Annual Report to the Minister of Higher Education and Training

2013

1. REPORT OF THE CHAIRPERSON OF COUNCIL

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

The University this year reports in terms of the statutory requirements and in addition separately publishes an integrated report aligned with the recommended guidelines contained in King III.

The main functions of the Council are to provide strategic direction to the University of the Free State (UFS), to make policy, and to exercise the function of oversight. Last year, the Council adopted a comprehensive strategic plan for the UFS for the period 2012 - 2016. The strategic plan focuses on two core themes: the academic project and the human project. The former is driven by the Senate and the latter is embedded in the ethos pursued by management.

The main aim of the academic project is to achieve and maintain academic excellence, and that of the human project is to eradicate inequality and to embrace diversity. The strategic plan also deals with the support foundations necessary to realise these aims. Council also diligently continues with critical but constructive oversight of management.

In 2013 the Council of the University of the Free State strengthened its governance mandate through a number of actions including formal evaluation procedures on the effectiveness of Council, the adoption of institutional performance indicators, and the publication of the first integrated report on the university for the 2012 year.

The UFS Council is a mature, diverse and fully functional governing body that conducts its business without acrimony or conflict. The Council is well-established through its sub-committees and holds management to a high standard with respect to meeting procedures, documents and implementation of governance decisions. The Council-Management relationship is strong, based as it is on respect for rules and persons. The adoption of key institutional performance indicators has strengthened the direction of the institution and confidence in the governance of the three-campus university.

One distinguishing feature of the Council is the strength and depth of expertise in key areas of finance, auditing, management and human resources drawing, as it does, on leaders in these fields from both the public and private sectors. This is one of the reasons for the strong financial management of the university and the consistent achievement of unqualified audits over the years. Increasingly Council has come to rely on the renewed vigor of an active Institutional Forum representing students, staff and other stakeholders as it seeks to embed a strong democratic ethos within governance.

There are challenges which Council seeks to address beyond 2013 including the attainment of a more diverse council membership in terms of the representation of women and African women in particular. Maintaining a positive relationship with government remains a priority both in terms of the national Department of Higher Education and Training in respect of student funding, as well as the provincial authorities, especially the Department of Health, in respect of the strength of the academic platform for the health sciences.

The Council therefore continues to execute its governance responsibilities both actively and meaningfully. It has consciously and closely engaged with the King III good governance recommendations. Council requires its members to complete declarations regarding any potential or existing conflict/s of interest, that members or their relatives may have in respect of interactions with the University. In principle, the Council is committed to the process of adopting the appropriate guidelines espoused in King III as best practice. The Council is also intent on focusing on the triad of good governance elements of financial, social and environmental accountability, that lie at the heart of integrated reporting.

In terms of its social responsibility, the UFS continues to operate within the set of challenges common to all universities and must forge its own unique path through them, while capitalising on our particular goals and institutional strengths. Our natural feeder area accentuates the national challenges of rural poverty, HIV & AIDS, health, unemployment, violence against women and children, and the inadequacy of primary and secondary schooling.

Our two satellite campuses are increasingly moving towards self-sustaining funding levels. In 2013, a start was made with the restructuring of the senior positions on the campus at Phuthaditjhaba.

As reported here, the Council carefully balances directional transformational gains and the growing support for such initiatives on campus. The Council is committed to encouraging the normalisation of relationships and interactions on campus. These developments are accompanied by the focus given to the advancement of the academic and human projects.

In sum, Council has managed to draw together the formerly disparate functions of governance and management in ways that represent a stronger sense of integration not only in this report but in the daily operations of the university.

Chairman of Council

Judge Ian van der Merwe

1.2   A summary of members' attendance of meetings of the Council: 2013

Table 1

Explanation of keys			
Key:	√	=	Present
	x	=	Absent with apology
	–	=	Absent without apology

Table 2

	Group 1 Non-personnel members	Mar	Jun	Sep	Nov
1.	Judge CHG van der Merwe	√	√	√	√
2.	Mr P Colditz	√	√	√	√
3.	Mr JJ Crowther	√	√	√	√
4.	Mr NV de Klerk	√	√	x	√
5.	Mr DA Foster	√	√	√	√
6.	Ms S Jawodeen	x	x	x	x
7.	Mr EC Kieswetter	√	√	√	√
8.	Ms ML Kriek	x	√	√	√
9.	Mr W Louw	√	√	√	√
10.	Mr H Madlala	√	√	√	√
11.	Mr PHI Makgoe	x	√	x	√
12.	Mr T Mhambi	x	x	√	√
13.	Mr D Mosia	√	x	x	√
14.	Dr BE Mzangwa	√	√	x	√
15.	Mr NA Ntsele	x	√	x	√
16.	Adv MD Randlehoff	√	√	√	√
17.	Mr KB Schoeman	√	√	x	√
18.	Father P Towe	√	√	√	√
19.	Dr SM Vosloo	√	x	√	√

Table 3

	Group 2 Executive staff members	Mar	Jun	Sep	Nov
20.	Prof JD Jansen	√	√	√	√
21.	Prof HR Hay (Vice-Rector on Council until 30 September 2013)	√	√	√	√
22.	Prof RC Witthuhn (Appointed as Vice-Rector: Research on 8 March 2013. Vice-Rector on Council from 1 October 2013)	√	√	√	√

Table 4

	Group 3 Non-executive staff members	Mar	Jun	Sep	Nov
23.	Mr RC Gouws	√	√	√	√

24.	Prof MJH Hoffman	√	√	x	√
25.	Prof GJ van Zyl	√	√	√	√
26.	Prof H van Zyl	√	x	√	√
27.	Dr EM Smuts	√	√	√	√

Table 5

Group 4 Students (alternating)	Mar	Jun	Sep	Nov
28. Mr W Clayton	√	√	–	–
29. Mr T Lenka	√	√	–	–
30. Mr PN Mathe	–	–	√	√
31. Mr M Moema	–	–	√	√

Table 6

Group 5 In advisory capacity	Mar	Jun	Sep	Nov
32. Mr BR Buys	√	√	√	x
33. Mr LS Geyer	√	√	√	√
34. Mr CR Liebenberg	√	√	√	√
35. Ms LC Loader	√	√	√	√
36. Prof P Naidoo	√	√	√	√
37. Mr FM Nkoana	√	√	√	√
38. Dr DK Swemmer	√	√	√	√
39. Dr KC Makhetha	√	√	√	√
40. Prof NI Morgan	√	√	√	√
41. Prof T Verschoor	√	√	√	√

Table 7

Secretariat	Mar	Jun	Sep	Nov
42. Ms EC Bezuidenhoudt	x	√	√	√
43. Ms M Kotze	√	x	x	x

1.3   Matters of significance considered by the Council during the period (2013)

Appointments and promotions of staff members

It was approved that Prof RC Witthuhn be appointed as **Vice-Rector: Research** for a period of five years.

It was approved that Dr GJ Taylor be appointed as **Senior Director: Research Development** for a period of five years.

It was approved that Prof P Naidoo be appointed as **Head: Qwaqwa Campus** for a period of five years.

It was approved that Dr RV Coetzee be appointed as **Senior Director: ICT Services** for a period of five years.

It was approved that Mr QT Koetaan (Director: Housing and Residence Affairs) be **promoted** to Senior Director.

It was approved that Prof RM Jansen be appointed as **Vice-Dean of the Faculty of Law** for a period of three years from 1 January 2013.

It was approved by a majority of votes that the appointment of **Prof LJS Botes as Dean: Faculty of Humanities** be extended by an additional period of five years.

Name changes and restructuring of departments, centres, schools, faculties, institutes or other academic functional units

It was approved that the Department of Classical and Near Eastern Studies be unbundled to constitute two separate departments, namely the **Department of Greek, Latin and Classical Studies** and **the Department of Hebrew**.

It was approved that the name of the entity currently known as the Centre for Continuing Nursing Education be changed to the **Academy for Continuing Nursing Education.**

The restructuring of the departments of **Institutional Advancement, Communication and Brand Management,** and **Student Marketing** was **approved** in consideration of the following changes/proposals:

- ■ A statement indicating the affordability of appointments (or, where applicable, indicating that there were no financial implications) had to be included in documentation in future if the Council was requested to approve an appointment.

- ■ The appointment of a capable Director: Marketing had to receive priority.

- ■ The Council **requested** that feedback regarding the effectiveness of the new structures be provided after six months. It was stressed that the Council was still responsible overall for the appropriation of funds – even if external funds were used, such as funding by the Kresge Foundation.

- ■ The correct name was "Kovsie Alumni Trust".

- ■ The heading "Schools Marketing" had to be changed to "Marketing". The two main marketing divisions focused on undergraduate marketing (including schools) and postgraduate marketing.

Audit Committee

Reports from the Audit Committee were presented at every meeting of the Council.

Honorary Degrees, Honorary Shields, Chancellor's Medals and Council Medals

It was approved that an honorary doctorate, DLitt (hc), be awarded to Prof Zakes Mda, and a Chancellor's Medal to Dr Huibré Verster.

Infrastructure and efficiency funding: 2012–2013 to 2014–2015

The Council requested, during a meeting held on 8 March 2013, that a short progress report be submitted by the Vice-Rector: Operations.

The summary as provided in the tables in the appendix was noted.

It was noted that the UFS met the requirements for reporting in terms of the DHET's conditions for infrastructure grants.

Consolidated Financial Statements: 2012

The Consolidated Financial Statements were approved as recommended by the Audit and Risk Management Committee.

Rules and Remits of Committees

The Remit of the Naming Committee was approved.

The amended Remit of the UMC was approved.

Composition of the Council

It was noted that **Dr BE Mzangwa** was appointed as representative of SALGA for another term (from 25 February 2013 to 24 February 2017).

It was unanimously approved that both **Messrs W Louw and N Ntsele** be reappointed for a subsequent term of four years in the category "Appointed by the Council".

Representatives of the Council

Audit and Risk Management Committee

The proposal by the ECC, namely that **Mrs Eunice Mantsali Dorothy Matsepe** would be the fifth member of the Audit and Risk Management Committee, was **approved**. It was noted that the current constitution of the Audit and Risk Management Committee stipulated that four to six members had to serve in the committee. There were currently four members. This caused certain problems with regard to the quorum of the meeting. The problem would be solved if a fifth member were added. The Audit and Risk Management Committee and the ECC recommended that only one person be added, as the inclusion of a sixth member would necessitate changing the constitution with regard to the quorum requirements.

Naming Committee

It was noted that Father Patrick Towe would resign from the Naming Committee in view of the stipulations of the Remit, namely that one of the Council representatives in this committee had to be female. Mr Naudé de Klerk would remain a member of the Committee as the one representative of the Council.

Ms Lorraine Kriek was elected unopposed as the other representative of the Council in the Naming Committee.

The membership of Prof André Keet, an expert in trauma, healing and reconciliation, in the Naming Committee was approved.

Institutional Forum

Mr KB Schoeman was elected unopposed as the representative of the Council in the Institutional Forum for the remaining portion of Mr N de Klerk's term of office, namely until 11 March 2014.

Budget and Capital budget 2014

The Budget and Capital Budget 2014 were approved as submitted.

With regard to the Capital Budget it was noted that the UFS would increase the Rand Merchant Bank (RMB) loan by a further R64,5 million. This would be the UFS's contribution to the one new residence on the Main Campus and the one new residence on the Qwaqwa Campus. The DHET contribution was R55,2 million (R10 million on the Main Campus and R45,2 million on the Qwaqwa Campus).

Tuition fees and other fees for 2015

The following were **approved**:

1. A tuition fees increase for 2015, including full cost recovery and an inflation adjustment of 9,5%.

2. An increase of 11% in accommodation and residence fees for old junior and senior residences, and 9,5% for new residences.

3. Differentiation between programme price increases.

4. Qwaqwa Campus: fees applicable to students on this campus would amount to 87,5% compared to the Main Campus.

5. Approved that the deadline for preliminary registration for 2014 be changed to 30 April 2014, and that this deadline may not be extended under any circumstances.

6. The percentage increase on all other fees, as set out in the appendix.

Policies approved by Council

Revised **Admission Policy**

Policy on **Naming and Renaming**

Revised Policy and Procedures for the **Administrators of Purchases**

New policy: Policy and Procedures for **Risk Management**

New policy: Policy on the **Retention and Destruction of Documents**

The changes to the Policy and Procedures for **Purchases** were approved.

The changes to the Policy and Procedures for **Travel and Subsistence Expenses** were   approved.

Documents/Matters of strategic importance

The following documents of strategic importance were approved:

The Code of Ethical conduct for Council Members.

Integrated Report: 2012

The Council approved 12 Key Performance Indicators.

The SRC Constitution of the Qwaqwa Campus.

