the position of clerk of the Court, the applicant must be a registered student, who has completed or is completing the LLB or B.Com (Law) degree at the University.
(9) No member of the Student Representative Council or the Student Parliament is eligible for appointment as a judge or clerk of the Court.

5 Jurisdiction

(1) The Student Court may only decide any matter regarding - :
   (a) the compatibility of the constitutions or founding documents of any student organization or campus and city residences with the rules and regulations of the University;
   (b) the compatibility of any decision or conduct of the Student Representative Council, the Student Parliament, a student organization, a student committee and a campus or city residence with their own constitutions or founding documents or the rules and regulations of the University.
(2) Only students, the Student Representative Council, Student Parliament, student organizations, committees and residences of the main campus will be subject to the jurisdiction of the Court.

6 Standing

(1) Proceedings may be instituted before the Court by any of the following persons or organizations –

     (a) students;
     (b) student organizations;
     (c) campus and city residences;

<blockquote>
<blockquote>
(d) student committees;
(e) subject to subsection (2), the Student Parliament.
</blockquote>
</blockquote>

(2)   A matter must be referred to the Court by the Student Parliament if a resolution to that effect is supported by twenty-five-percent of its members.

7   Powers

(1)   Within the limits of its jurisdiction, the Court may declare any constitution, founding document, act, omission or decision to be incompatible with the rules and regulations of the University, or the constitution or other founding document of an organization or committee, as the case may be.

(2)   A decision of compatibility by the Court will be final.

(3)   Upon a declaration of incompatibility, the court must prescribe the appropriate corrective steps to the person or organization concerned.

(4)   Both the declaration of incompatibility and the corrective steps must be confirmed by the Dean of Students after consultation with the Dean of the Faculty of Law within fourteen days of the decision of the Court, in order to have any force and effect. The Dean of Students will have the right to amend the corrective steps prescribed by the Court.

(5)   The Court is not competent to impose any disciplinary steps against any party to the proceedings.

(6)   If the Court is of the opinion that disciplinary measures are warranted in a specific case, the Court must submit written reasons for their decision to the Dean of Students. Disciplinary steps, if any, will be taken by the Dean of Students.

(7)   The Court may hold a party in contempt of court for any action which causes a disturbance of its proceedings. A party that is held in contempt will be referred to the Dean of Students for further appropriate steps.

8   Lodging of complaint

A complaint must be lodged within ninety calendar days of the occurrence of the act or omission that the aggrieved person is complaining about. Late complaints will only be heard on the recommendation of the Dean of Students.

9   Pre-trial procedure

(1)   Action against any party will commence by filing a written complaint with the Student Court. Complaints must be filed with the clerk of the Court at the Student Court's office.

(2)   A complaint must state the specific grievance clearly.

(3)   Within 5 days after a complaint has been filed, a written copy of the complaint will be sent to the respondent. The respondent must submit a written response on the complaint within 14 business days of acceptance. The Court will then meet to decide if a trial is warranted. If a trial is warranted the clerk of the court will notify the complainant and the respondent of the date, time and place at which the trial will take place.

(4)   The complainant and the respondent may submit any written statements or other documents pertaining to the complaint until two weeks prior to trial with the clerk of the Court. The clerk of the Court will ensure that all parties have received all statements and documents which have been filed with the court at least ten days prior

to the hearing.

10   Trial

(1)   The procedure during trial must be as informal as possible and facilitate the participation of all parties before the Court.

(2)   The presiding judge will issue directions to the parties at the beginning of the trial regarding the course of the proceedings.

(3)   Subject to the directions of the Court, parties before the Court will have the right to call witnesses on their own behalf and to cross-examine witnesses testifying against them.

(4)   A complete record will be kept by the Court of all trials.

11   Standard of proof

The standard of proof in all trials will be on a balance of probabilities.

12   Decisions

(1)   All court decisions must be in writing, must provide the reasons for the decision, and must be kept on file.
(2)   A copy of each decision must be sent to the complainant, respondent, the Dean of Students and the President of the Student Representative Council.
(3)   All decisions shall be rendered within fourteen business days.
(4)   A minimum of five judges will constitute a quorum.
(5)   All decisions require a majority vote of the judges present at the trial.
(6)   A judge may not abstain from voting.
(7)   All judges shall have an equal vote.

13   Comments

All members of the Court shall refrain from making extra-judicial comments on any pending case before them.

15   Oath

All judges shall take an oath of office. The oath shall be taken upon the first Student Court meeting, following the appointment of the judge. The appointed judge will repeat the following as read by the Dean of Students:

"I do solemnly swear that I will work to the best of my ability as a judge of the Student Court, that I will observe the code of ethics and adhere to and uphold the Constitution of the Student Court and the rules and regulations of the University, and that I will always be mindful of the interests of parties before me and the interests of the University."

16 Attendance policy

(1) Absences will be recorded as excused or not excused. An absence will only be excused under the following circumstances:
  (a) illness
  (b) family tragedy
  (c) urgent academic reasons
  (d) exceptional circumstances as approved by the court
(2) A judge who is absent, without a valid excuse, at three scheduled sittings of the court during a calendar year, will forfeit his/her position.

17 Assessor

The court has the right to co-opt a lecturer of the Faculty of Law as an assessor.

09.3   Community Service Policy:
(See the next page)

UNIVERSITY OF THE FREE STATE

POLICY

Document number	Policy 06.1
Document name	COMMUNITY SERVICE POLICY
Co-ordinating Exco member	Chief Director: Community Service
Contact	Rev. C.D. Jaftha
Status	FINAL
Approved by	UFS Council
Date approved	15 September 2006
Date last amended	2002
Date for next review	2009

Related policies and documents:

- **UFS Education Policy**
- **UFS Assessment Policy**
- **UFS Quality Assurance Policy**
- **UFS Research Development Policy**
- **UFS Financial Policy**
- **UFS Staff Development Policy**
- **UFS Internationalisation Policy**

COMMUNITY SERVICE POLICY OF THE UNIVERSITY OF THE FREE STATE

1.   Preamble

1.1 The Community Service Policy of the University of the Free State (UFS) is founded on the vision and mission of the UFS to be an excellent, equitable and innovative university through the pursuit of scholarship as embodied in the creation, integration, application and transmission of knowledge by means of the promotion of an academic culture expressed through quality education, research and community service.

1.2 The Community Service Policy (hereinafter referred to as "the Policy") recognises the continuous challenge faced by the UFS in the field of pro-active transformation and the importance of responding vigorously to this challenge. This response necessitates becoming a model of a truly robust and responsive university that uses its teaching, research and community service capacities to make a significant contribution to the development of its province and also that of its wider region, South Africa and Africa. Such a contribution, with a "scholarship of engagement" at its heart, aims to enhance cooperation between the university and its surrounding community, using the UFS as a staging ground for continued and creative interaction. The Policy acknowledges the concurrent challenge of operating in a truly African reality and reflecting an African consciousness and identity, and undertakes to champion the contextualisation of the UFS as a university of excellence in, and for, Africa. The Community Service Policy thus envisions community engagement in the form of a pioneering approach that is increasingly integrated with teaching, learning and research.

1.3 With a view to the transformation of higher education in South Africa, the Policy endorses the three points of departure for transformation of the higher education sector, namely:

1.3.1   increased democratic and diverse participation aimed at eradicating inequalities;

1.3.2   greater responsiveness to a range of social and economic challenges and a commitment to solutions which might require adaptation in terms of research, teaching, learning and curricula; and

1.3.3   increased co-operation and partnerships with all role-players in society (the community, as well as the public and private sectors).

1.4 The Policy further recognises the importance of open systems of knowledge-generation in close and co-operative interaction with, and in the interest of, the broader society. This Policy strives for the inclusion of such paradigms in community service, thus answering to the challenges of the current South African development context through the production of socially relevant forms of knowledge.