Questionnaire for the evaluation of the Council

It was approved that the questionnaire would be made available to Council members after the Council meeting in November 2013 as a trial run, on condition that the results would not be binding. The Council was requested to discuss the use of the evaluation questionnaire during the first meeting in 2014, and to take a decision regarding the route to be followed. The Council was requested to comment on the appropriateness of the questions and the effectiveness of the questionnaire as a feedback mechanism.

It was noted that the idea was to use the questionnaire once a year.

Reports by the Rector

Reports by the Rector were provided at every meeting of the Council.

Paradys Dairy

It was noted that the dairy project currently being run on the Paradys Experimental Farm of the UFS was not profitable. It had been decided to close the dairy. It was approved that a Section 189 process be initiated.

Annual Report to the Minister of Higher Education and Training (2012)

The Annual Report was approved for submission to the Minister of Higher Education and Training.

Increase in traffic fines on UFS campuses

It was **approved** that henceforth fines for traffic violations on UFS campuses simply be adjusted annually in accordance with the fines determined by the Municipality.

BCE Memorial Trust

Background: the Council approved on 16 November 2012 that the deed of trust of the BCE Memorial Trust be amended by agreement to reduce the number of trustees to five, two of whom had to be appointed by the UFS. The Council approved during the same meeting that, if the deed of trust was thus amended, the Council had to appoint two persons to serve as trustees.

Prof Gawie du Toit and **Mr Paul Colditz** were elected unopposed as the representatives of the Council in the BCE Memorial Trust.

Post-retirement medical obligation

The following was noted:

It was clear that the cost of this liability was growing faster than would be sustainable for the UFS. The following actions had been agreed upon by the negotiating parties during the annual salary negotiations for 2014:

1. The recommendation to the Council was to stop the post-retirement medical benefit for all new staff members from 1 January 2014. All qualifying staff members would continue to receive the medical benefit until retirement. It was only the benefit of continuing to receive a subsidy after retirement that would cease for all new staff members.

2. It was also agreed that staff members appointed from 1 July 2002 would not be able to accrue any further years towards full post-retirement medical benefits after 31 Dec 2013. This was only applicable to appointments after 1 July 2002, as the benefit accrued from day one for appointments before this date. This meant that existing vested post-retirement benefits were not affected; only the benefit that would still accrue in the future had been stopped.

3. The principle was to limit the future accrual of this liability while preserving the vested benefits.

4. This would also allow the UFS to manage down its remuneration cost as a percentage of income, which was a stated expectation of Council.

The above actions were **approved** to reduce the post-retirement medical obligation from the projected R1 037 million to the projected R690 million by 31 December 2017. This had been agreed to with the unions, and formed the basis for the recommendation the Finance Committee had submitted for approval by the Council.

Institutional Risk Management Report

The content of the Institutional Risk Management Report, as well as the risk register were noted.

It was approved that NSFAS be included in the register as an additional risk.

Equity Register: Ministerial Oversight Committee on Transformation

The content of the document was noted.

An appeal was made to the Council to take the current equity profile of the Council into account when nominations were made for new Council members. For instance, the Council did not currently have any black female members.

Noted that the UFS recently held an employment equity workshop where this critical aspect was discussed in depth.

The following recommendations were **approved**:

1.	The Council had to pay attention to the equity profile when persons were nominated as members of the Council.

2.	The equity profile of the UFS had to be added as a key performance area.

The Council requested that the document be tabled at the first meeting of the ECC, and that a number of practical steps aimed at improving the equity profile of the UFS be proposed to the Council.

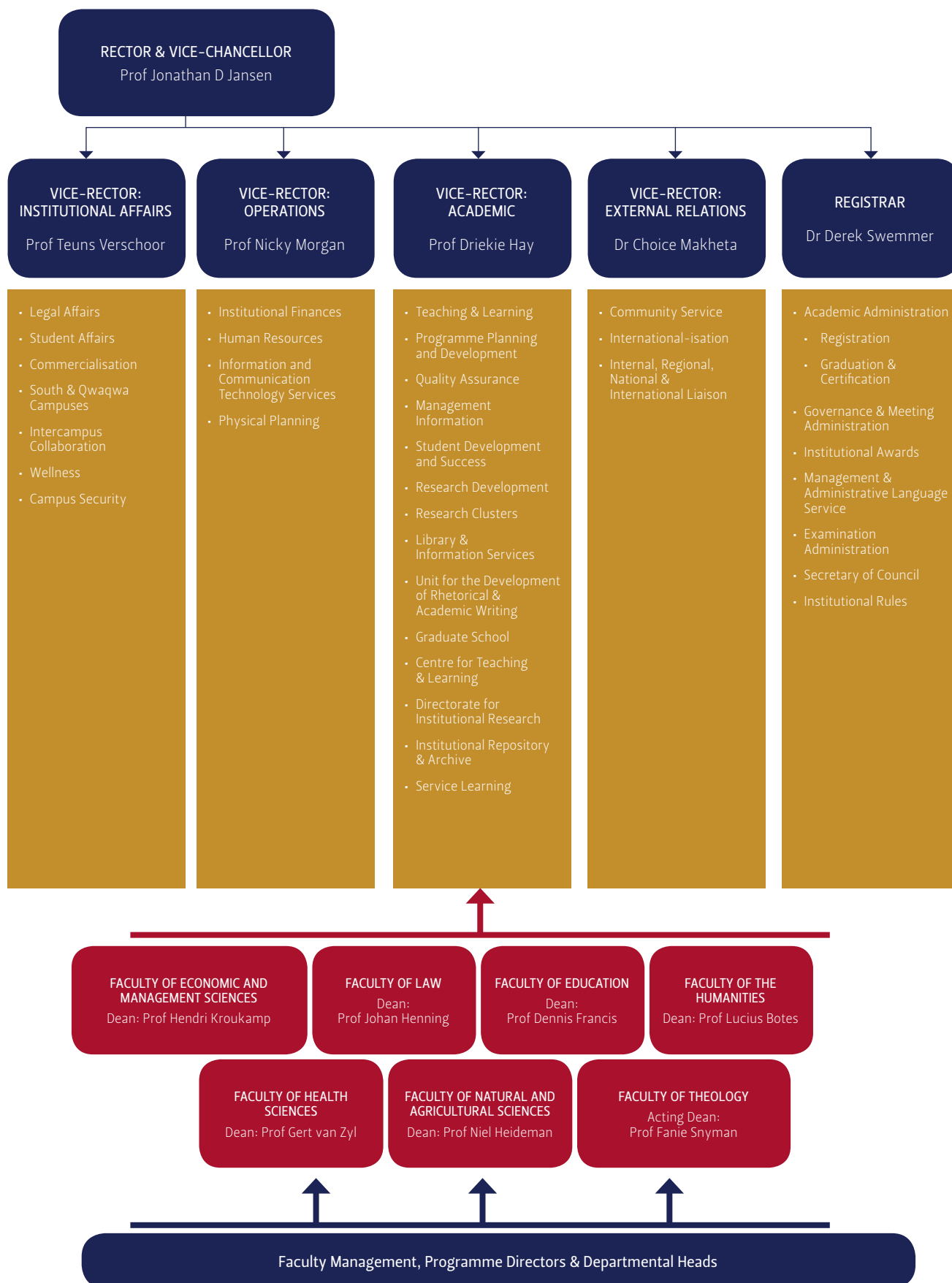## Alienation of certain portions of UFS farm portions to the South African National Roads Agency Limited

The South African National Roads Agency Limited (SANRAL) approached the UFS via their appointed valuator (PEquity) with offers to purchase certain portions of the UFS farm portions.

The sale/alienation of certain portions of UFS farm portions to SANRAL were **approved.** Refer to the table on p 287 of the agenda for specific detail regarding the size of the land, as well as the evaluations and solatium applicable.

It was noted that permission also had to be obtained from the Minister of Higher Education and Training.

1.4   Operational information

1.4.1   Changes in operational structures (organisation chart)

RECTOR & VICE-CHANCELLOR
Prof Jonathan D Jansen

VICE-RECTOR: INSTITUTIONAL AFFAIRS Prof Teuns Verschoor	**VICE-RECTOR: OPERATIONS** Prof Nicky Morgan	**VICE-RECTOR: ACADEMIC** Prof Driekie Hay	**VICE-RECTOR: EXTERNAL RELATIONS** Dr Choice Makheta	**REGISTRAR** Dr Derek Swemmer

• Legal Affairs
• Student Affairs
• Commercialisation
• South & Qwaqwa Campuses
• Intercampus Collaboration
• Wellness
• Campus Security
	• Institutional Finances
	• Human Resources
	• Information and Communication Technology Services
	• Physical Planning
		• Teaching & Learning
		• Programme Planning and Development
		• Quality Assurance
		• Management Information
		• Student Development and Success
		• Research Development
		• Research Clusters
		• Library & Information Services
		• Unit for the Development of Rhetorical & Academic Writing
		• Graduate School
		• Centre for Teaching & Learning
		• Directorate for Institutional Research
		• Institutional Repository & Archive
		• Service Learning
			• Community Service
			• International-isation
			• Internal, Regional, National & International Liaison
				• Academic Administration
				   • Registration
				   • Graduation & Certification
				• Governance & Meeting Administration
				• Institutional Awards
				• Management & Administrative Language Service
				• Examination Administration
				• Secretary of Council
				• Institutional Rules

FACULTY OF ECONOMIC AND MANAGEMENT SCIENCES Dean: Prof Hendri Kroukamp	**FACULTY OF LAW** Dean: Prof Johan Henning	**FACULTY OF EDUCATION** Dean: Prof Dennis Francis	**FACULTY OF THE HUMANITIES** Dean: Prof Lucius Botes

FACULTY OF HEALTH SCIENCES Dean: Prof Gert van Zyl	**FACULTY OF NATURAL AND AGRICULTURAL SCIENCES** Dean: Prof Niel Heideman	**FACULTY OF THEOLOGY** Acting Dean: Prof Fanie Snyman

Faculty Management, Programme Directors & Departmental Heads

1.4.2 New senior appointments

Table 8

NAME	RANK	DEPT	DATE
Dr EJ Crause	Academic Head	Qwaqwa Campus	1 March 2013
Prof RC Witthuhn	Vice-Rector	Top Management	1 April 2013
Dr GJ Taylor	Senior Director	Research	1 April 2013
Dr RV Coetzee	Senior Director	ICT Services	1 May 2013
Prof P Naidoo	Principal	Qwaqwa Campus	1 April 2013

1.4.3 Academic research achievements

Research strategy

The UFS continues to disproportionately invest in its strategy to become one of the leading research-intensive universities in South Africa. To achieve this, the UFS has recognised that intellectual diversity remains a critical element of this strategy. As part of this strategy, the University has significantly increased its funding into post-doctoral fellowships to bolster research outputs and create critical mass. Together with increased research outputs, the University recognises that high quality research outputs are an integral component of achieving worldwide recognition. The University has also put in place systems to achieve greater accountability and mechanisms to evaluate and monitor progress and research outputs.

Another focus of the Research Development Directorate (DRD) during the past year was to align strategic objectives to become more internationally competitive. This was contextualised by a marked focus on research, academic excellence and staff development, and was strategically aligned to form partnerships with leading international and national academic institutions.

National Research Foundation (NRF) rated researchers

Currently, 105 researchers at the UFS hold a NRF rating. During 2013, three researchers on the Vice-Chancellor's Prestige Scholars Programme (PSP) were rated and these included Dr E Erasmus in the Y2 category; Prof HJ Strauss in the Y1 category and Prof BS Smith in the C2 category. In total there are seven rated researchers on the programme; five female researchers; one black researcher and one white researcher. This proves that the programme is succeeding in its objective to prepare scholars for academia.

Research outputs

The publication output for 2012 was 566.08 units (journal publications) and the provisional figure for 2013 is 568.00 units (journal publications).

Postdoctoral Research Fellows

The UFS offers postdoctoral fellowships to exceptional accomplished young and emerging researchers to conduct full-time postdoctoral research in any discipline. The cohort reflects the University's equity and diversity imperatives, including those for gender, racial/cultural and intellectual diversity. Postdoctoral fellows originate from around the world, for example India, Poland, Germany, Australia, etc.

By the end of 2013 a grand total of 64 postdoctoral fellows were registered in respective UFS faculties, with a total of 42 postgraduate fellows registered in 2013 alone.

A constantly changing environment dictates primary objectives for postdoctoral fellows which include the following:

■   To place the UFS at the forefront of research and innovation.

■   To generate new knowledge and transfer knowledge and skills.

■   To enable outstanding doctoral graduates to obtain experience of research and innovation at a higher education institution.

■   To expand on existing research and ideas and to pursue new lines of research.

■   To emphasise an increase in publication outputs.

■   To develop knowledge for stakeholders such as the government, business, industry and social communities.

■   To promote national and international conference attendance by postdoctoral fellows and the presentation of research papers at these conferences.

Postdoctoral fellows are remunerated from internal funding, as well as from external funding bodies that include the NRF, the Medical Research Council (MRC), the Claude Leon Fellowship, the Andrew Mellon Foundation, etc. Postdoctoral fellows are a valuable asset to our institution and both the university and the fellows benefit from this initiative.

South African Research Chairs Initiative (SARChI)

The UFS was successful in the developing full proposals of three applications and allocations were made to all three. The three awarded chairs are as follows:

■   *HSDD Grand Challenge:* Dynamics of Human and Social Behaviour, Education Research, in particular Post-school education and Training
    Higher Education and Human Development

■   *Technology Missions*
    Solid State Luminescent and Advanced Materials

■   *Science and Technology for Poverty Alleviation:* Food Security, Agriculture and Nutrition
    Disease Resistance in Field Crops

Postgraduate School

In 2013 the Postgraduate School strengthened its position as a hub of postgraduate capacity building and as a source of valuable information and support for postgraduate students. The goals of the school are to:

■   Enhance the quality of postgraduate student research, helping to situate master's and doctoral theses and dissertations at the frontiers of global field and/or disciplinary knowledge, while reflecting simultaneously local, regional, national or continental concerns or insights.

■   Produce graduates who are global citizens, research literate and able to reflect ethically on the purpose, process and product of research.

■   Improve throughput rates of postgraduates.

■   Make the experience of being a postgraduate at the UFS stimulating and enjoyable, one which contributes to the development of the person beyond the limits of her/his discipline.

■   Contribute to the development of intellectual cultures at the UFS.

The University believes that postgraduate education ought to focus on the holistic development of the postgraduate student as researcher, and that research education has to include more than disciplinary training. Within this broad framework for postgraduate research education, the school's particular niche includes research methodology and approach, as well as research practice. During 2013 the Postgraduate School hosted 107 workshops on a range of topics including planning a research project, research paradigms, advanced research methodology (quantitative, qualitative and mixed methods), research ethics and intellectual property considerations in technology transfer.

A strong focus of the researcher capacity development programme is on the development of academic writing skills of emerging researchers. The academic writing activities presented by the Postgraduate School included workshops on proposal writing, writing a literature review, funding proposals, article writing and monthly writing retreats for emerging researchers.

The school focuses strongly on the development of research supervision capacity. It arranged many workshops on research supervision, established a research supervision community of practice and is in the process of developing an online research supervision course. Strong collaboration has been developed with experts in doctoral supervision at the Centre for Teaching and Learning at Brighton University, England and with the leaders of the NUFFIC doctoral supervision project, who will be presenting doctoral supervision courses at the Postgraduate School. In addition, an integrated information system was developed to assist with the assessment of supervisor competence. This system will enable the institution to assess research supervision capacity within the faculties and various disciplines.

The school led the development of a UFS postgraduate funding strategy, provided a valuable service to administer NRF bursaries and to inform postgraduate students of available national and international funding opportunities. A postgraduate funding brochure was developed to ensure easy access to funding information for all students. The limited funding available to part-time students, as well as for students in the Social Sciences and Humanities, remains a serious threat to the expansion of postgraduate student numbers.

The Postgraduate School's flagship commitments are academic, and as the school develops, a major challenge will be whether or not it is able to go beyond the provision of academic support and offer substantial and valuable breadth to the training of research students. Success in this respect would confirm the school's claims for academic credibility and its status as an academic project.

Research Information Management System (RIMS)

The UFS, as part of the Consortium of South African Higher Education Institutions and Science Councils, plays a leading role in the development, customisation and implementation of various modules within the Research Information Management System (RIMS).

The following modules are implemented and operational: Research Outputs, Technology Transfer (Patent Applications), Human Subjects Ethic Clearance, and Grants and Contracts. This includes research administration and management applications. The information in the RIMS system is necessary for a variety of purposes, and these include:

■   Strategic planning.

■   Day-to-day administration of research.

■   Reports to internal and external stakeholders.

To reach these goals, proper business processes for each module need to be in place. After studies and discussions during 2012/2013, it became clear that research information is still fragmented and spread across different systems and stored in different and sometimes incompatible formats. The University realised that it needed to communicate research more effectively from a single system in order to provide reliable and reportable information. In cooperation with ICT services, a new approach regarding the organisational structure and new criteria for the inclusion of PeopleSoft data into the RIMS system was created. This is a challenging and ongoing process.

ICT Services was involved in several major projects during 2013. The organisational structure on the system was changed to incorporate all UFS campuses and a clean-up was done on the Human Resources in the system, as filters were added to include only researchers on the system. The main project for 2014 is the Single Sign On process to enable a researcher to log in to the RIMS system with a Novell password.

Data for master's and doctoral students was manually added to the system during 2013. New processes need to be explored to streamline the application process for postgraduate students. This will be done during 2014 in collaboration with several role players.

One of the strategic objectives of the RIMS Programme is to provide the Department of Science and Technology (DST) with the ability to analyse and interpret trends regarding the state of research and development at publicly funded institutions. The Research Landscape Analysis Tool (BI Warehouse) was set up at the NRF to facilitate this capability. The UFS provides the required information and statistics to the NRF using the RIMS reporting tool.

The following RIMS modules are currently in use:

SPIN – This module provides funding opportunities for research. This is the world's largest funding-opportunities database of research sponsors internationally.

The **Research Output Module** was refined in 2011 with more user-friendly electronic forms, making the UFS the first institution in the consortium to use the new e-forms. During 2012, the full routing and workflow process was implemented. Researchers in each department submit their research outputs to the faculty administrator, where the submission is verified and routed to the Research Office for final approval. Research output submissions to the DHET were successfully captured and submitted through the RIMS system during the 2012/2013 capturing period. All other research output information such as papers and posters, creative outputs and theses were also captured successfully. RIMS started collaborating with the library and a new e-form was created for postgraduate students to submit their final dissertations and theses electronically.

The **Grants and Contracts Module** consists of a Pre-Award and a Post-Award section. This module enables researchers to submit and track proposals for research funding. All historic data of the previous four years was captured in the Grants and Contracts module and this information was used for reporting purposes. This module is currently undergoing development. The full implementation of this module will assist to monitor all research funding applications. Due to the changes in research funding from cluster funding to project funding, changes need to be made in the system and new e-forms for faculty budgets and project applications need to be created to handle all the research funding applications. NRF applications will also be submitted through the system but these will be done during 2014 and are planned to be operational in 2015.

The **Technology Transfer Module** is also operational in the production environment. Researchers are able to create and submit an invention or patent through RIMS for approval. Cases and Filings are created on the system. All historical Technology Transfer data has been captured in the system and the new staff member for Technology Transfer was trained on the system. Research agreements and contracts were captured in RIMS and from 2015 agreements and contracts will be submitted through the system via an e-form.

The **Human Subjects Module** enables researchers to create, submit and track proposals for ethical clearance. Electronic application forms were created for the different faculties and ethic boards and from 2014 the ethics application process will be handled electronically. Once fully operational, the application and meeting processes will run through the RIMS system and save time and staff resources. The first online meeting through the system was successfully run during the meeting of April 8, 2014 of the Faculty of Health Sciences. All undergraduate applications for the Health Sciences are currently submitted through RIMS. Training of researchers, supervisors and departmental administrators is an ongoing process.
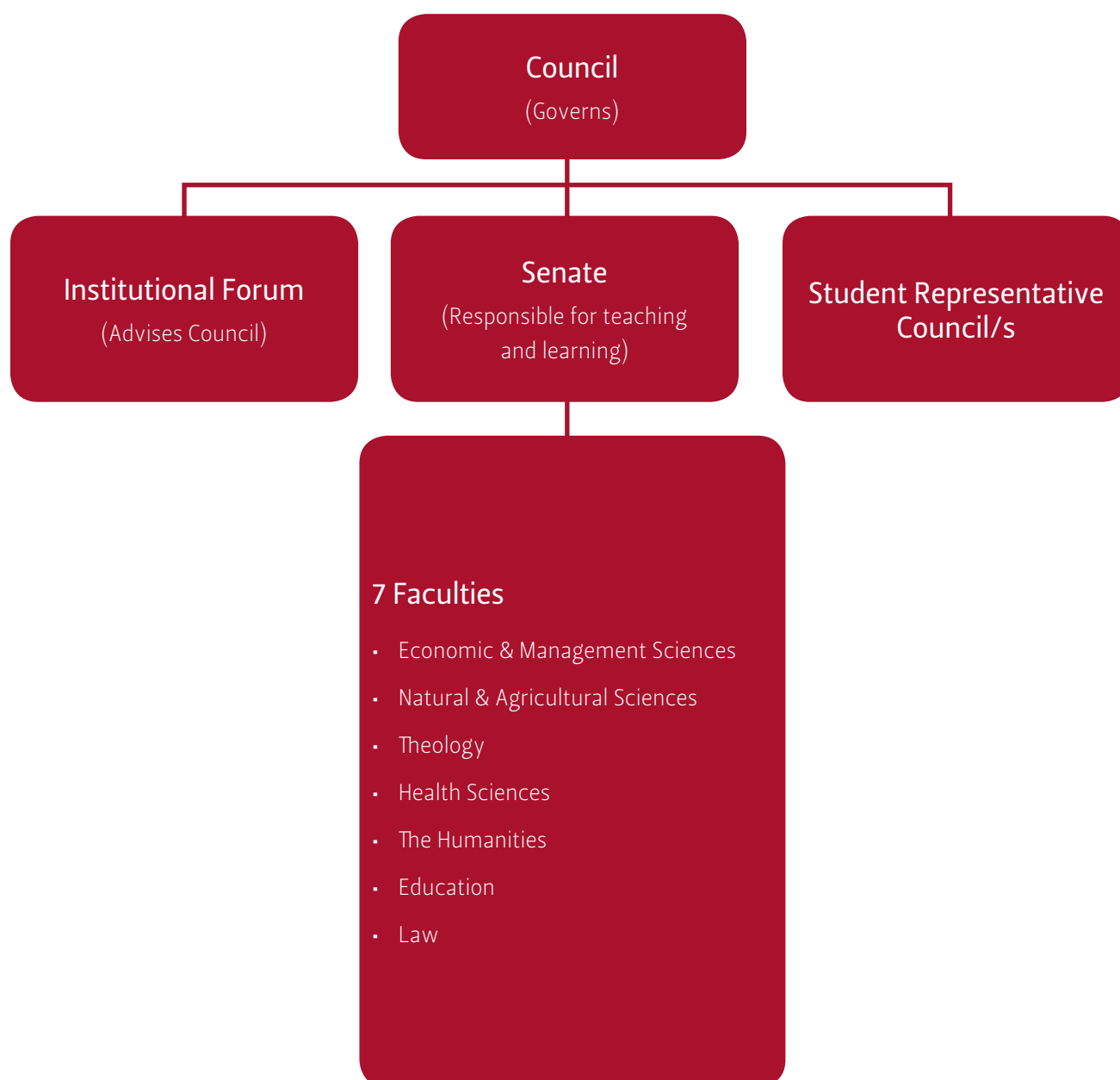
The **Lab Animals Module** for ethical clearance on animal research is currently in the production environment. A few business processes need to be finalised before it can be fully implemented. As soon as the Ethics Office for Animal Ethics is ready all applications will be handled electronically though RIMS.