1.5   The Policy recognises and has taken into account the intentions, content, stipulations and contributions contained in:

1.5.1   the vision and mission of the UFS;

1.5.2   the UFS Strategic Plan 2006 – 2008;

1.5.3   the first UFS Community Service Policy (2002);

1.5.4   a Policy for Community Service at the Free State University – Foundational Document, 2002;

1.5.5   the UFS Draft Transformation Plan, Transformation Plan Task Team; April 2006;

1.5.6   Academic work at the UFS in terms of its intrinsic nature as a university: A foundation document of the UFS. Final version, May 2006;

1.5.7   the National Commission on Higher Education Report: A Framework for Transformation, NCHE, 1996;

1.5.8   the Education White Paper: A Programme for the Transformation of Higher Education, Department of Education, 1997;

1.5.9   the Higher Education Act, No. 101 of 1997;

1.5.10 a New Academic Policy for Programmes and Qualifications in Higher Education, Republic of South Africa: Council on Higher Education, 2002;

1.5.11 the Criteria for Institutional Audits, Higher Education Quality Committee; Council on Higher Education, June 2004; and

1.5.12 A Good Practice Guide and Self-evaluation Instruments for Managing the Quality of Service-Learning, Higher Education Quality Committee (HEQC), June 2006.

2. Purpose of the Policy

2.1   Within the context and scope of the preamble above, the purpose of the Policy is to provide an institutional framework for the continuous improvement and expansion of community service as a core function of the UFS. The guiding principles for this purpose will be:

2.1.1   the further integration of community service with the teaching, learning and research activities of the UFS;

2.1.2   the nurturing of existing, and the promotion of new community service initiatives; and

2.1.3   the establishment of sustainable quality co-operative partnerships with communities and the relevant service sectors.

2.2   More specifically, the Policy strives to ensure that:

2.2.1   the mission, purpose and objectives of the UFS regarding community service are relevant and responsive to the local, national and international context;

2.2.2   the commitment of the UFS to community service is reflected in strategic planning, policies and procedures;

2.2.3   the leadership, organisational and management structure manifests the commitment of the UFS to community service;

2.2.4   there is, within limits of affordability, sustainable resource allocation for the delivery of quality integrated community service as part of the core functions of the UFS;

2.2.5   community service is managed, co-ordinated and facilitated effectively at all academic and support service levels of the UFS;

2.2.6   sustainable institutional support is available for the development and implementation of community service;

2.2.7   the UFS supports community service as a means to promote contextualised, relevant teaching and learning;

2.2.8   engagement, collaboration and partnerships are cornerstones of the community service objectives of the UFS;

2.2.9   the UFS supports research on, in and through community service;

2.2.10 the impact and output of community service are monitored and evaluated; and

2.2.11 community service activities/initiatives are reviewed continuously.

3. Definitions and terms

3.1 For the purposes of the Policy the following definitions shall be applicable:

3.1.1   Community service: Employing the scholarly expertise and resources of the UFS to render mutually beneficial services to communities within a context of reciprocal engagement and collaborative partnerships.

3.1.2   Community: "Communities" refer to specific, collective interest groups, conjoined in their search for sustainable solutions to development challenges, that participate or could potentially participate as partners in the similarly inclined community service activities of the UFS, contributing substantially to the mutual search for sustainable solutions to jointly identified challenges and service needs through the utilisation of the full range of resources at their disposal.

3.1.3   Service sector: Any actor responsible for service-delivery in or to the community. This includes the public sector at national, provincial and local level, as well as the private sector in all its guises. At the community level it can also include Non-governmental Organisations (NGOs), Faith-based Organisations (FBOs) and Community-based Organisations (CBOs).

3.1.4   Service: In the context of social transformation "service" at a higher education institution can be defined as social accountability and responsiveness to development challenges through the key functions of teaching and research in close cooperation with local communities and the service sector in a spirit of mutuality and reciprocity. On the one hand this encompasses making available the institution's intellectual competence and infrastructure to improve service delivery. On the other hand, it is a focused modification and contextualisation of what is taught, learnt and researched.

3.1.5   For the purpose of this policy Developmental Engagement is defined as a dynamic, interactive endeavour aimed at ensuring positive outcomes within communities and to maximise the quality of life of those involved. Such development requires an enabling environment of mutuality and reciprocity, ensuring that collective growth and development of all partners take place, and that contributions by communities and the service sector are valued and duly recognised. In the context of community service learning (see 3.1.7), the emphasis is on reciprocal teaching and learning among all members of the partnership (communities, service sector, UFS staff and students).

3.1.6   Community engagement: Continuously negotiated collaborations and partnerships between the UFS and the interest groups that it interacts with, aimed at building and exchanging the knowledge, skills, expertise and resources required to develop and sustain society.

3.1.7   Community service learning (or: "service-learning"): An educational approach involving curriculum-based, credit-bearing learning experiences in which students (a) participate in contextualised, well-structured and organised service activities aimed at addressing identified service needs in a community, and (b) reflect on the service experiences in order to gain a deeper understanding of the linkage between curriculum content and community dynamics, as well as achieve personal growth and a sense of social responsibility. It requires a collaborative partnership context that enhances mutual, reciprocal teaching and learning among all members of the partnership (lecturers and students, members of the communities and representatives of the service sector).

3.2 The Policy distinguishes between the following community service categories:

3.2.1   Category A

Community service that is integrated into academic work, i.e. academic programmes of students and research conducted by staff. The following sub-categories are identified:

3.2.1.1 community service learning (core, elective and foundational modules);

3.2.1.2 compulsory practical work and mandatory community service as required by legislation;

3.2.1.3 internships, clinical practice and work-based education in community settings, and other community-based forms of professional training; and

3.2.1.4 participatory community-oriented research.

3.2.2   Category B

Scholarly and other expert service to the community by staff members. The following sub-categories are identified:

3.2.2.1 research projects (e.g. contractual policy research) with and in communities;

3.2.2.2 workshops and short courses for community members;

3.2.2.3 the initiation and management of community development projects by UFS staff and students;

3.2.2.4 consultation services in a community context; and

3.2.2.5 service to and within the UFS as a specific segment of the community.

3.2.3 Category C

Extra-curricular community involvement and interaction, such as non-academic community outreach on a voluntary basis.

4. Strategies for the implementation of integrated community service

In order to accomplish the above-mentioned objectives, the following strategies for the implementation of the Policy will be followed:

4.1 The integration of community service as a core component of the vision, mission, objectives and organisational structure of the UFS

4.1.1 The UFS is determined to ensure that community service is firmly integrated into the vision, mission and values of the institution, with a view to inculcate a culture of community service equal to the cultures of teaching and research already existing at the UFS.

4.1.2 The inclusion and reflection of community service in the strategic planning, policies and procedures of the UFS is of paramount importance. This will be evident in the management structures and the organisational mechanisms of the UFS, as well as in the sustainable resourcing of community service as a core function.

4.1.3 The UFS will coordinate community service through the Chief Directorate: Community Service, the Community Service Management Committee, the Community Service Portfolio Committees of the Faculties (reporting to the Faculty Boards), as well as the "flagships" (i.e. key sites for multi-disciplinary engagement) of the UFS. Community service will be supported, promoted and communicated by the Chief Directorate: Community Service in co-operation and consultation with the above committees.

4.1.4 The UFS will initiate and implement steps aimed at addressing the potential risks and liabilities associated with community service activities.

4.2 The integration of community service into academic programmes and curricula

4.2.1 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. This prioritisation is informed by the proven record of community service learning as an educational approach that leads 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 students and staff involved.

4.2.2   The inclusion of community service learning modules in academic programmes takes place in coherence with other relevant policies, for instance the UFS Education Policy and the UFS Assessment Policy, and its applicable procedures.

4.2.3   Curriculum development that facilitates the inclusion of CSL modules or components in academic programmes is implemented by the relevant faculty portfolio committees.

4.2.4   Curricula for community service modules will be developed, taking into account local and traditional knowledge, as well as the indigenous knowledge systems of partners such as local communities and the services sector, thus enhancing the relevant processes of academic transformation aimed at ensuring reciprocity and participatory, open systems of knowledge generation.

4.3 Support for and recognition of staff involved in community service

4.3.1   In the light of the particular challenges associated with the implementation of community service, sustainable support for and recognition of the achievements of staff members are regarded as priorities.

4.3.2   The UFS will strive to integrate appropriate recognition of and credit for involvement of staff in community service into the performance management system of the UFS as it is developed and implemented, ensuring growth in the status of community service in line with that of teaching and research. Such recognition, integrated with institutional and faculty mechanisms, will be aimed at recognising the achievements of staff members who excel in integrated community service in any of the following areas:

4.3.2.1 successful conceptualisation and planning of integrated community service;

4.3.2.2 successful building of responsive and co-operative partnerships that leads to the implementation of integrated community service; and

4.3.2.3 successful fundraising initiatives aimed at implementing integrated community service programme.