The **Environmental and Biosafety Module** for Biosafety Ethical Clearance needs to be set up in 2014 and will be operational in 2015.
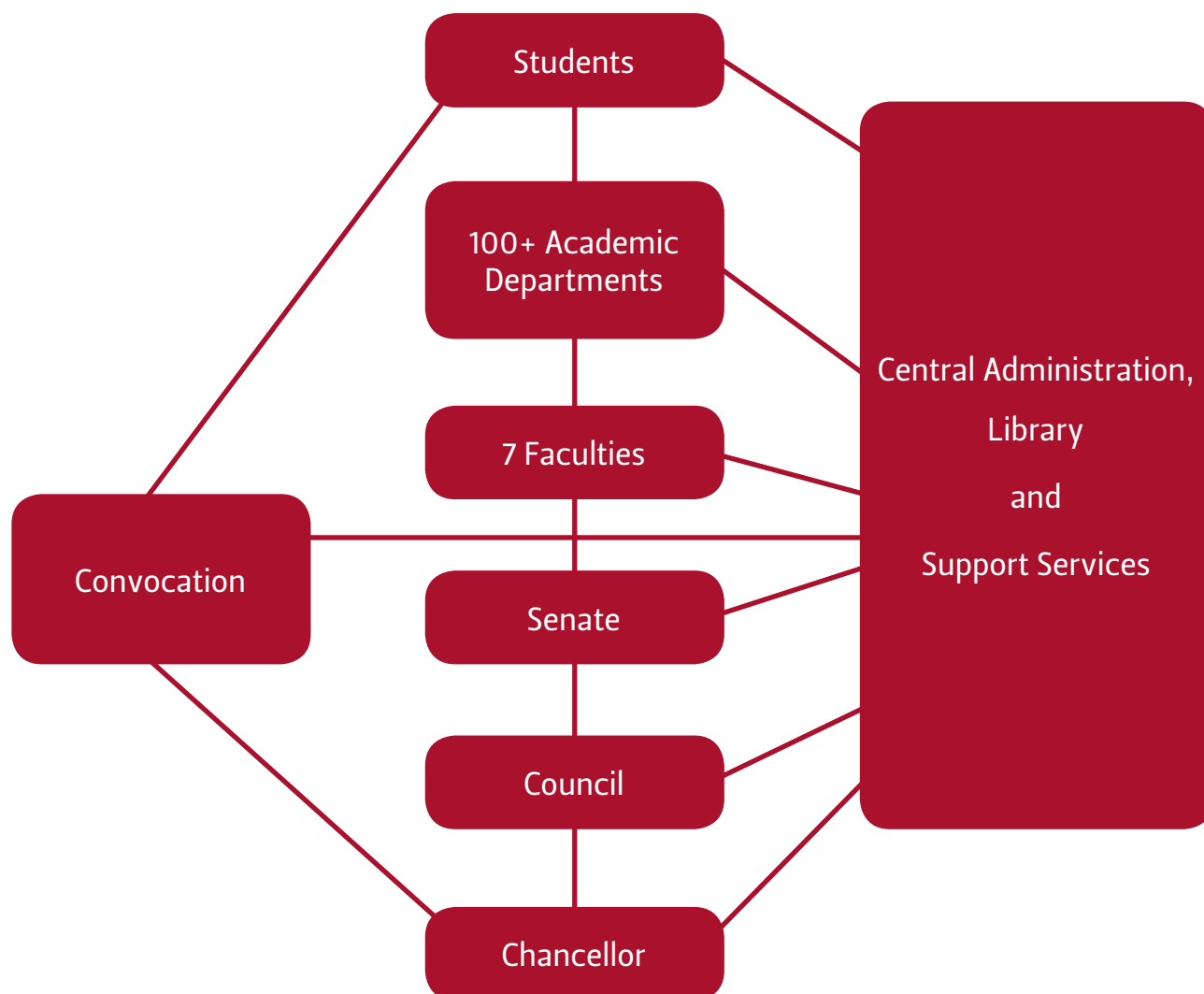
1.4.4 Operational Sustainability

The UFS operates on three campuses. The main campus is in the heart of South Africa's judicial capital, Bloemfontein. This is the original seat of the institution and offers the full spectrum of academic activities to some 23 000 students. The South Campus is also situated in Bloemfontein and is mainly used for pre-university programmes, open learning, and for the extended degree programmes offered by two of our faculties, involving some 6 600 students. The Qwaqwa Campus is situated in the picturesque mountainous area of the Eastern Free State. It caters for about 3 400 students.

In 2013, the academic project was advanced using the following organisational structure.

Council
(Governs)

Institutional Forum
(Advises Council)

Senate
(Responsible for teaching and learning)

Student Representative Council/s

7 Faculties

- Economic & Management Sciences
- Natural & Agricultural Sciences
- Theology
- Health Sciences
- The Humanities
- Education
- Law

For operational purposes the UFS is structured supportively as follows:

The volunteer Chancellor is the luminary Dr Khotso Mokhele. The volunteer Chairperson of Council is Supreme Court Judge Ian van der Merwe. Retired Prof Johan Grobbelaar is President of the Convocation (this too is a voluntary role). The executive head of the UFS, Prof Jonathan Jansen, Vice-Chancellor and Rector, chairs the Senate.

During 2013 no major threats were experienced as far as the operational sustainability of the University is concerned.

Some highlights that may be mentioned are:

■   Continuation of the upgrading of infrastructure with the help of the Infrastructure Grant.

■   The two new residences on the Bloemfontein Campus and one new residence on the Qwaqwa Campus were filled with students.

■   Allocation of recruitment bursaries to top achievers at undergraduate and postgraduate level.

■   After the steady growth of student enrolment at the Qwaqwa Campus over the last few years the campus is self-sustaining.

■   The School of Open Learning, at the South Campus, expanded their activities to include quite a number of Law students after an agreement to support programmes of the UFS by Varsity College was reached.

1.4.5 Prestigious Awards to Staff and Students

Refer to 3.2.1 Instruction (Awards and achievements).

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

Physical developments in 2013

All the projects listed below with regard to the **Main Campus** form part of the long-term physical plan that was developed to optimally support the UFS's strategic priorities.

Table 9

Projects	Commissioned in 2013	Planning continued in 2013	Projects launched in 2013	Planned for future
General planning				
Strategic master planning for all three campuses: Further planning for the western side of the Main Campus is the main aspect of the main campus plan. The master plans have been developed further and finalised (although strategic planning is a dynamic process and amendments will be made as and when necessary). It is split between sport, academic, housing, recreational, agriculture, research partnership and development/commercialisation zones.		√		√
Parking Policy: planning and implementation of demarcated parking zones for different motorists (students, staff, visitors, etc.)	√	√		
Security				
Security and access control to buildings: all new buildings are equipped with access control and many existing buildings have been equipped with alarm systems.	√	√		
Access management on Main Campus: Traffic Impact Study was completed. The next phase commenced i.e. planning implementation.			√	√

Table 10

Projects	Commissioned in 2013	Continued in 2013	Launched in 2013	Planned in 2013
Academic facilities				
DHET: Disability access to various buildings			√	√
DHET: African Languages, Humanities and Social Sciences				√
DHET: Addition to Physics building				√
DHET: Upgrading of Genetic Sciences Facilities				√
DHET: Education – technology, engineering & graphic design				√
DHET: Research Infrastructure				√
DHET: Biotechnology and Nutrition Sciences				√
Postgraduate School: Existing spaces in the JBG Building were converted to accommodate the newly established Postgraduate School.	√	√		
CDS Phase 2: Existing spaces in the FGG Building were converted into office space.	√	√		
Construction work for a new planetarium in collaboration with the local city council commenced.	√	√		
FGG Social Works: Construction and completion of new office for Social Works.	√	√		
FGG Block B: New ablution facilities and kitchen.	√		√	
CR Swart Building: Exterior paintwork and reparations to renovate the entire façade.	√		√	√
CR Swart Building: Stair lift installed to improve universal access.	√			√
Benito Khotseng: Upgrade and renovations to building in order to accommodate Senior Professors.	√	√		
Geology: Construction of a new geology core store on the western side of the main campus.	√		√	
Steff Coetzee: Installation of new air-conditioning units.	√		√	
Odeion: Exterior paintwork and reparations to renovate the entire façade.	√		√	√
Benedictus Kok: New construction project for School of Nursing to provide an Academic Support Space.				√

Table 11

Projects	Commis-sioned in 2013	Continued in 2013	Launched in 2013	Planned in 2013
Student facilities				
DHET: One new 250-bed residence to be constructed.			√	√
DHET: Kimberley and Trompsburg Student Accommodation for Health Sciences.				√
Construction of a lift and shaft at the Kovsie Counselling Building to allow universal access.	√	√		
Facilities for support services				
DHET and UFS: UFS Sasol Library – re-planning and renovations to entrance, compact shelving and accommodation in terms of office space for CTL.	√			
Transport network				
Traffic access management study/	√		√	√

Table 12

Projects	Commis-sioned in 2013	Continued in 2013	Launched in 2013	Planned in 2013
Sports facilities				
Various minor upgrading projects in facilities were conducted.	√		√	
New lighting was installed at the sport fields.	√	√		
Infrastructure				
Major maintenance work on the electrical infrastructure was done.	√		√	
The electricity supply to various buildings was upgraded.		√	√	

The following pertains to projects on the other two campuses, namely South Campus and Qwaqwa Campus:

Table 13

Projects	Commissioned in 2013	Continued in 2013	Launched in 2013	Planned in 2013
Qwaqwa Campus				
DHET: New 250-bed student housing unit.			√	√
DHET: New combined geography and physics building.			√	√
DHET: Disability access to various buildings.			√	√
A new main entrance to the campus was constructed.	√	√		
Nelson Mandela Hall: flooring was repaired.	√			
Senate Hall: new seating, carpeting and paintwork.	√			
Outside learning spaces were constructed.	√			
Ablution for sport fields: conversion of existing boiler house.				√
A report on accessibility of all buildings and areas to people with disabilities was compiled.	√			
South Campus				
DHET: New lecture halls for teacher education.			√	√
ICTISE Laboratory.	√			
A report on accessibility of all buildings and areas to people with disabilities was compiled.	√			
External directional signage.			√	√

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

(a)   Achievements regarding the meeting of social responsibility commitments

Refer to par. 1.1.

(b)   Student Affairs and co-curricular activities

Refer to par 5.5.

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

Refer to par. 5.6.

(d)   Employment equity situation

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

Staff profile in 2012

Refer to par. 5.3.

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

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

1.4.9 Subcommittees of the Council

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

(i) Chairperson of the Audit and Risk Management Committee

EC Kieswetter

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

All significant matters arising from the Audit and Risk Management Committee meetings were submitted to the Council after the following dates: 17 February 2012, 4 May 2012, 24 August 2012 and 6 November 2012.

c) Summaries of attendance

Summary of attendance of the Audit Committee: MEMBERS' ATTENDANCE OF AUDIT COMMITTEE MEETINGS IN 2013

Table 14

MEMBER	DATE APPOINTED	DATE REAPPOINTED	DATE RESIGNED	MEETING 28/02/2013	MEETING 03/05/2013	MEETING 23/08/2013	MEETING 04/11/2013
Members of the committee							
Mr EC Kieswetter (Chairperson from 26 August 2011)	16 March 2007			Present	Present	Present	Absent with apology
Mr DA Foster				Present	Present	Present	Present
Mr W Louw	12 March 2010			Present	Absent with apology	Present	Present
Mr NA Ntsele	12 March 2010	18 November 2011	6 May 2011	Absent without apology	Present	Absent with apology	Present
Mr DA Foster	June 2012			Present	Present	Present	Present
Ms EMD Matsepe	June 2013			_ _ _ _ _	_ _ _ _ _	Present	Absent with apology
UFS personnel (advisory)							
Prof JD Jansen (Rector)				Absent with apology	Absent with apology	Absent with apology	Absent with apology
Prof NI Morgan				Present	Present	Present	Present

Table 15

MEMBER	DATE APPOINTED	DATE REAPPOINTED	DATE RESIGNED	MEETING 28/02/2013	MEETING 03/05/2013	MEETING 23/08/2013	MEETING 04/11/2013
Mr PJ du Plessis				Absent with apology	Absent with apology	Present	Present
Mr CTB Linstrom				Present	Present	_____	_____
Mr EC du Plooy				Present	Present	_____	_____
Dr DK Swemmer				Present	Present	Present	Present
Dr RV Coetzee				_____	_____	Present	Present
Mr CR Liebenberg				Present	Present	Present	Present
Mr GJ van den Berg Internal Auditor				Present	Present	Present	Present
Ms C Joubert				Absent with apology	Present	Present	Present
Ms M Nel				Present	Present	Present	Present
Ms JM Kotzé (Secretariat)				_____	_____	_____	_____
External auditors							
Mr CJ Hertzog (PwC)				Present	Present	Present	Present
Mr SJ Kruger (PwC)				_____	_____	_____	Present
Mr AJC Dale (PwC)				Present	Present	_____	_____
By invitation							
Mr ME Kobe				_____	_____	Present	_____
As observers							
Ms N Poonsamy (Auditor-General)				____	Present	Present	_____
Mr DH Duda (Auditor-General)				_____	_____	Present	_____

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

(a)   UFS Student Profile 2013: Head Count

Table 16:   First-Time Entering Undergraduate

FACULTY	WHITE		COLOURED		INDIAN		BLACK		MALE	FEMALE	Total
	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE			
ECONOMIC AND MANAGEMENT SCIENCES	128	108	21	31	4	5	236	301	389	445	834
EDUCATION	38	168	16	43	3	15	254	848	311	1074	1385
HEALTH SCIENCES	59	165	2	3	11	8	11	57	83	233	316
HUMANITIES	90	169	18	54	1	6	189	429	298	658	956
LAW	163	105	36	44	40	76	257	304	496	529	1025
NATURAL AND AGRICULTURAL SCIENCES	193	164	16	9	8	8	338	319	555	500	1055
THEOLOGY	8	10	3			1	5	5	16	16	32
Total	679	889	112	184	67	119	1290	2263	2148	3455	5603

Table 17:   Total Undergraduate

FACULTY	WHITE		COLOURED		INDIAN		BLACK		MALE	FEMALE	Total
	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE			
ECONOMIC AND MANAGEMENT SCIENCES	527	412	113	136	40	22	1098	1507	1778	2077	3855
EDUCATION	207	890	80	227	4	42	1379	4333	1670	5492	7162
HEALTH SCIENCES	273	777	18	28	32	25	90	236	413	1066	1479
HUMANITIES	354	567	84	242	16	23	1277	2989	1731	3821	5552
LAW	366	283	72	106	46	84	490	604	974	1077	2051
NATURAL AND AGRICULTURAL SCIENCES	750	512	49	37	22	15	1156	1273	1977	1837	3814
THEOLOGY	37	41	5	1		1	15	11	57	54	111
Total	2514	3482	421	777	160	212	5505	10953	8600	15424	24024

Table 18:   Postgraduate Bachelor Degree, Diploma or Certificate

FACULTY	WHITE		COLOURED		INDIAN		BLACK		MALE	FEMALE	Total
	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE			
ECONOMIC AND MANAGEMENT SCIENCES	4	10	1				4	2	9	12	21
EDUCATION	29	62	2	5		2	65	110	96	179	275
HEALTH SCIENCES	8	42	6	21			70	418	84	481	565
HUMANITIES		1	2	2			21	17	23	20	43
LAW	364	260	32	33	67	51	174	122	637	466	1103
NATURAL AND AGRICULTURAL SCIENCES	3	2	4				33	26	40	28	68
Total	408	377	47	61	67	53	367	695	889	1186	2075

Table 19:   Postgraduate (Honours, Master's and Doctoral Degrees) Honours Degree

FACULTY	WHITE		COLOURED		INDIAN		BLACK		MALE	FEMALE	Total
	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE			
ECONOMIC AND MANAGEMENT SCIENCES	87	81	6	17	3	2	117	148	213	248	461
EDUCATION	17	52	6	15			95	283	118	350	468
HEALTH SCIENCES	4	12				1	1	3	5	16	21
HUMANITIES	40	126	5	7			38	65	83	198	281
NATURAL AND AGRICULTURAL SCIENCES	219	99	7	5	5	2	157	151	388	257	645
THEOLOGY	8	2					7	5	15	7	22
Total	375	372	24	44	8	5	415	655	822	1076	1898

Table 20: Master's Degree

FACULTY	WHITE		COLOURED		INDIAN		BLACK		MALE	FEMALE	Total
	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE			
ECONOMIC AND MANAGEMENT SCIENCES	60	28	12	9	3	3	128	102	203	142	345
EDUCATION	11	46	10	6	2	3	31	40	54	95	149
HEALTH SCIENCES	139	139	8	11	8	6	65	75	220	231	451
HUMANITIES	29	96	8	10		2	66	72	103	180	283
LAW	20	24	3	8	1	3	37	22	61	57	118
NATURAL AND AGRICULTURAL SCIENCES	166	124	11	8	6	7	258	197	441	336	777
THEOLOGY	39	17		2	3		25	4	67	23	90
Total	464	474	52	54	23	24	610	512	1149	1064	2213

Table 21: Doctoral Degree

FACULTY	WHITE		COLOURED		INDIAN		BLACK		MALE	FEMALE	Total
	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE			
ECONOMIC AND MANAGEMENT SCIENCES	15	6					6	6	21	12	33
EDUCATION	7	11	4	2		1	28	16	39	30	69
HEALTH SCIENCES	15	19	2	1			2	11	19	31	50
HUMANITIES	24	58					14	6	38	64	102
LAW	3	5	1				2	2	6	7	13
NATURAL AND AGRICULTURAL SCIENCES	70	62	1	2	7	4	78	28	156	96	252
THEOLOGY	20		2		3		15	1	40	1	41
Total	154	161	10	5	10	5	145	70	319	241	560

Table 22: Occasional Study

FACULTY	WHITE		COLOURED		INDIAN		BLACK		MALE	FEMALE	Total
	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE			
ECONOMIC AND MANAGEMENT SCIENCES	33	31	17	24	3		79	114	169	132	301
EDUCATION	9	25	1	6		1	14	7	24	39	63
HEALTH SCIENCES	8	15	1	3	2		11	29	20	49	69
HUMANITIES	41	61	30	70		1	160	414	231	546	777
NATURAL AND AGRICULTURAL SCIENCES	66	13	4	2	3		124	140	197	155	352
THEOLOGY		1					1		1	1	2
Total	157	146	53	105	8	2	389	704	605	959	1564

Table 23: UFS Total

FACULTY	WHITE MALE	WHITE FEMALE	COLOURED MALE	COLOURED FEMALE	INDIAN MALE	INDIAN FEMALE	BLACK MALE	BLACK FEMALE	MALE	FEMALE	Total
ECONOMIC AND MANAGEMENT SCIENCES	726	568	149	186	49	27	1432	1879	2356	2660	5016
EDUCATION	280	1086	103	261	6	49	1612	4789	2001	6185	8186
HEALTH SCIENCES	447	1004	35	64	42	32	239	772	763	1872	2635
HUMANITIES	488	909	129	331	16	26	1576	3563	2209	4829	7038
LAW	753	572	108	147	114	138	703	750	1678	1607	3285
NATURAL AND AGRICULTURAL SCIENCES	1274	812	76	54	43	28	1806	1815	3199	2709	5908
THEOLOGY	104	61	7	3	6	1	63	21	180	86	266
Total	4072	5012	607	1046	276	301	7431	13589	12386	19948	32334

1.4.11 Campus development

Refer to par. 1.4.6.

1.4.12 Facilities and major capital works

Refer to par. 1.4.6.

1.4.13 Events

(a)   Quality and Excellence

The first priority of the Division for Student Recruitment remains to recruit the best quality undergraduate and postgraduate students. In addition to attracting students who are dedicated to pursuing excellence in their studies, the University also offers opportunities to those students who do not meet the admission requirements. They are encouraged to enrol for the University's bridging programme or one of the many extended degree programmes designed specifically for promising students who might not otherwise qualify for degree studies. These opportunities support the goal of the DHET to expand access to quality learning.

The University expanded the marketing team to 13. Marketing actions to recruit students included countrywide visits to approximately 800 schools by a team of dedicated marketers. This was complemented by visits to schools across the country by the Vice-Chancellor and Rector, Prof Jonathan Jansen, and other members of the university's senior management team. Open Days took place on the Bloemfontein and Qwaqwa Campuses, as well as career expositions and University exhibitions.

A further initiative is the establishment of a scholarship fund for students from previously disadvantaged groups. This scholarship fund gave access to scholars who met the academic requirements who would otherwise not have had the privilege of tertiary studies.

Although our university is situated in one of the least dense areas in South Africa, our formidable team of marketers contributed to recruit top students from across the country.

b) Equity, Diversity and Redress

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

c) Financial Sustainability

The Corporate Liaison Office, which focuses on the generation of third-stream income for the University, had another successful year and approximately R28 million was raised for various projects. A sustainable amount was received for a project within the Department of Paediatrics and Child Health named the Beds of Hope Campaign. The Kovsie Alumni Office has had a successful year and increased its membership and income to more than R5 million for the year.

1.4.14 Student Affairs

Strategic overview

Student Affairs (SA) in 2013 continued its focus on transforming student engagement to:

■ Deepen integration and a sense of belonging in general student and residence life.

■ Improve access to and participation by diverse constituencies in student-life programmes.

■ Focus student-life programmes on commuter student engagement.

■ Deracialise and broaden access to student governance.

■ Increase student access to institutional governance.

■ Develop the interface between faculty and student life.

■ Align development programmes between all campuses.

■ Revitalise strategic planning and staff management.

■ Align strategic planning in SA with the University's transformation goals.

The SA change programme focuses on redesign and specialisation in organisational structure and in the programmatic content of student engagement initiatives. The emphasis on further specialisation in the informal curriculum found in student engagement and the establishment of structures to sustain and integrate these initiatives with the human and academic projects of the University, were the priority in 2013.

This focus in 2013 was most visible in the establishment of structures in support of the Collegiate model in student affairs management as the most suitable approach to facilitate the envisaged interface between student and faculty life required for holistic student success.

In addition to the further specialisation in student life and support as seen in key initiatives such as the Gateway College First-Years Welcoming programme, the Residences Life Renewal initiative, the global student leadership development programmes, the growth of student governance structures centrally and on campuses, the inter-campus student life initiatives, the participation of all campuses in SA award programmes and the functioning of the Student Affairs Management Forum (SAM), 2013 marks the year of completed pilot projects for and the launch of Student Life (SL) Colleges.

The SL Colleges are an organisational mechanism to address increased access to student support for commuter students, decreased programme load per student and improved impact for resource allocation in student engagement;

they were piloted and established on the two levels of clustering of campus residences and off-campus student associations and institutional oversight and roll out of co-curricular student life programmes.

A SL College clusters campus residences and off-campus residences in a group that collaboratively runs and hosts student life and co-curricular student development programmes. Similarly co-curriculum programmes, such the First Year Welcoming (Gateway College) and Student Change Leadership Development programmes, are established as collaborative student development programmes.

Other co-curricular programmes continued in 2013 include the annual Intra-varsity between campuses of the university, the institutional oversight of and integration of all student governance procedures such as the SRC elections and the Student Affairs Bursary Awards Programme.

The development of the collegiate model in the management of student support and development includes the design of the College of Student Affairs as the proposed institutional entity to integrate the formal and informal curriculum of the university and to ensure an effective support service to students, with the process achieving support for its development also in 2014 from the senior university management.

Additional achievements for Student Affairs in 2013 include the adoption by the university management of a Student Crisis Protocol that aligns university responses to students facing crises to relevant legal and other requirements, the establishment of a staff support and development programme to strengthen staff capacity in responding to the demands of institutional transformation, the Student Affairs Odyssey Programme and the establishment of the Student Affairs Research and Assessment office to facilitate professional evidence-based practice across departments and strengthen ethical protocols for student engagement by researchers.

The office of the Dean continued its support in 2013 of initiatives for the integration and collaboration between departments in student engagement, as well as greater collaboration with other support departments at the University. The office maintained all duties in executive management, including its *ex officio* advisory membership of Senate and Council, maintaining close ties with deans of faculties and liaising with various bodies such as the American College Professionals Association and South African Association of Senior Student Affairs Professionals (SAASSAP). This includes the coordination of strategic programmes in support of transformation imperatives such the First Years (F1) International Leadership for Change programme and the adoption by Council of the Qwaqwa Campus SRC Constitution.

SA in 2013 also initiated a process for review of transformation in residence life in particular, as well as in student services and engagement in general, which process will continue in 2014.

The strategic reflections of the Student Affairs Management Forum in 2014 to guide its transformation agenda include: firstly, a review of the content and learning methodologies in student life programmes and services, with the goal of designing a formal co-curriculum – a curriculum that considers questions of epistemology and pedagogy in leadership, citizenship and the career development of students; secondly, a review of the integration and client satisfaction of services to seamlessly respond to student wellness indicators, such as in the design of integrated pathways of student experience that place services close to diverse cohorts of students; and thirdly, a review of the interfaces of development programmes and support services to support and contribute to the transformation of knowledge and institutional values in conjunction with faculties.

1.4.15 Distance learning: e-learning at the UFS

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

1.4.16 Working with industry/research commercialisation

The Office for Innovation and Business Development fulfils the technology transfer functions of the University and plays a central role in addressing the innovation chasm. These third-stream activities add new dimensions to the roles of education and research at the UFS, resulting in a major emphasis on the improvement of university – industry relations. The UFS acknowledges that the responsibilities of a university extend beyond its two traditional roles: the training of human capital through education and the generation of new knowledge through research (primarily basic research). The University has recognised a third role through interconnection with the community, which includes promoting regional development. This new mission requires an efficient and stable relationship with all the role players.

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

Internationally, innovation is seen as the key to competitiveness, which is further supported by the notion that, regionally, universities are seen as a source of innovations for local companies to create new products and local jobs. Significant achievements in the area of technology transfer were once again achieved during 2012.

Technology Transfer Office (TTO)

Compliance with the Intellectual Property Rights from Publicly Financed Research and Development Act, 2008 (IPR Act) is central to the activities of the TTO. The TTO is further tasked with contract management, the protection, promotion and development of intellectual property and the enhancement of innovation and entrepreneurship at the UFS. These activities ultimately force linkages and activities with business in the form of products, processes and services associated with research. Through these activities the TTO has increased the patent portfolio of the UFS significantly during the past year. The majority of the 19 patents were generated in the Faculty of Natural and Agricultural Sciences, followed by the Faculty of Health Sciences. The establishment of a strong patent portfolio allows for the enhancement of downstream activities related to research development, marketing and commercialisation of intellectual property. During 2012 the TTO formulated a Full Economic Costing Model in accordance with the IPR Act, to enable researchers to determine the full economic cost of a project. This model forms the basis of negotiation when intellectual property ownership is at stake.