4.3.3   Consonant with its mission, and based on the collective engagement profile of the relevant department, academic programme or faculty, the UFS will strive to determine an individually negotiated weighting for community service for staff members.

4.3.4   The UFS undertakes to support and facilitate staff development and capacity-building programmes in relation to integrated CS, such as initiatives undertaken by the Centre for Higher Education Studies and Development (CHESD).

4.4 The development of co-operative partnerships with communities and the service sector

4.4.1   Well co-ordinated partnerships with communities and the service sector are of vital importance; and the UFS strives for the setting up of responsive and co-operative

partnerships, with the emphasis on mutuality and reciprocity for the benefit of all parties involved.

4.4.2   Co-operative and contextualised partnership-building approaches are followed, ensuring maximum community and service-sector participation and decision-making in a transparent, accountable and democratic manner. Such participation should be concretised by way of standard operating procedures, memorandums of understanding and service-level agreements.

4.4.3   Communities contribute to partnerships through their own social capital. The UFS values and duly recognises this input in order to ensure an effective response to the challenges identified by the community in addition to the contributions made by the UFS and the service sector.

4.4.4   The UFS undertakes to empower its staff members in partnership-building, ensuring that good practices are adhered to.

4.4.5   The "flagships" (i.e. key sites for multidisciplinary engagement) in the form of the Mangaung University Community Partnership Programme (MUCPP), the Free State Rural Development Partnership Programme (FSRDPP), the Lengau Agri Centre, the Qwaqwa Campus of the UFS and the Boyden Observatory, are central to the implementation of community service at the UFS; the UFS will continue to support and engage with them.

4.5 The sustainable and strategic allocation of human, financial, infrastructural and information resources for community service

4.5.1   The earmarking and sustainable allocation of strategic funding for the establishment of new community service programmes is a priority for the strengthening of the UFS community service agenda.

4.5.2   The UFS strives to include the funding of integrated community service in allocation formulas (e.g. SLE allocations to and within faculties) in an appropriate manner.

4.5.3   The UFS aims to ensure that the appointment of staff is aligned with the UFS's need for adequate and special expertise in the development, co-ordination and sustaining of community service.

4.5.4   The UFS aims to ensure that its commitment to community service will be reflected, within limits of affordability, in the sustainable provision of infrastructure and information resources for the development, co-ordination and sustaining of community service.

4.5.5   Within limits of affordability, the UFS strives to allocate funds from the central UFS budget for the establishment of key sites for multidisciplinary engagement and for the implementation of community service learning modules.

4.5.6   Faculties should include and administer funds allocated in terms of 4.5.5 for the establishment of key sites for multidisciplinary engagement and the implementation of community service learning modules in their respective budgets

4.6 The pro-active communication and marketing of and fundraising for integrated community service programmes and projects

4.6.1   Upon the receipt of relevant information regarding the conceptualisation, implementation and/or promotion of integrated community service programmes and projects, the Strategic Communication Division is responsible for the dissemination of the information to as wide an audience as possible in order to strengthen the public image of community service and to inform the public regarding interventions of this kind. The utilisation of the UFS website and other internal communication forums plays a vital role in this regard.

4.6.2   Staff and students involved in community service are encouraged to devise strategies to ensure the promotion of their respective activities and the dissemination of information in a co-ordinated manner, both at the UFS and within the specific communities where community service takes place. Communities should be consulted regarding the means by which they could contribute to such promotional drives.

4.6.3   Support for community service fundraising initiatives by the UFS is provided by the marketing skills and expertise of the UFS Corporate Liaison Office (UFS Marketing). Not only is the UFS Corporate Liaison Office involved in efforts to obtain funding from a variety of national and international sources, but it also facilitates the capacitating of staff members involved in community service and projects in the skills of proposal-writing for fundraising purposes.

4.7 The promotion of solution-driven community-oriented research

4.7.1   The Policy recognises the leading role played by the Research Development Directorate in all matters pertaining to community-oriented research at the UFS, as well as the facilitation function of the Research Portfolio Committees in the faculties.

4.7.2   The Policy supports the implementation of ethical, solution-driven, participatory action research in partnership with local communities and the service sector in order to address development and service-rendering challenges. The Policy further recognises and values the input generated by communities and service providers during such research.

4.7.3   Research at the sites of community service should be conducted in a multidisciplinary manner that is best suited to complementing the development agendas of the applicable community or service sectors. Communities and service providers should be encouraged to

participate actively in research efforts and should commit to making a beneficial contribution.

4.7.4   Community service-oriented researchers should attempt to ensure that, through the empowerment of community members in respect of research methodologies and skills, the community will have acquired and will retain a certain amount of research skills after the completion of the research.

4.7.5   Researchers should ensure effective communication with the communities and service sectors participating in their research efforts, as well as extensive dissemination of research results in these communities and service sectors.

4.7.6   Researchers should ensure that they do not create unrealistic expectations regarding research results and the implementation of the research recommendations in communities. They should further ensure that communities are aware of the limitations of the UFS as an implementation agent.

4.7.7   Researchers should focus on the community-oriented research needs of the service sector as well, thus ensuring that results can be implemented by the service sector to the advantage of the community.

4.8 The inclusion of community service in the UFS's quality management System

4.8.1   Under the guidance of the UFS Planning Unit and the Quality Management Portfolio Committees in the faculties, community service will be subjected to the same quality assurance processes as all other activities at the UFS.

4.8.2   The quality management of community service will take into account the contributions of the communities and service sector, as well as their assessment and evaluation of the impact of community service.

4.8.3   Staff members will be empowered in order to understand the content of the quality management requirements of community service as far as good practice indicators for self-evaluation, recording of evidence and documentation management are concerned.

4.8.4   The Policy will endeavour to promote programme evaluation and impact studies pertaining to the ongoing implementation of community service.

4.8.5   The Policy acknowledges the importance of benchmarking, not only as a tool for self-evaluation and quality assessment, but also as an instrument of motivation, learning and information-exchange.

4.9 International, national and regional relationships with role players in the field of community service

4.9.1 Owing to the growing importance of community service at higher education institutions in general and the UFS in particular, it is important to ensure that the UFS liaises and co-operates with similarly focused institutions at an international, national and regional level, over and above the forming of partnerships with local communities and the service sector. Emphasis should be given to the formation of partnerships in the Southern African Development Community (SADC) and other African regions, utilising available structures such as the African Union to enhance co-operation and to recruit support.

4.9.2 Such co-operation will include, but will not be limited to, institutions in the higher and further education sectors, whether public or private; research institutions; organs of government; and members of the international community.

4.9.3 The UFS strives to include local communities and partners in its international, national and regional co-operation initiatives and networks, thereby strengthening its objective of being an engaged African university, while exploring the foundations it has established in indigenous knowledge systems.

4.9.4 The UFS undertakes to ensure the inclusion of community service in its formalised relations with other higher education institutions in respect of issues pertaining to teaching, learning and research, and strives to ensure the building of more partnerships to ensure exposure to a wider audience. The significance of the role of the Free State Higher Education Consortium in this regard is hereby acknowledged.

4.10 Student involvement in community service

4.10.1 The UFS acknowledges that it is dependent on and accountable to the communities it serves through the facilitation of meaningful learning experiences for the students originating from these communities; and therefore this Policy recognises the exceptional benefit of community service to students.

4.10.2 Students are regarded as valuable contributors to the development of community service at the UFS.

4.10.3 The utilisation of students during community service takes place as part of the broader transformation of the UFS as an institution, striving towards a multicultural approach to the implementation of community initiatives, exposing students to a variety of communities in order to ensure cross-cultural interaction and real-life societal enlightenment.

4.10.4 Although the emphasis of the UFS will be on academically integrated community service, it recognises and supports participation in well organised voluntary initiatives.

4.10.5 The UFS acknowledges and supports the important role that KOVSCOM, KOVSIE RAG and other student initiatives play in mutually supporting and complementing community service learning at the UFS, and encourages the expansion and consolidation of this role.