Industry collaboration

The UFS continues its engagement with a number of prominent South African and international companies through its research portfolio. These include an increase in EU Framework 7 programmes, mining groups such as Anglo American, energy companies such as Sasol, local government, IDRC/CRDI, CIAT, and local businesses. The income generated through university/industry collaboration in the THRIP programme continues to increase moderately year-on-year. During 2012 the University was funded through the THRIP programme by the NRF to approximately R3,3 million in value in the following fields:

- Applied Process Chemistry R1 775 592

- Hexavalent Chrome Bioremediation R600 000

- Sulfitation of wattle extract R330 550

- Conjugated linoleic acid to improve pork quality R200 000

- Control of Fish Diseases R200 000

- Economic Study Groups – Sheep, Goats, Cattle R200 000

- The Metagenomics Platform, funded by the Technology Innovation Agency (TIA) to the value of R13,7 million, ended its first round of funding during 2011. However, the platform was able to secure further funding from TIA to the value of R3 million as interim funding for 2012, with a further commitment from TIA for the next five years expected to be in the region of R15 million. Research activities include postgraduate training at master's and PhD level and employment of postdoctoral fellows in specialised fields such as bioremediation. The platform was also successful in securing a R300 000 contract with an industry partner through the THRIP programme, focusing on the remediation of chrome 6 to chrome 3 chelates. The platform's activities continue to develop products for the industrial and environmental sectors. Projects within the Metagenomics Platform continue to engage a number of industrial and academic collaborators, both locally and internationally. These include Geosyntec Consultants, Oklahoma State University, Princeton University, BHP Billiton, AngloGold Ashanti, and local universities such as North West, Limpopo and Wits.

- The UFS currently owns a 30% stake in one of its spin-off companies in the form of a multinational company (FARMOVS-PAREXEL). This company specialises in clinical trials and has secured a number of contracts with the majority of the leading pharmaceutical companies both locally and internationally. FARMOVS-PAREXEL is located on the Main Campus of the UFS and besides the successful business revenues it generates, it also serves as an employer for a number of interns and postgraduate students in the fields of biotechnology and medicine.

- The UFS currently owns a 33.3% stake in one of its spin-off companies in the form of a local company (Sun Media, Bloemfontein). This company specialises in printing, publishing and design and is located in Bloemfontein. The company had a profitable year during 2013 and the final instalment of the shareholders' loan was made in December 2012.

- A number of departments, centres and institutes (such as the Department of Soil, Crop and Climate Sciences, Agricultural Economics, the Centre for Environmental Management and the Institute for Ground Water Studies) at the UFS receive funding from the Water Research Commission (WRC) to research various aspects associated with water and water quality for both human and agricultural uses. The funding received from the WRC ranges between R4 million to R6 million.

- The Department of Chemistry continues to strengthen its collaborations with companies like Sasol, who continue to invest heavily in the activities of the department. This funding is in the form of secondment of a senior personnel member from Sasol to the department, and the funding of specialised equipment, running expenses and salary adjustments for researchers to retain research capacity and leadership. Sasol also makes multi-million rand equipment available on loan to the department. The Department of Chemistry also receives significant funding from ITHEMBA/NECSA for research in the field of nuclear medicine. The department, through a THRIP programme, does research and receives funding from the wattle industry. The research conducted for the wattle industry focuses on the analyses of tannins used in the tanning industry. The department, under contract from the Medical Research Council (MRC), synthesised a molecule, Aspalathin, which is found in rooibos and which they hope to commercialise. This method of synthesis was patented by the University for the MRC. The department also forms part of consortiums associated with the EU Framework 7 programme, and receives funding in the area of traditional knowledge where the potions developed by traditional healers are analysed and tested.

- A number of contracts with local government are concluded annually. These contracts deal with governance, training, surveys and reviews. These activities are predominantly concluded with departments like the Centre for Development Studies and a number of departments within the Business School, the Faculty of Economic and Management Sciences and the Faculty of Education.

- Near the end of 2012, the TTO office was granted approximately R1,1 million from the DST for the development of a feasibility study and business plan in collaboration with the Central University of Technology for the Science and Technology Park in Bloemfontein.

Commercial

■ The University generates significant levels of funding through its analytical laboratories. These laboratories are located at various departments of the University and routinely analyse samples for industry in the areas of Genetically Modified Organisms, water quality, food quality and drug abuse in the sporting arena. The DRD is in the process of developing a financial model for its laboratories based on commercial terms.

Office for Student Ideas

A grant from the Vice-Chancellor and Rector, Prof Jonathan Jansen, was used to fund an undergraduate student innovation support service within the Office for Innovation and Business Development. Ensuring that innovation can thrive on campus is an aspect of students' life experience that is often overlooked at South African universities. Innovation has a long tradition at South African universities, but mostly at the postgraduate level, or among staff or researchers. Most universities place very little emphasis, if any, on innovation at undergraduate level, because the amount of innovation at that level is generally considered to be insignificant and universities have limited capacity to foster innovation. However, many universities locally and internationally are seeking new ways to involve more students in innovation and are experiencing success with programmes that operate outside traditional academic parameters, often called innovation centres. One contributor to their success is the space in which innovation teams operate as they tend to be as organic as the process of innovation itself.

1.4.17 Significant changes that have taken place

Refer to par. 1.3.

2. THE COUNCIL'S STATEMENT ON CORPORATE GOVERNANCE

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

The Audit and Risk Management Committee was established 18 years ago. Both the internal and external auditors have unrestricted access to the Audit and Risk Management Committee, which ensures that their independence is not impaired. Three meetings were held for the year and were attended by the internal and external auditors and appropriate members of the executive management. The Audit and Risk Management Committee operates in accordance with written terms of reference, confirmed by the Council, and 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 related to the financial and internal control, accounting policies, reporting and disclosure.

■ Reviews, at least annually, of the internal auditor's assessment of risks and approval of the internal audit plan to ensure that audits are conducted appropriately to mitigate the risks identified.

■ Internal and external policies.

■ Activities, scope, adequacy and effectiveness of the internal audit function and audit plans.

■ Assessment of all areas of financial risk and the management thereof.

■ Review and approval of external audit plans, findings, problems, reports and fees.

■ Recommendation, after due deliberation and discussion with the external auditors, of the annual financial statements to the finance committee.

■ Regular follow-up to determine that all items raised in the annual audit management letter and interim internal audit reports have been addressed and that actions previously taken to address these issues are still in place and effective, including points raised in previous reports and previously deemed to have been resolved, to ensure that the problem has not recurred.

■ Approval of financial policies and any changes thereto.

■ Ensuring that policies are in place to protect the University's assets from loss or unauthorised use.

■ Compliance with the Code of Corporate Practices and Conduct.

■ Compliance with the institution's Code of Ethics.

■ Compliance, as far as practically possible, with the recommendations of King III.

Mr EC Kieswetter

Chairperson: Audit and Risk Management Committee

2.2   Council and Council Committees

2.2.1 Audit and Risk Management Committee

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

1.   NAME

The committee is known as the Audit and Risk Management Committee of the University of the Free State.

2.   STATUS

2.1   The committee functions as a separate committee of the University Council.

2.2   The committee is formally instituted by the Council, which ratifies its charter.

3.   OVERALL PURPOSE/ OBJECTIVES

The committee has the following goals, among others:

3.1.   Assist the Council to fulfil its role to provide assurance on corporate governance.

3.2   Facilitate effective working relationships between Council, management and the external and internal auditors.

3.3.   Review the financial statements and consider all factors and risks that may affect the integrity of the financial statements.

3.4.   Consider the need for summarised information and engaging external auditors to provide assurance on the summarised results.

3.5.   Review its own Code of Business Conduct, the system of internal control, the management of all financial risks, information systems, accounting practices, the University's processes for monitoring compliance with laws and regulations (where applicable), and the University's auditing processes.

3.6.   Ensuring that each committee member understands the detailed responsibilities of committee members as well as the institution's business, operations and risks in order to perform his/her duties effectively.

4.   COMPOSITION

4.1   The Audit and Risk Management Committee consist of a minimum of four Council members and a maximum of six. Committee members may not be full-time staff members or students.

4.2   The majority of these members must be financially literate. The committee should have a thorough understanding of the complexities of International Financial Reporting Standards (IFRS), South African Statements of Generally Accepted Accounting Practice (GAAP), Global Reporting Initiative (GRI) standards, and any other financial reporting frameworks and policies and procedures of the UFS.

4.3   The committee is appointed by the Council.

4.4   The chairperson of the committee is appointed by Council and should not be the chairperson of Council.

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

4.6 Meetings of the committee, as arranged by the chairperson, may be attended by representatives of the external auditors, the executive committee and its officers, and the internal auditor.

4.7 If the chairperson of the committee is absent from a meeting, the members present will appoint a chairperson.

4.8 The University will manage the secretarial duties related to committee meetings.

4.9 The committee meets on a regular basis, with a minimum of two meetings per year. The committee determines the dates of meetings, taking into consideration the dates on which interim and final reports of the external auditors become available.

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

■ with the Council or any member thereof;

■ with members of the committee;

■ with the external auditors; and/or

■ with the internal auditor.

4.11 Minutes will be kept of meetings and reports submitted to Council as soon as possible after the conclusion of the meeting.

4.12 A minimum of three members of Council must be present at a meeting to form a quorum.

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

5. AUTHORITY

5.1 The committee, under direction of the Chairperson, as authorised by Council, has the power:

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

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

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

5.1.4 to co-opt suitable persons to serve on the committee when specific expertise is required; and

5.1.5 to seek any information from external parties.

5.2 The Audit and Risk Management Committee:

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

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

5.3 Vacancies

5.3.1 If a vacancy occurs on the committee, the Chairperson must inform Council without delay.

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

6. ROLES AND RESPONSIBILITIES

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

6.1 External audit matters

6.1.1 Make recommendations to Council regarding the appointment, reappointment and removal of external auditors. The recommendations should be based on an assessment of the firm's and individuals' qualifications, expertise, resources, effectiveness, and independence.

6.1.2 Make recommendations to Council regarding the external auditors' terms of engagement and remuneration. The committee should satisfy itself that the fee payable is commensurate with the auditors' ability to conduct an effective audit.

6.1.3 Assess the scope of the proposed audit and the way in which the external audit will be approached, as well as ensure that all critical risk areas will be addressed in an effective manner.

6.1.4 Define a policy (for Council approval) about the terms under which the external auditors may perform non-audit services, and the nature and extent of such services.

6.1.5 Ensure that the annual financial statements contain a description of non-audit services rendered by the external auditor, including their nature and quantity.

6.1.6 Verify and evaluate the effectiveness of the external auditors' performance.

6.1.7 Ensure that the external audit is not limited or handicapped in any way.

6.1.8 Review and monitor, on an annual basis, the external auditors' independence and objectivity, and the effectiveness of the audit process. Rotation of individual engagement partners enhances actual and perceived independence.

6.1.9 Consider the acceptability of materiality levels (for the purpose of making decisions) applicable to the scope of audit procedures and the errors that have to be reported.

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

6.1.11 Identify steps that must be taken to remain aware of problems encountered in the previous year to avoid doing unnecessary auditing work.

6.1.12 Consider the following aspects:

(i) The effectiveness of internal accounting controls as identified during the external audit and management's follow-up.

(ii) Significant differences of opinion between the external auditors and management.

(iii) Any material unsolved accounting and audit problems identified during the external audit.

(iv) Changes in the scope or approach of the external audit in response to changing circumstances or problems experienced, seen against the background of the original audit plan.

6.1.13 Review the audit results (after completion of the audit) as well as the quality and content of the financial information presented, before issuing the annual financial statements, and submitting a report.

6.1.14　Ensure that management responds to recommendations by the external auditors. The committee may request management, during committee meetings, to report on the progress made and/or their reaction to the recommendations of the external auditors. During committee meetings, the committee may also request the external auditors to indicate whether they are satisfied with management's progress/reaction concerning their recommendations.

6.2　Financial reporting

6.2.1　General

(i)　Satisfy itself about the expertise, resources and experience of the finance function, with particular focus on the senior members of management responsible for the financial function.

(ii)　Identify important risks to which the University is exposed and confirming that the internal control systems are adequate and functioning effectively.

(iii)　Pay attention to any fraud, illegal acts, deficiencies in internal control or other similar issues, in co-operation with the internal and external auditors.

(iv)　Review significant accounting and reporting requirements, including recent professional and regulatory pronouncements, and understanding their impact on the financial statements.

(v)　Query management and the internal and external auditors about significant risks and exposures and the plans to minimise such risks.

(vi)　Review any legal matters that could have a significant impact on the financial statements.

6.2.2　Annual financial statements

(i)　Review the integrity of 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.