5. Approval, adjusting and reviewing authority

Since community service is an identified priority area within the UFS, all responsibility regarding approval, adjustment, amendment and review of this Policy is subject to the approval of the Executive Management, the Senate and the Council.

6. Administration of the Policy

The institutional responsibility for the management of the Policy resides with the Chief Directorate: Community Service, the Community Service Management Committee and the Community Service Portfolio Committees of the faculties.

7. Effective date of the Policy

This Policy will take effect on (date approved by Council) and will be deemed not to be retroactive in nature.

8.   Glossary

A glossary of terms utilised in the Policy is provided for clarification.

8.1 Internship placements are intended to provide students with hands-on practical experience that will enhance their understanding of their area of study, achieve their learning outcomes and provide them with vocational experience. Generally, internships are fully integrated with the student's curriculum. Internships are used extensively in many professional programmes such as Social Work, Medicine, Education, and Psychology.

8.2 A partnership can be defined as a collaborative engagement between two or more parties sharing a similar vision, aimed at reaching a common goal by devising and implementing a mutually agreed to modus operandi while maintaining their respective identities and agendas. A partnership entails the pooling and sharing of skills and resources, as well as risks and benefits, thus enabling such partnerships to accomplish goals beyond the capability of the individual parties. In the context of community service learning, a partnership entails knowledge-based collaborations between a university, an identified community and the service sector, where all partners contribute to the mutual search for sustainable solutions to challenges and service needs. Such partnerships do not only focus on the intended outcomes but also on the reciprocal teaching and learning, development, knowledge-generation and change that occur during the process. Successful partnerships are often identified by the following indicators:

- Shared philosophy, vision and values.
- A high priority on trust, mutual accountability and responsibility.
- Communication, evaluation and feedback.
- Reciprocity.
- Equality and equity.
- Sustainability.

8.3 Practicals (e.g. clinical practice and practical teaching) is defined as a task-oriented process that focuses on the acquisition of relevant competencies (knowledge, skills and dispositions) required to produce quality practitioners (e.g. students in Nursing, Allied Health Professions, Social Work and Education). A clinical learning experience will take place in dynamic interaction between the learner/student and the external conditions in the teaching and learning environment.

8.4 A Programme is a structured scheme of actions and activities planned for an undertaking with specific objectives and outcomes in mind. In this sense, the term programme is used for a long-term undertaking of wider scope and implication. In an academic sense it can be viewed as a purposeful and structured set of learning experiences that leads to a qualification.

8.5 A Project is a structured scheme of actions and activities planned for an undertaking with specific objectives and outcomes in mind, but differs from a programme in that it is usually seen as an undertaking with the attainment of specific goals or objectives in mind and is usually seen to be limited in time – with a specific start and end date.

8.6 KOVSCOM is the student community service organisation where students get the opportunity to reach out to the community through projects for the youth, the elderly, the disabled, as well as numerous other needy groups.

8.7 Volunteerism can be defined as the engagement of students in activities where the primary beneficiary is the recipient *community* and the primary goal is to provide a *service*. Volunteer programmes are essentially altruistic by nature. Although students may learn from these programmes, they are generally not related to, or integrated into, the student's field of study. Volunteer programmes are thus essentially extra-curricular activities, taking place during holidays and outside tuition time. Students generally do not receive academic credit for participation in such programmes and they are generally funded by external donors and

through student fundraising. Programmes are generally relatively small in scale and have a loose relationship with the HEI.

8.8 Work-based learning can be viewed as a component of a learning programme that focuses on the application of theory in an authentic, work-based context. It addresses specific competencies identified for the acquisition of a qualification which relate to the development of skill that will make the student/learner employable and will assist in developing his/her personal skills. Employer and professional bodies are involved in the assessment of this form of experiential learning, together with academic staff.

9. Appendices

A range of related enabling documents, resources and tools will be added to the policy as they become available. Currently the following documents are resources are available:

9.1 Capacity-building

24-credit module in Master's Programme in Higher Education Studies: Community Service Learning (HOS717)

9.2 Manual

Service-Learning in the Curriculum: A Resource for Higher Education Institutions (HEQC & JET Education Services)

9.3 CHESD Information Centre

Material resources on Community Service (CS), Community Engagement (CE) and Community Service Learning (CSL)

9.4 Dissemination of information
9.4.1 Community Service website
9.4.2 List of CSL modules and CS projects (electronic input)
9.4.3 The various editions of the newsletter *CommTalk*

9.5 Partnerships
9.5.1 Checklist for the development of a Community Service Partnership
9.5.2 Framework for negotiating a partnership agreement for Community Service Learning

9.5.3 Example: Memorandum of Understanding of the Khula Xhariep Partnership (within the FSRDPP)

9.6 Funding

9.6.1 Application form for funding of a CSL module
9.6.2 Letter indicating the procedure to be followed when applying for funding for a CSL module

9.7 Quality Management

9.7.1 *A Good Practice Guide and Self-evaluation Instruments for Managing the Quality of Service-Learning* (HEQC & JET Education Services)
9.7.2 UFS and CUT pilot-testing of self-evaluation instruments of the *Good Practice Guide*

9.8 Research

Acta Academica Supplementum 2005(3): *Research and (community) service learning in South African higher education institutions*. Robert Bringle & Mabel Erasmus (guest editors)

9.9 Evaluation
9.9.1 Pre- and Post-implementation Questionnaires for SL Students
9.9.2 Focus Group protocols: Service Sector Partners; Community Partners.

09.4 Policy on Masters and Doctoral Studies
(See the next page)

UNIVERSITY OF THE FREE STATE

POLICY

Document name	**Policy on Masters and Doctoral Studies**
Co-ordinating Exco member	**Vice-Rector: Academic Planning**
Status	**Final version**
Approved by	**PC: Education and Research** **Senate** **Executive Management** **Council**
Date approved	**21 May 2006** **22 August 2006** **6 September 2006**
Date last amended	
Date for next review	**2010**
Related policies	**UFS: Assessment Policy** **UFS: RPL Policy** **UFS: Research Policy** **UFS: Education Policy** **UFS: Guidelines for the approval, accreditation, registration, recording and termination of formal and non-formal academic programmes**

UNIVERSITY OF THE FREE STATE
POLICY ON MASTER'S AND DOCTORAL STUDIES

1.   PREAMBLE

This policy focuses on studies taking place at master's and doctoral levels and mainly deals with the studies/research of students and the supervision of students at these levels. The policy must be seen as complementary to the UFS research, education, and assessment policies, as well as other applicable policies.

The policy takes as **points of departure** the vision, mission and values of the UFS, as well as national higher education legislation. The strategic priorities of the UFS as embodied in the institution's strategic plan also serve as directives for this policy.

2.   AIMS AND OBJECTIVES OF THE POLICY

The aim of this policy is to lay down guidelines and criteria for quality master's and doctoral studies at the UFS. In realising this goal, the following objectives are pursued:

- to assure the quality of postgraduate qualifications;
- to guide and improve procedures for postgraduate supervision; and
- to promote support for postgraduate students and supervisors.

The policy has to be interpreted by faculties/schools/departments/programmes[1] and further defined by more disciplined-specific postgraduate research and supervision policies and procedures.

3.   INSTITUTIONAL ROLES AND RESPONSIBILITIES

The UFS aims at:

3.1   Establishing a policy and quality assurance framework for the management of postgraduate studies, including academic rules and regulations for post-graduate students and programmes.

3.2   Providing the necessary structures and infrastructure for the effective implementation of this policy and quality assurance framework by means of its academic structures and supervisors/supervisory teams.

3.3   Ensuring that research programmes of post-graduate students and thesis/dissertation preparation and writing are conducted in accordance with the appropriate academic regulations, as well as the guidelines, level descriptors and criteria of the South African higher education authorities.

3.4   Providing a research-rich environment and infrastructure – within the constraints of the availability of financial and physical resources - for its postgraduate students in the following ways:

3.4.1   Inducting students into an active research community, introducing them to alternative viewpoints, providing them with suitably skilled and knowledgeable supervisors and creating opportunities for them to interact with a diverse range of other students and

---

[1] Collectively referred to as "academic structures" in this document

academics.

3.4.2 Encouraging students to undertake research, complementary to traditional research activities where applicable, within the world of work and the community, including engaged research in collaboration with partners in the community.

3.4.3 Providing students with relevant research facilities and equipment, including computing and IT facilities, library facilities, study and laboratory space and technical equipment,

3.4.4 Building student research capacity through the provision of a range of support activities, including an orientation/induction programme, the development of research and research-related skills, language and writing skills development, and guidance and counselling.

3.5 Specific roles of institutional structures:

3.5.1 Faculties and academic departments are primarily responsible for the quality of postgraduate studies, and must together with the Programmes Committee (where applicable) ensure that programmes at master's and doctoral level comply with national level descriptors, standards and regulations.

3.5.2 The Division: Student Academic Services, in collaboration with faculties, must ensure that general rules and regulations for post-graduate studies are established.

3.5.3 The Directorate: Research Development must support the development of post-graduate students as young researchers. Such support includes dissemination of information, capacity-building initiatives and access to funding, as well as mechanisms that will lead to an increase in publication outputs by post-graduate students and supervisors.

3.5.4 The Library and Information Service (LIS) must ensure that postgraduate students and their supervisors are familiar with the services and facilities of the library and strive to actively support postgraduate studies by acquiring and making available relevant information sources.

3.5.5 The Chief Directorate: Community Service, in collaboration with the community service committees in faculties, may assist in the facilitation and synchronisation of community-directed postgraduate studies across faculties when applicable.

3.5.6 The Unit for the Development of Rhetorical and Academic Writing Skills must support students in the development of their thinking and writing skills.

3.5.7 Ethics committees (or designated committees within faculties) must ensure that high ethical standards are maintained in applicable postgraduate research.

3.5.8 The UFS strives to establish a post-graduate office to coordinate academic support services to postgraduate students by means of a "one-stop" service.

4. ADMISSION

4.1 All admissions to postgraduate study programmes are subject to the general institutional rules of the UFS. Prospective students also have to adhere to the additional discipline-specific requirements of faculties and academic departments concerned.

4.2 Admission procedures must be clear and consistently applied.

4.3 Selection criteria must ensure that students admitted to particular postgraduate programmes are adequately prepared to satisfy the necessary research and other requirements.

4.4 Equity and access considerations must be responsibly built into selection criteria and

protocols.

4.5 For students who do not meet admission requirements, alternative entry routes mayt be provided through the recognition of prior learning or alternative assessment protocols.

4.6 Provision is made in institutional rules and structures for the interdisciplinary registration of students in more than one department and/or faculty/school.

5. STUDENTS' ROLES AND RESPONSIBILITIES

5.1 The roles and responsibilities of postgraduate students must be clearly communicated to them. This may take the form of a student-supervisor agreement (see 6.5.1 and attached example).

5.2 Students are required to familiarise themselves and comply with the academic and administrative regulations for the degree in which they are enrolled and with University policies, including the preparation of the research proposal, ethical conduct, safety regulations, intellectual property, plagiarism, authorship and location of data.

5.3 Formal procedures that are transparent and fair must be in place for hearing and adjudicating student complaints about the quality of supervision and support provision and for appeals against assessment decisions.

6. SUPERVISION

6.1 Clear selection and appointment criteria for postgraduate supervisors/co-supervisors and promoters/co-promoters (referred to as "supervisors" or the "supervisory team" in this document) must be determined by faculties.

6.2 External supervisors and/or interdisciplinary supervision, where applicable, must be involved when sufficient expertise in the department concerned does not exist.

6.3 The allocation of supervisory responsibilities must be taken into consideration in individual work arrangements according to the performance management processes of the UFS.

6.4 Support must be provided for supervisors, including the following:

6.4.1 Orientation to or information on institutional and discipline-specific policies on research, the management of postgraduate supervision and the role and responsibilities of supervisors.

6.4.2 Training opportunities through applicable short courses, workshops, seminars and formal qualifications directed to the building of research and supervision capacity.

6.4.3 Deans and departmental chairs must ensure that supervisors are well-equipped to provide quality supervision.

6.4.4 Deans and departmental chairs must ensure that all novice supervisors undergo training in supervision. Such training opportunities will be provided by the institution (see 6.4.2).

6.5 The **duties and responsibilities of supervisors** must be clearly spelled out and be based on the following guiding principles for all supervisory work at the UFS:

6.5.1 There should be a clear understanding of and agreement on the roles and responsibilities of students and supervisors. This may take the form of a student-supervisor agreement (see 5.1).

6.5.2   Supervision should be done in a constructive and encouraging way, while maintaining a balance between providing guidance and encouraging students' independence.

6.5.3   A professional mentor-mentee relationship between the supervisor and the student should be maintained at all times.

6.5.4   All students should be fairly and equally treated and their interests protected.

6.6   Lines of accountability must be clearly formulated by faculties for the allocation of supervisors, the approval of research proposals, the appointment of examiners and the overseeing of assessment procedures.

6.7   Procedures for monitoring progress in students' research and to take action if students fails to make the necessary progress must be put in place by departmental chairpersons.

7.   ASSESSMENT

7.1   The UFS endorses excellence in postgraduate research output and must put assessment procedures in place that will enhance quality output.

7.2   Assessment criteria and/or an explicit account of the quality of research achievement required, should be clearly communicated to students on commencement of studies.

7.3   Internal and external examiners must be appointed according to acceptable criteria, as determined by faculties.

7.4   Clear guidelines/criteria to external examiners on the standard/quality of research achievement required within national guidelines must be provided by the UFS. This includes satisfying level descriptors for master's and doctoral studies.

7.5   Clear procedures with specifically allocated responsibilities for the consideration of examiners' reports must be formulated by faculties.

7.6   Clear guidelines on how assessment outcomes (examiners' reports), corrections and further work should be communicated to students and monitored by their supervisors, must be formulated by faculties.

7.7   Without undermining the principle of assessment by academic judgement, assessment decisions should be made transparently and students must be afforded reasonable access to such information.

8.   DISSEMINATION OF RESEARCH FINDINGS AND COLLABORATION

The UFS recognises the importance of the dissemination of research findings, as well as research collaboration on regional, national and international levels. This should take place by means of:
- publication outputs;
- presentation of and participation in conferences;
- initiation and participation in research projects; and
- involvement of experts in postgraduate research activities, including supervisory teams and examining panels.

9.   CONCLUDING PERSPECTIVE

The successful implementation of the policy on master's and doctoral studies depends upon the scholarship and academic integrity of every supervisor and examiner, as well as the effective execution of allocated responsibilities by the relevant academic and support service structures.

09.5 Assessment Policy
(See the next page)

UNIVERSITY OF THE FREE STATE

ASSESSMENT POLICY

Document name	Assessment Policy
Coordinating EXCO member	Vice-rector: Academic Planning
Contact	Chair: Education Committee
Status	Draft
Approved by	Senate Executive Management Council
Date approved	21 February 2006 6 September 2006
Date last amended	Feb 2006
Date for next review	March 2011
Related policies	Quality Assurance Policy; Education Policy, Postgraduate Education Policy

ASSESSMENT POLICY OF THE UNIVERSITY OF THE FREE STATE

1.   Preamble

The assessment policy of the University of the Free State (UFS) takes as points of departure the national higher education legislation, as well as the vision, mission and values of the UFS. The assessment policy must be read together with other UFS policy documents.

The University of the Free State acknowledge Outcomes-based Education (OBE) as educational approach. Outcomes-based education is a learner-centred, result-oriented educational approach based on the assumption that students are capable of realising their potential, but that this will not necessarily occur in the same way and at the same point in time. The implication is that:
- what students have to learn must be clearly defined;
- students' progress must be based on the demonstration of skills and competencies;
- students' needs must be accommodated by means of a variety of teaching and learning strategies as well as assessment instruments;
- students should be afforded fair opportunities and support to be able to realise their potential.

Outcomes-based assessment is defined as the identification, collection and interpretation of a student's performance measured against the outcomes of the specific qualification. To achieve this, appropriate assessment instruments can be used which will promote lifelong learning.

2.   Aim of the policy

The overarching aim of this policy is to establish a framework within which assessment practices at the University will contribute towards the:

- support of development of students;

- assurance of effective learning within context;

- improvement of teaching practices;

- grading of student performance.

In order to achieve these aims, this policy should be interpreted within faculty context in procedures which endorse the principles in the following section.