(ii)　Evaluate the judgements and reporting decisions made by management. These include changes in accounting policies, decisions requiring a major element of judgement and the clarity and completeness of proposed disclosures. Explanations must be obtained from management for significant or unusual transactions, and the views of the external auditors must be taken into account.

(iii)　Pay attention to the disclosures and charges for complex and/or unusual transactions, such as restructuring charges and derivative.

(iv)　Focus on judgemental areas, for example: areas involving valuation of assets and liabilities; warranty, product or environmental liability; litigation reserves; and other commitments and contingencies.

(v)　Discuss with management and the external auditors their review of the financial statements and the results of the audit.

(vi)　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.

6.2.3　Internal auditing issues

■　Ensure that the internal audit function is independent and has the necessary resources.

- Review the activities and organisational structure of the internal audit function and ensure that 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 internal auditor's findings.

- Evaluate the efficiency and effectiveness of the internal audit function and submit reports to Council on internal audit's assessment of the adequacy of internal controls.

- Meet separately with the internal auditor or discuss any matters that the committee or auditors believe should be discussed in private.

- 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 made by the internal auditors.

- Oversee cooperation between the external and internal auditors to avoid overlapping of audit functions.

6.2.4   Risk management

Financial reporting and risks

(i)   Oversee financial and risk management controls, and ensure that the controls:

- provide guidance that embeds internal controls in the processes and evolves to remain relevant over time;

- follow a risk-based approach; and

- consider not only the likelihood of all risks materialising, but also the costs of operating certain controls relative to the benefit of managing these related risks, i.e. the cost and integrity benefit analysis.

Reviewing of internal controls

(ii)   Oversee policies that give assurance on the protection of the integrity of the UFS's financial information. This is an integral part of the responsibilities of management to ensure that an internal control system has been designed sufficiently and is functioning effectively.

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

(iii)   Task internal audit to perform the above-mentioned review, if necessary. The Audit and Risk Management Committee should determine the nature and extent of the review of internal financial controls to be performed by management.

(iv)   Reach conclusions and report annually to Council on the effectiveness of the UFS's internal controls. The Audit and Risk Management Committee should holistically consider all information brought to its attention, including communications with and reports from internal audit, other assurance providers, management and the external auditors.

(v)   Submit reports to the Council on control problems and other inadequacies that resulted in actual material loss, including fraud and/or material errors. These issues should also be included/mentioned in the statement by Council.

Fraud risks

(vi)   Review arrangements made by the UFS to enable employees and outside whistle-blowers (including customers and suppliers) to submit confidential reports about possible improprieties related to financial reporting, non-financial issues and/or compliance with laws and regulations that may have a direct or indirect effect on the UFS.

(vii)   Ensure that the UFS has appropriate arrangements in place for the balanced and independent investigation of whistle-blowing reports and for taking any action necessary as a result of such reports.

(viii)   Be aware of any amendments to the UFS's Code of Conduct as it applies to financial reporting, and satisfying itself that management monitors compliance with the Code of Conduct.

(ix)   Consider matters that may result in material misstatements in financial statements due to fraud.

(x)   Receive and deal appropriately with any complaints (whether from within or outside the UFS) related to the accounting practices and internal audit of the UFS, the content or auditing of its financial statements, and/or any relevant matter.

Information technology (IT) risks

(xi)   Consider IT risk as a crucial element of risk management at the UFS.

(xii)   Play an oversight role regarding:

- IT risks and controls;
- business continuity and data recovery related to IT; and
- information security and privacy.

Other responsibilities

(xiii)   Oversee the development and annual review of a policy and plan for risk management to recommend for approval to Council.

(xiv)   Monitor implementation of the policy and plan for risk management taking place by means of risk management systems and processes. Ensure that the plan is integrated in the day-to-day activities of the University and that risk management is performed on a continuous basis.

(xv)   Make recommendations to Council concerning the University's levels of tolerance and appetite for risk.

(xvi)   Ensure that management considers and implements appropriate risk responses.

(xvii)   Review and approve the University's recovery plan annually.

(xviii) Express the committee's formal opinion to Council on the effectiveness of the system and process of risk management.

(xix)   Review reporting risk management that is to be included in the integrated report for it to be timely, comprehensive and relevant.

(xx)   Perform other activities related to risk management as requested by Council.

Reporting to the Council

Report to the Council on how the Audit and Risk Management Committee is fulfilling its duties. It should include a report on the discharge of responsibilities. As a minimum, it should perform the following functions:

(i)   Update Council about committee activities and make appropriate recommendations on a regular basis.

(ii)   Ensure that Council is aware of matters which may significantly influence the financial condition or affairs of the institution, and the accounting practices and effectiveness of the internal controls of the University.

(iii) Draw up a statement to indicate whether or not the Audit and Risk Management Committee is satisfied that the auditor is independent.

(iv)   Perform other oversight functions as requested by the full Council.

(iv)   Institute special investigations, if necessary, and hire special counsel or experts to provide assistance, if appropriate.

(v)   Review and update the charter; receive approval of changes from Council.

(vi)   Evaluate the committee's own performance on a regular basis.

COMMITTEE WORK PROGRAMME AND SELF-EVALUATION GUIDE:

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

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

Table 24

Points refer to charter	Also involved	Applied in practice? Yes/No Not applicable	Follow-up steps if necessary
2. STATUS			
The Council established the Audit and Risk Management Committee, which functions as a separate subcommittee of the Council.	Council		
Council approves the charter of the committee, and reviews and adjusts it, if necessary. These adjustments are also approved by Council.	Council		
The committee's work is guided by a written charter, which outlines the applicable tasks and responsibilities.			
4. COMPOSITION			
The size of the committee is commensurate with the size of the University. (Between three and six members are optimal, excluding representatives of management.)	Council		
Committee members are independent from management.	Council		

Points refer to charter	Also involved	Applied in practice? Yes/No Not applicable	Follow-up steps if necessary
Committee members are appointed by Council.	Council		
Period of service/membership is at the discretion of Council, but continuity is given due consideration while the committee is in the process of obtaining a fresh perspective.	Council		
5. AUTHORITY			
Council authorises the committee to obtain any information from any councillor, member of management, employee, external or internal auditor, or outside party.	Council		
Council authorises the committee to obtain advice from skilled external sources and to co-opt suitable candidates, if necessary.	Council		
Council has sufficient resources to enable it to fulfil its duties and responsibilities.	Chairperson of the committee		
Membership			
The experience and qualifications of committee members are commensurate with the duties of the committee, and the members have the ability to understand financial statements.	Council/Chairperson of the committee		
Council may review the mixture of experience and capabilities in the committee to ensure that a proper balance is maintained.	Council/Chairperson of the committee		
New committee members receive sufficient background information and training to enable them to adequately execute their tasks and meet their responsibilities.	Chairperson of the committee/ committee secretary		
6. ROLES AND RESPONSIBILITIES			
The following section of the guide can serve as an annual work plan.			
External audit			
Evaluate the external auditors' proposed audit scope and approach. Enquire about the reasons for changing the audit plan.	External auditors		
Check and evaluate the effectiveness of output by the external auditors.	External auditors		
Evaluate the adequacy of the audit procedures to determine if procedures are included for testing controls, and controlling accounting records.	External auditors		
Ensure that the external auditors are not restricted or handicapped in any way.	External auditors		
Enquire about the degree of coordination between the work of the external auditors and the internal audit function to ensure that it is sufficient in the current circumstances.	External auditors/ internal audit		

Points refer to charter	Also involved	Applied in practice? Yes/No Not applicable	Follow-up steps if necessary
Meet regularly with the external auditor in confidence.	External auditors		
Give feedback on the reports of the external auditor to management and ensure that management reacts to these findings.	External auditors/ management		
Consider the independence of the external auditors, taking into account the plans of management to use the audit firm during the year for other services, and taking into account the type of services that will be rendered and the estimated costs.	External auditors/ management		
Consider the acceptability of the materiality levels that would be applied when deciding about the scope of audit procedures and the level of errors that will be reported.	External auditors		
Be aware of the deadlines for the submission of reports and the finalisation of financial statements and other applicable requirements.	External auditors/ management		
Identify steps that should be taken to avoid problems that occurred in the previous year to prevent unnecessary auditing activity.	External auditors/ management		
Consider the effectiveness of the internal accounting controls as identified by external audit as well as the applicable follow-up procedures.	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, taking into account the budgeted audit fees. Make recommendations to the Council.	Council		
Internal control			
Evaluate the policies and procedures implemented by executive management to ensure that the accounting and internal control systems are functioning properly.	Management		
Identify the important risks to which the University is exposed and ensure that the applicable internal controls are adequate and functioning properly.	Management		
Evaluate the shortcomings identified in the account and internal control system, as well as the steps taken by management to rectify these shortcomings.	Management		
Monitor the ethical behaviour of the Leadership.	Rector		

Points refer to charter	Also involved	Applied in practice? Yes/No Not applicable	Follow-up steps if necessary
Monitor the control measures applicable to electronic data processing and computer security to determine if these measures have been reviewed.	Management/IT department		
Work with the internal and external auditors to make recommendations about the shortcomings of internal controls and the efficiency of the internal control system.	Management/internal audit/external auditors		
Monitor that management has executed the recommendations by the internal and external auditors about internal controls.	Management/external auditors		
Meet with the legal advisor of the University to discuss legal aspects that may have a significant impact on the financial statements.	Legal advisor		
Financial reports			
Determine whether financial statements are complete and in accordance with the information available to the committee.	Management		
Judge whether the financial statements comply with generally accepted accounting practices and other prescriptions followed during the compilation of the financial statements.	Management		
Review the audit results and the quality and contents of the financial information prior to the issuing of the financial statements after completion of the audit review, and submitting a report to Council for consideration at the meeting where the financial statements will be approved.	Management		
Compile a summarised annual report about the activities of the committee during the year, the recommendations made and decisions taken by the committee, and submit this report to Council prior to the approval of the annual financial statements.	Management		
Query management and the external auditors about 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 that will have a material impact on financial statements.	Management		
Focus on complex and/or unusual transactions.	Financial services		
Query management and the external auditors about any accounting or reporting matters and their resolution.	Management/external auditors		
Judge if the other information in the financial year-end report is clear and in accordance with the information in the financial statements.	Management/external auditors		

Points refer to charter	Also involved	Applied in practice? Yes/No Not applicable	Follow-up steps if necessary
Internal audit			
Review the activities and structure of internal audit and approve the charter of internal audit.	Internal audit		
Evaluate personnel provision and training as well as the budget of the internal audit function.	Internal audit		
Supply a forum for direct reporting from the internal auditor.	Internal audit		
Evaluate the effectiveness and efficiency of the internal audit function.	Internal audit		
Ensure that internal audit is actively involved in the financial reporting process.	Internal audit		
Review the internal audit plan with the internal auditor, especially with regard to involvement in control systems and the drafting of financial reports. Review the changed internal audit plan.	Internal audit		
Review the internal audit's findings and ensure that management reacts to these findings.	Internal audit/ Management		
Meet regularly in confidence with the internal auditor.	Internal audit		
Performance audit			
Judge the measures and procedures for ensuring economic, efficient and effective management.	External and internal audit		
Review the findings of the internal and external auditors concerning the performance audit.	External and internal audit		
Review the reporting in the financial statements on economic, efficient and effective utilisation of the University's resources.	External and internal audit		
Complying with laws and regulations			
Evaluate the procedures used by management for monitoring compliance with laws and regulations at the University. If another committee of management is performing this evaluation, the implications of applicable laws and regulations for financial statements should be considered.	Management		
Evaluate (with the assistance of management and the legal advisor) the findings of any regulation-related investigations and consider the implications for the financial statements.	Management/legal advisor		
Complying with the Code of Conduct			
Evaluate the programme for monitoring compliance with the Code of Conduct implemented by management.	Management		

Points refer to charter	Also involved	Applied in practice? Yes/No Not applicable	Follow-up steps if necessary
7. FUNCTIONING OF THE AUDIT AND RISK MANAGEMENT COMMITTEE			
Meetings			
Meet at least twice a year. The dates of the meetings are determined by the committee, taking into consideration the dates on which the interim and final reports of the external auditors will be available.			
Convene special meetings, if circumstances require it.			
Draw up agendas for the meetings in writing.	Secretary		
Send agendas prior to the meetings taking place, with sufficient background information on the items listed on the agenda. This enables committee members to prepare for the meetings.	Secretary		
Record all the proceedings/decisions of the meetings (i.e. keeping minutes).	Secretary		
Provide regular feedback to Council on the committee's activities.	Council		
Maintaining quality			
Ensure that the committee has sufficient resources for the execution of its duties and responsibilities.	Chairperson of the committee		
Note the continuing training needs of committee members.	Chairperson of the committee		
Evaluate the efficiency of each of the individual committee members (which is performed by the chairperson).	Chairperson of the committee		
Evaluate the performance of the committee.	Chairperson of the committee		

Sources:

1.   Charter of the Audit and Risk Management Committee

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

2.2.2 Finance Committee

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

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

2.2.3 Remuneration Committee

The Remuneration Committee for Senior Personnel has been reconstituted to comply with the requirements of King III. The committee met twice during 2012, on 9 March 2012 and 22 November 2013, to deliberate on and approve merit bonuses to senior personnel.