3.   Principles of assessment endorsed by the policy

As assessment exerts one of the most powerful influences on the nature and extent of student learning, this policy especially emphasises the design of assessment to promote student learning. It is taken into account throughout that effective assessment is based on sound programme design, development, implementation and evaluation.

For the academics involved in assessment these principles should serve as **guidelines** by which their assessment practices can be measured in terms of individual assessment opportunities and the processes at module and programme level. Faculties are responsible for the interpretation of these guidelines within own context in terms of rules and regulations which must also be included in study guides and applied. These guidelines must not be considered or applied in isolation, but as far as possible balanced in relation to one another.

- The purpose of assessment must be communicated clearly.
- Assessment must be holistic and criterion referenced (wherey student performance is judged against pre-specified criteria or standards) rather than norm referenced (whereby student performance is compared with that of peers in the same class or cohort).

- Assessment must be authentic and balanced.
- Assessment must be integrated with the teaching and learning process.
- Assessment must be transparent, valid, reliable and just.
- Assessment can assume various forms, gather information from various contexts and use various methods depending on what is being assessed and the needs of the student and the lecturer.
- Assessment must be impartial, sensitive towards race, gender, cultural background and knowledge level of students.
- The feedback regarding assessment results must be clear, accurate, timely and meaningful
- Progress must be linked to the demonstration of the outcomes within context.
- Results of assessment opportunities must be used to support students.
- The process and volume of assessment must be realistic and manageable for both students and lecturers.
- Security must be maintained through the introduction of the necessary procedures to prevent, detect and handle dishonesty as far as possible.

4.   Integrated assessment

Assessment should be done on a continuous basis. Different types of assessment can be applied for this purpose. These types of assessment are not mutually exclusive and should be applied in an integrated manner in the overarching assessment process, and include the following:

- Formative assessment by means of which the achievements of students can be recognised, discussed and appropriate follow-up steps planned.
- Diagnostic assessment, by means of which learning problems can be identified and classified in order that appropriate support can be provided to students.
- Summative assessment in order to record and provide feedback on the overarching performance of a student in a systematic manner.
- Evaluations aimed at collecting and comparing information regarding students' performance, in order that it may be applied in curriculum development and evaluation of teaching and learning.

Outcomes are assessed in terms of applied competence, namely practical competence, foundational competence and reflective competence which must be demonstrated in context.

Integrated assessment comes into its own if it results in overarching outcomes of a programme/qualification having been achieved.

5.   Assessment as part of quality assurance

Quality assurance for the process of teaching and learning assessment is defined in terms of fitness for purpose. In quality assurance of teaching and learning assessment it must be determined:

- whether students mastered the module and qualification outcome at the NQF level concerned; and
- whether the assessments were valid, reliable, justified and feasible.

Quality assurance, at the relevant NQF level, can occur by means of:
- evaluation of lecturers and material by students on the basis of questionnaires;
- internal written moderation;
- comprehensive memorandums based on the assessment criteria and/or standards for the set outcomes;
- external moderation of assessment at exit levels as defined in the quality assurance policy;
- evaluation of outcomes by external associates in cases where such parties are involved; and
- analysis and interpretation of the evidence of the assessment process.

Moderation is an important tool that will ensure that quality standards for the inputs, processes

and outputs are maintained. Moderation thus does not take place only at the end of a process, but forms part of the cyclical nature of quality assurance.

Moderation is performed internally and externally at different levels. It ensures that students are assessed consistently, accurately and in a well-designed manner. An internal moderation system forms part of the quality management system of this institution (see the policy document on quality assurance).

6. Assessment training

- Lecturing staff members are expected to complete the assessment training programme of the University of the Free State. Similar training undergone at other institutions may be recognised on the basis of the guidelines in this assessment policy and recognition of prior learning.
- Ongoing "refresher workshops" on assessment-related subjects will be offered to academic personnel on a regular basis.
- Departmental chairpersons/heads of departments should ensure that assessors undergo appropriate training.

7. Recording of and feedback on progress and performance

Academics should take responsibility for this facet of assessment within their area of responsibility.

7.1 Recording of progress and performance

Cumulative evidence of students' progress and performance must be recorded and, in the case of professional degrees, this can form part of the student's portfolio. It is the responsibility of the student to keep the portfolio up to date according to the instructions.

7.2 Feedback

Effective communication of students' performance is a precondition for the provision of quality education. Feedback is an integral part of teaching, learning and assessment.

7.2.1 The feedback process must:
- keep students informed regarding their progress in the teaching and learning process;
- be an accurate reflection of the student's progress and performance;
- encourage motivation through a constructive approach.

7.2.2 In instances where external associates are involved (e.g. service-learning modules) the feedback process must:
- serve as an opportunity for lecturers and students to provide feedback to the associates regarding progress in respect of the activities;
- provide the associates with an opportunity to demonstrate how they judge the outcomes;
- give an indication of the development needs of the students (and associates) as well as indicate follow-up steps for this purpose;
- make a constructive contribution to interdependent, joint learning and development; and
- promote transparency and accountability towards the associates.

8. Management, Implementation and monitoring of this policy

- The head of the department/departmental chairperson, together with the programme director, is responsible for the management and implementation of this policy with regard

to the specific modules in the programme. For this purpose precedures can be developed at faculty, departmental or programme level.

- Academic line managers (deans and vice-rectors) are responsible for the implementation of and supervision of the assessment policy.

9. Disputes and the settling of disputes

Any academic staff member/student at the University of the Free State can, for further action, lay any relevant complaint, ask any question or submit evidence pertaining to the implementation of the assessment policy to the Dean concerned or person appointed by the Dean/Faculty Management without fear of prejudice.

10. Amendment and interpretation

Should any dispute arise regarding the interpretation of any clause of this policy, the Afrikaans version will be definitive.

09.6 Constitution of the Central Student's Representative Council of the University of the Free State

(See the next page)

**Constitution of the Central Student's Representative Council
of the University of the Free State**

(Approved by the UFS Council on 15 September 2006)

Preamble

We, the students of the University of the Free State
- will strive to create and maintain an environment conducive to the pursuit of quality education, relevant knowledge and research;
- acknowledge the University as a parallel-medium institution with a multicultural student community;
- are committed to the notions of academic freedom, equality and respect for the fundamental rights enshrined in the Bill of Rights of the Constitution of the Republic of South Africa (Act 108 of 1996);
- are committed to the pursuit of a non-racial, non-sexist and democratic student society, free from oppression, exploitation and any form of discrimination;
- strive towards a united student culture to which every student can uniquely contribute and be proud of; and
- pursue the development of community-orientated and holistic intellectuals and a nation-building educational system.

We therefore adopt this Constitution in order to establish a united student representative body with the mission, to promote the interests of the whole of the student body of the University on the basis of the above-mentioned values and within a federal system which recognises the autonomy of campus-specific student governance.

Section 1: Definitions

Unless indicated otherwise by the context, the following meanings apply in this Constitution:
    (a)   "CSRC" means the Central Student Representative Council;
    (b)   "SRC" means the Student Representative Council of the various UFS campuses;
    (c)   "governance structures" means the UFS Council, UFS Senate and UFS Executive Management;
    (d)   "University" means the University of the Free State;
    (e)   "University day" means any weekday (Monday to Friday) during the academic year, excluding public holidays;
    (f)   "students" mean all students registered for formal academic programmes at the University.

Section 2: Establishment of the CSRC

A Central Student Representative Council (CSRC) for the UFS's campuses is hereby established.

Section 3: Objectives

In cooperation with other representative and governing institutions of all campuses of the UFS, the CSRC will serve the interests of all students as their elected representatives, without bias or prejudice, and in particular:

(a)   represent all students in negotiations and interactions with the UFS governing structures and at public functions or occasions;

(b)   lead the student community towards transformation and academic development by means of strategic planning and visionary leadership;

(c)   facilitate the improvement of the learning, cultural and recreational environment at the UFS; and

(d)   integrate and promote various student activities.

Section 4:   Membership of the CSRC

The following conditions apply to become or remain a member of the CSRC:
(a)   Registration as a student for a formal academic programme at the UFS.
(b)   Membership of one of the three campus SRCs of the UFS.

Section 5: Status

(1) The CSRC recognises the University Council as the highest body of authority at the University.

(2) The UFS adopts a federal student governance model, whereby the CSRC is the highest student representative body established in terms of section 35 of the Higher Education Act (Act 101 of 1997) and the Statute of the UFS, in respect of student governance issues of common interest. The campus SRCs retain full autonomy over campus-specific affairs.

Section 6:   Composition of the Central Student Representative Council

(1)   The CSRC shall consist of twelve (12) members.

(2)   The CSRC shall have the following office-bearers:
(a)   a president;
(b)   two (2) vice-presidents;
(c)   a secretary-general;
(d)   a deputy secretary general;
(e)   a sport, arts and culture officer;
(f)   a treasurer;
(g)   an academics officer;
(g)   a transformation officer;
(i)   a residence affairs officer;
(j)   a constitutional and legal affairs officer;
(k)   a projects and communication officer.

Section 7: Election of members of the CSRC

The three campus SRC presidents automatically are members of the CSRC. In addition, each campus SRC of the UFS elects, in terms of its constitution, a number of additional members to represent that SRC in the CSRC, up to a total of: main campus: 5 members, Qwaqwa campus: 4 members, Vista Bloemfontein campus: 3 members. The election must take place at the first meeting of the campus SRCs during their term of office.

Section 8:   Election of office bearers

All office bearers of the CSRC shall be elected by a majority vote of members at the first meeting of the CSRC during its term of office, on condition that:
   (a)   the presidency shall rotate on a quarterly basis between the presidents of the three campuses (starting on the first day of each academic quarter);
   (b)   the two vice-presidents must represent the two campuses not represented by the president.

Section 9:   Term of office of members of the CSRC

 (1)   The term of office of a member of the CSRC extends for a period of 12 months after his/her election, from 1 October of the year in which the member is elected to 30 September of the following year.

(2)   A member may be re-elected once to hold office in the CSRC.

Section 10: Termination of membership of the CSRC

(1)   A person shall cease to be a member of the CSRC if -
   (a)   he/she is no longer a registered student at the UFS;
   (b)   he/she is found guilty of serious misconduct by a UFS disciplinary body;
   (c)   he/she is found guilty, as decided by majority of the CSRC, of serious neglect of duty as a member of the CSRC;
   (d)   he/she resigns as a CSRC member;
   (e)   he/she is recalled by his/her campus SRC, in terms of the applicable campus SRC constitution;
   (f)   he/she ceases to be a member of the campus SRC;
   (g)   he/she accepts a full-time occupation which, in the view of a majority of the CSRC, disqualifies that person from fully executing his/her CSRC duties;
   (h)   a two-thirds majority of the CSRC passes a motion of no-confidence in him/her; or
   (i)   he/she has been sentenced for any crime in the Republic of South Africa or elsewhere to imprisonment without the option of a fine or a fine of more than R5000.

(2)   (a)   If the CSRC becomes aware that a member might be in breach of any of the requirements as prescribed in subsection (1) (c), (g) and (h), the CSRC should inform the member in writing that it intends to terminate the office of the CSRC member.
   (b)   The CSRC member who has thus been notified shall have the opportunity at a meeting of the CSRC to submit reasons why his/her membership should not be terminated.
   (c)   If the CSRC, having heard the plea of the CSRC member in question, decides to terminate the office of the CSRC member, such termination shall become immediately effective, providing that the CSRC member shall have the right to appeal to the Student Court for a revision of the decision to terminate his/her office, such an appeal to be lodged within 7 days after termination of office.

(3)   (a)   The CSRC president or his/her representative will represent the CSRC in University management and governance structures, where applicable.

Section 11:   Functions and powers of the CSRC

(1)   As an institution representing the general student body of the UFS as a whole, the CSRC -
  (a)   represents all students of the UFS in negotiations and interactions with the University authorities in respect of matters of common interest;
  (b)   represents all students of the UFS at University functions and public occasions;
  (c)   assists with and facilitates the academic development of all UFS students by means of strategic planning and leadership;
  (d)   contributes in accordance with the fundamental values of the UFS to the achievement of the mission statement of the University;
  (e)   promotes and integrates the variety of student activities in so far as they affect matters of common concern for all campuses;
  (f)   promotes unity and a sense of common loyalty towards the UFS among all students;
  (g)   each incumbent CSRC shall prepare and agree on a schedule outlining specific duties and powers of each specific portfolio during their first meeting.

(2)   The CSRC has all the powers to fulfil the abovementioned functions, and in particular -
  (a)   may, within its mandate, resolve student disputes;
  (b)   is authorized to represent students at central University and national level;
  (c)   may convene central student gatherings on matters of concern for the student body;
  (d)   administers and monitors funds allocated to the CSRC by the University;
  (e)   has the power to appoint tasks teams for particular purposes, provided at least one member of the CSRC assumes responsibility of such a team or committee;
  (f)   may issue publications and shall coordinate or distribute information;
  (g)   may appoint subcommittees of the CSRC.

(3)   (a)   The CSRC shall have a budget allocated by the University;
  (b)   the treasurer shall be the officer in charge of finances;
  (c)   the CSRC shall account to the campus SRCs and the dean of students on the allocated budget.

Section 12: Meetings of the CSRC

(1)   The CSRC must meet at least once (1) per term. The first meeting of a newly elected CSRC must be called by the outgoing president within one week of the election.

(2)   A special meeting may be called by the president and at least one vice-president, or at the request of a third of the members of the CSRC if and when necessary.

(3)   The venue of the meetings shall rotate among the various campuses.

(4)   Proper notice of meetings of the CSRC must be given to all members of the CSRC at least five (5) University days before the meeting and must state at least:
  (a)   the date, time and place of the meeting; and
  (b)   the full agenda.

(5)   The secretary of the CSRC must ensure that the full minutes of every ordinary CSRC meeting are available to the members of the CSRC and at the various SRC offices no later than one (1) week after the meeting.

(6) The CSRC may adopt a code of practice to regulate its meeting procedures, which may be attached to this Constitution as an annexure, on condition that it must respect the language policy of the UFS, with the aid of interpreting services as may be necessary.

Section 13:   Voting

Every member of the CSRC represents one (1) vote. In the event of a tie, the president has a deciding vote.

Section 14:   Dispute resolution

(1) The CSRC or any campus SRC may refer a conflict between any decision of the CSRC and any campus SRC to the Dean of Students for resolution. The Dean of Students must convene a joint meeting of the CSRC and the campus SRC to resolve the matter. If the matter cannot be resolved during the meeting, it must then be referred to the Vice-Rector: Student Affairs for resolution of the matter.

(2) In exercising his/her discretion, the Dean and/or Vice-Rector: Student Affairs should consider -
   (a)   whether the conflicting decisions deal with a matter that can only be effectively regulated on a University-wide basis;
   (b)   whether the conficting decisions deal with a matter that, to be dealt with effectively, requires uniformity on all three compuses of the UFS;
   (c)   whether a specific decision will be unnecessarily harmful to the developemnt and maintenace of student unity and harmony on all UFS campuses;
   (d)   whether a specific decision will undermine equal access of educational opportinies on all three compuses; and
   (e)   whether a specific decision impedes the implementation of University rules and policies.

Section 15: Status of the Constitution

All constitutions, regulations, rules, codes, documents, motions and decisions adopted by any organisation or body constituted by this Constitution, are subject to this Constitution and invalid to the extent that they are in conflict with it.

Section 16: Coming into effect

This Constitution comes into effect on a date to be determined by the UFS Council after approval of the Constitution.

Section 17: Amendment

(1) Proposals for the amendment of this Constitution can be adopted by a two-third (2/3) majority of the CSRC, except the fundamental provisions (defined in subsection (4)), which can only be amended by way of the adoption of the proposed amendment in a University-wide student referendum

(2) All proposals for amendment of this Constitution are subject to approval by the University Council on the recommendation of the University Executive Management and the Senate.

(3) Any member of the CSRC, the campus SRCs, the Student Parliament, the Executive Management or the Senate of the UFS may propose an amendment of the Constitution for the consideration of the CSRC.

(4) The following provisions can be amended only by way of a referendum: Preamble, sections 5, 9 and 10.

(5) Any amendments must be ready for consideration at the June meeting of the University Council. Changes effected after that date will only be valid for the CSRC term of the following year.

(6) Sections 6, 7 and 8 will lapse at the end of August 2006 and must be replaced by appropriate negotiated formulations by the June 2006 Council meeting.

Section 18: Preservation and updating

The secretary general of the CSRC must see to it that this Constitution is preserved at the CSRC office and it must be available on demand to any member of the student body. He/ she must also see to it that all valid amendments to this Constitution are recorded on it and that it is likewise available.

10 ANNEXURE

10.1 Annexure 1 – Community Service Learning Programmes

Humanities

Lecturer:	Dr E.N. Malete
Department:	African Language
Module details:	Terminography and Lexicography
E-mail:	maleteen@qwa.uovs.ac.za
Tel:	058 713 0211 / X 2436
Student number:	
Staff number:	
Community partner:	Makwana Mr. K.P.D. Maphalla
Service sector partner:	Department of Agriculture Mrs. Alta Meyer

Lecturer:	Ms Lindie Coetzee
Department:	B.Soc.Sc. Human and Societal Dinamics
Module details:	
E-mail:	groenedc.hum@mail.uovs.ac.za
Tel:	401 2611
Student number:	
Staff number:	
Community partner:	Schools and communities Dr. Retha du Plessis Dr. Doreen Atkinson
Service sector partner:	Aurora, Department of Education, Municipalities of Philippolis, Springfontein and Trompsburg. Mnr. Sello Ntaitsane Mnr. Smock

Lecturer:	Mr P.A. Venter
Department:	Drama and Theatre Arts
Module details:	Program for the Arts
E-mail:	venterp.hum@mail.uovs.ac.za
Tel:	051 448 3942
Student number:	
Staff number:	
Community partner:	Department of Education Mrs. M. Smit
Service sector partner:	PACOFS Mr. S. Leeuwe

Lecturer:	Miss. L. Naudé
Department:	Psychology
Module details:	B.Psych Programme (School counseling and Psychometric assessment)
E-mail:	naudel.hum@mail.uovs.ac.za
Tel:	051 401 2189
Student number:	

Staff number:	
Community partner:	Dr. Viljoen School Mr. F. Schoon
Service sector partner:	Child and Family Welfare Mrs. M. Johnson

Economic and Management Sciences

Lecturer:	Mr. I.A. Mohan
Department:	Accounting
Module details:	Financial Accounting
E-mail:	mohania@qwa.uovs.ac.za
Tel:	058 713 0211 X 2075
Student number:	
Staff number:	
Community partner:	Makwane Small Scale Farmers Ms. Tshidi Mota
Service sector partner:	Department of Agriculture Mr. Meshack Petlane

Lecturer:	Mrs. H. van Heyningen
Department:	Industrial Psychology
Module details:	Training Management (B.Com)
E-mail:	heyningh.ekw@mail.uovs.ac.za
Tel:	401 3345
Student number:	
Staff number:	
Community partner:	Heidedal, Mangaung (via MUCPP), Langenhovenpark and Fichardt Park, Phillippolis. Ronel Jacobs, Margaret, Corne, Retha
Service sector partner:	MLM etc.

Natural and Agricultural Science

Lecturer:	Mr. R. Lentsoane
Department:	Plant Sciences
Module details:	Plant Propagation and alternative cultivation techniques
E-mail:	lentsoaner@qwa.uovs.ac.za
Tel:	058 718 5332
Student number:	
Staff number:	
Community partner:	Makwane Mrs. Tshidi Mota
Service sector partner:	Department of Agriculture (Thabo Mofutsanyana District) Mrs. Alta Meyer

Lecturer:	Prof. J.D. Smit / Gerhard Bosman
Department:	Argitecture
Module details:	Ontwerp (B Arch Stud en B Arch)

E-mail:	smitjd.SCI@mail.uovs.ac.za
Tel:	401 2332 / 2197
Student number:	
Staff number:	
Community partner:	FSRDPP
Service sector partner:	
Lecturer:	Dr. W.T. Nell
Department:	Agricultural Management
Module details:	Strategic management in Agriculture
E-mail:	nellwt.sci@mail.uovs. ac.za
Tel:	401 2557
Student number:	
Staff number:	
Community partner:	Kaalspruit Dairy Farmers
Service sector partner:	Department of Agriculture Ms. Claurina Johanne
Lecturer:	Me. Elizabeth de Ridder
Department:	Bouwetenskappe
Module details:	Meestersgraad in Stads- en Streekbeplanning (Ruimtelike Beplanning vir Toerisme)
E-mail:	driddere.sci@mail.uovs.ac.za
Tel:	051 401 2795
Student number:	
Staff number:	
Community partner:	Philippolis R. Doreen Atkinson
Service sector partner:	Kaponong Munisipaliteit

Health Sciences

Lecturer:	Dr. R. Myburg
Department:	Nursing
Module details:	Midwifery (undergraduate) post partum care
E-mail:	gnvkrm.md@mail.uovs.ac.za
Tel:	401 2684
Student number:	
Staff number:	
Community partner:	
Service sector partner:	Nasional Hospital

Lecturer:	Prof. M.W. Krause
Department:	Fisioterapie
Module details:	Rehabilitasie en gemeenskapsgesondheid (FST 309, FST 409)
E-mail:	gnftmwk.md@mail.uovs.ac.za
Tel:	401 3290
Student number:	
Staff number:	
Community partner:	Twellang School, MUCPP, Boichuco Aftree Huis.

	FSRDPP.
Service sector partner:	Munisipale klinieke

Lecturer:	Ms Lingiwe Nogabe
Department:	Nursing
Module details:	Community-based Nursing
E-mail:	nigabel.md@mail.uovs.ac.za
Tel:	041 2962 / 082 702 0835
Student number:	
Staff number:	
Community partner:	Community around Bothlehadi School
Service sector partner:	Mr Mokete Peterson (Bothlehadi School)

Lecturer:	Ms Marry Purcell
Department:	Nursing
Module details:	Voorgraadse verpleegkunde (Tuisversorging)
E-mail:	sealel.md@mail.uovs.ac.za
Tel:	041 2962 / 082 702 0835
Student number:	
Staff number:	
Community partner:	
Service sector partner:	Tswaraganang tuisversorgingsgroep

Lecturer:	Ms Julie MacKenzie
Department:	Nursing
Module details:	Voorgraadse verpleegkunde (2de jaars)
E-mail:	Gnvkjm.md@mail.uovs.ac.za
Tel:	401 9165
Student number:	
Staff number:	
Community partner:	

Lecturer:	Dr. B. de Klerk
Department:	Geneeskunde
Module details:	MBChB, Gesondheid en Siekte in Bevolkings (MEX 314)
E-mail:	gngmbdk.md@mail.uovs.ac.za
Tel:	051 405 3137
Student number:	
Staff number:	
Community partner:	Hospice, APD, KANSA, Tshepo foundation, Free State Aftercare, Sussana Coetzee, Lettie Fouche, Martie du Plessis, Tsepo House, Die produkte, Aandrus ouetehuis, Aurora, Ons Kinderhuis, Auksano, Lebone House.
Service sector partner:	Hospice, APD, KANSA, Tshepo foundation, Free State Aftercare, Sussana Coetzee, Lettie Fouche, Martie du Plessis, Tsepo House, Die produkte,

	Aandrus ouetehuis, Aurora, Ons Kinderhuis, Auksano, Lebone House.

Theology

Lecturer:	Dr. Jan Albert van den Berg
Department:	Teologie
Module details:	Pastorale Terapie (MA / MTh)
E-mail:	vdbergja.hum@mail.uovs.ac.za
Tel:	401 9066 / 083 297 2619
Student number:	
Staff number:	
Community partner:	
Service sector partner:	GSL Mangaung Maksimum Sekuriteits Gevangenis Dr. Dawid Kuyler Nasionale Hospitaal – Bloemfontein Dr. Kobus Myburgh

Lecturer:	Prof. Pieter Verster
Department:	
Module details:	Praktiese sending en gemeenskapsdiens
E-mail:	versterp.hum@mail.uovs.ac.za
Tel:	401 2972 / 051 436 4466
Student number:	
Staff number:	
Community partner:	
Service sector partner:	NGKA

11   CONSOLIDATED ANNUAL FINANCIAL STATEMENTS

Refer to par. 08: Annual financial Review – Report of the Chief Director: Operations. (The Consolidated Financial Statements was approved by Council on 8 June 2007.)