Composition of the Remuneration Committee:

The composition of the Remuneration Committee is according to the King III Report and is as follows:

■ Chairperson of the Council **(external Council member – does not act as chair)**.

■ Vice-Chairperson of the Council **(external Council member)**.

■ Three members of the Council, as appointed by the Chairperson and Vice-Chairperson, who have the required expertise and experience and are not in the employ of the University.

■ In advisory capacity: (a) Rector (except if his/her post is under discussion); (b) Vice-Rector: Operations (except if his/her post is under discussion); (c) Senior Director: Human Resources (Secretary) (except if his/her post is under discussion.

The Committee has the right to co-opt expertise at its discretion.

2.3   Statement on conflict management

Refer to par 2.4 below.

2.4   Statement on employee and student participation

(a)   Employee participation

The UFS has entered into formal recognition agreements with UVPERSU (the majority union) and NEHAWU. Monthly meetings were held individually with the Labour Relations Divisions and the unions.

Employee participation is encouraged throughout the infrastructure, systems, and committees by representation in various formal structures, i.e. the Institutional Forum (IF), Employment Equity Committee, Executive Committee of the Senate (ECS) and Council.

(b)   Student participation

Two members of the Central SRC are full members of the University Council. One member of the Central SRC is a full member of the Senate. Students and trade unions are also represented on the Executive Committee of the Senate (ECS), the University Management Committee (UMC) and the Institutional Forum (IF).

2.5   Statement on code of ethics/code of conduct

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

3. SENATE REPORT TO THE COUNCIL

3.1 Composition of the Senate

■ Rector and Vice-Chancellor (Chairperson)

■ Vice-rectors

■ Registrar

■ Two members of Council elected by Council

■ The deans of the faculties

■ The full professors of the University

■ Academic employees (two representatives of the Rectorate and one representative of the associate professors)

■ Administrative employees (in advisory capacity)

■ Two members of the Central SRC elected by the CSRC.

3.2 Significant developments and achievements

This year the institution finalised the UFS Strategic Plan for the period up to 2016. It was the result of a consultative process to set the bar regarding the achievement as excellence in teaching and learning as well as of a strong research identity. The UFS Strategy stands on two pillars, namely the Academic Project and the Human Project, which are underpinned by the Support Services Foundation. The Academic Project seeks to reinstate academic excellence through the pursuit of the scholarship of teaching and learning and research. The initiatives associated with the Academic Project aim to build a strong academic institution marked by distinctiveness in teaching, research, and public scholarship. The initiatives associated with the Human Project are aimed at the development of a sense of a common humanity and openness to other perspectives, experiences and cultures, all of which constitute fundamental values of the academia. The Academic and Human Project reinforce each other and often, individual initiatives support both projects. In many of the initiatives, excellence is reinforced by the breaking down of historical and human barriers to create the intellectual openness on which to build institutional excellence.

The vision articulated in the Strategic Plan has been concretised in a set of Key Performance Areas (KPAs) that have been approved by Council and described in the first UFS Integrated Report. The latter report also re-echoed the Rector's recent identification of 14 strategic areas for attention from 2014 to 2016 to ensure an even more concentrated focus on the academic project.

3.2.1 Instruction, e.g. modes of delivery

Internationally technological development constitutes one of the major influences on changes in teaching and learning at higher education institutions. These influences have also had an impact on teaching and learning at the UFS, and require that the institution begin to engage with students in new ways. At present the UFS makes use of Blackboard as the learning management system (LMS). In 2013 2 503 modules were registered on Blackboard and a total of 25 148 students registered on the system. It thus seems fair to say that most UFS students are touched, at least in some way, by technology.

One of the main challenges which is placed within the near-term horizon of the institution is the growth and impact of massive open online courses (MOOCs) and the increased use of tablet computing. There have been growing requests around MOOCs with some citing of this development as the end of higher education, and others urging caution and noting that the impact is likely to be more modest. Whichever stance one is inclined to take, it is important for universities to think through the possible implications of a growing market of free courses (with or without certification), as well as the possibilities potentially opened up for collaborative partnerships and sharing of high quality educational content. With respect to tablet computing, not only have the numbers available increased dramatically but there is an increasing tendency of universities to make use of tablets (and cellphones) as platforms for educational delivery, as well as the value that learning analytics can add to university functioning. Learning analytics refers to the field of using large student datasets to identify patterns and trends that can be used to support more personalised learning systems. It has been predicted that students are going to begin to expect a greater extent of personalisation of their education and communication from their universities. All of these trends need to be thought through in their impact and applicability to South Africa but cannot be ignored or dismissed out of hand.

To inform ongoing improvement in the provision of e-learning services, during the course of 2013, the Centre for Teaching and Learning (CTL) conducted a large scale survey to assess how staff and students are currently using technology, as well as the access they have to technological resources. Technology is important to highlight some of the key findings of relevance to teaching and learning, particularly emphasising the need for the UFS to actively to make use of technology to improve work.

The research showed that both students and staff agree that:

■ Technology increases engagement in teaching and learning.

■ Technology facilitates connections between students and lecturers, as well as between individuals and the institution.

■ Most staff and students responding to the survey owned multiple internet-capable devices and used them for academic purposes.

■ Electronic forms of communication are used frequently and considered important to student and staff success.

■ Although students and staff are comfortable with technology, receiving adequate training to use technology is important to them.

This summary of findings points to the value of technology for supporting improvements in students' and staff success. To do this, availability of adequate resources and equipment (both inside and outside the classroom) is an important component of creating conducive learning environments.

Given that technology is now so widely accessible to staff and students, together with the teaching and learning innovations that technology makes possible, it is essential that better quality blended learning is promoted and supported at the UFS. Blended learning is more than a mere combination of face-to-face and online learning methods; it represents a fundamental redesign that transforms the structure of, and approach to, teaching and learning. The implementation of blended learning provides an opportunity to rethink class contact time with the goal of enhancing engagement and to extending access to internet-based learning opportunities. A reconceptualisation of teaching and learning along these lines is also a critical component of the larger curriculum review project. To this end, CTL is working on a series of important projects in the area of innovative technology use to improve teaching and learning.

UFS SUCCESS RATES 2013

Table 25: First-time entering undergraduates

FACULTY	BLACK	COLOURED	INDIAN	WHITE	TOTAL
ECONOMIC AND MANAGEMENT SCIENCES	81.44%	84.67%	84.98%	88.48%	83.71%
EDUCATION	76.84%	73.74%	83.82%	88.38%	79.41%
HEALTH SCIENCES	82.27%	97.41%	93.43%	95.99%	92.89%
HUMANITIES	75.18%	69.92%	96.63%	83.48%	77.42%
LAW	56.01%	60.99%	57.03%	68.55%	59.76%
NATURAL AND AGRICULTURAL SCIENCES	83.47%	84.10%	85.81%	92.46%	87.03%
THEOLOGY	50.40%	100.00%	100.00%	87.14%	79.62%
Total	74.64%	72.33%	67.41%	86.21%	77.93%

Table 26: Total contact and distance undergraduates

FACULTY	BLACK	COLOURED	INDIAN	WHITE	TOTAL
ECONOMIC AND MANAGEMENT SCIENCES	70.24%	71.98%	70.17%	82.76%	73.42%
EDUCATION	77.82%	73.76%	81.36%	85.75%	79.56%
HEALTH SCIENCES	84.19%	88.32%	92.33%	96.73%	91.98%
HUMANITIES	71.92%	71.95%	78.66%	83.07%	73.83%
LAW	63.37%	66.94%	59.57%	73.67%	66.66%
NATURAL AND AGRICULTURAL SCIENCES	75.06%	82.18%	78.72%	89.29%	80.48%
THEOLOGY	72.13%	84.20%	100.00%	88.98%	85.72%
Total	73.46%	73.23%	72.72%	86.58%	77.17%

Table 27: Distance undergraduates

FACULTY	BLACK	COLOURED	INDIAN	WHITE	TOTAL
ECONOMIC AND MANAGEMENT SCIENCES	65.90%	73.52%	0.00%	100.00%	68.87%
EDUCATION	78.08%	87.91%	92.42%	94.32%	78.58%
HEALTH SCIENCES	0.00%	0.00%	0.00%	0.00%	0.00%
HUMANITIES	77.27%	72.16%	87.30%	85.55%	76.26%
LAW	45.64%	44.31%	55.96%	63.84%	51.98%
NATURAL AND AGRICULTURAL SCIENCES	82.07%	0.00%	0.00%	0.00%	82.07%
Total	72.92%	66.87%	61.54%	68.38%	71.71%

Table 28: Contact undergraduates

FACULTY	BLACK	COLOURED	INDIAN	WHITE	TOTAL
ECONOMIC AND MANAGEMENT SCIENCES	70.31%	71.85%	70.17%	82.75%	73.48%
EDUCATION	77.53%	72.43%	66.02%	85.56%	80.15%
HEALTH SCIENCES	84.21%	88.32%	92.33%	96.73%	91.99%
HUMANITIES	71.68%	71.89%	78.07%	83.05%	73.71%
LAW	72.89%	75.38%	82.82%	77.90%	75.01%
NATURAL AND AGRICULTURAL SCIENCES	75.02%	82.18%	78.72%	89.29%	80.47%
THEOLOGY	72.13%	84.20%	100.00%	88.98%	85.72%
Total	73.56%	74.21%	79.47%	87.21%	77.97%

UFS GRADUATES AND GRADUATION RATE 2013

Table 29: Output of Graduates

	WHITE	COLOURED	INDIAN	BLACK	Total
UGRD DIPLOMA CERTIFICATE (1/2YRS)	9	6		527	542
UGRD DIPL/CERT	7	16	2	120	145
GENERAL ACADEMIC BA DEGREE	436	74	20	1431	1961
PROFESSIONAL BA DEGREE (3YRS)	191	18	5	175	389
PROFESSIONAL FIRST BA DEGREE (4YRS)	547	56	11	298	912
UNDERGRADUATE Total	1190	170	38	2551	3949
POSTGRAD DIPLOMA/CERTIFICATE	328	48	34	548	958
POSTGRAD BACHELOR DEGREE	4	6		34	44
HONOURS DEGREE	534	33	6	488	1061
MASTER'S DEGREE	164	10	5	151	330
DOCTORAL DEGREE	19	1	4	22	46
POSTGRADUATE Total	1049	98	49	1243	2439
Total	2239	268	87	3794	6388

Table 30: Graduation Rate (Grads divided by Enrolments)

	WHITE	COLOURED	INDIAN	BLACK	TOTAL
UGRD DIPLOMA 1 OR 2 YEARS	32.14%	35.29%	0.00%	31.77%	31.77%
UGRD DIPLOMA 3 YRS	14.00%	27.12%	5.88%	4.13%	4.76%
GENERAL ACADEMIC BACHELOR DEGR	21.25%	14.92%	18.69%	17.84%	18.37%
PROFESSIONAL B DEGREE (3YRS)	25.37%	12.59%	17.24%	17.52%	20.22%
PROFESSIONAL B DEGREE (4YRS)	17.49%	11.48%	5.47%	10.22%	13.55%
UNDERGRADUATE TOTAL	19.80%	14.13%	10.19%	15.46%	16.39%
POSTGRADUATE DIPLOMA CERTIFICA	41.84%	46.60%	28.33%	53.61%	47.22%
POSTGRADUATE B DEGREE *	200.00%	120.00%	0.00%	94.44%	102.33%
HONOURS	71.39%	47.83%	46.15%	45.57%	55.81%
MASTER'S	17.48%	9.43%	10.64%	13.45%	14.91%
DOCTORAL	6.03%	6.67%	26.67%	10.23%	8.21%
POSTGRADUATE TOTAL	37.64%	32.89%	25.13%	35.88%	36.16%
TOTAL	25.45%	17.85%	15.32%	19.01%	20.72%

* Phasing out

AWARDS AND ACHIEVEMENTS

Faculty of Law

(a)   New senior appointments

None

(b)   Prestigious awards to staff and students

None

Table 31

AWARDS, BURSARIES AND PRIZES	NUMBER OF STUDENTS
UFS Bursaries	19
Absa Prize	1
Bar Council Prize	1
Lexis Nexis	1
Bowman Gilfillan Attorneys	1
Hill McHardy Herbst Bursary & Prize	3
Cliffe Dekker Hofmeyr Prize	2
Department Procedural Law	1
Honey and Partners Prize	3
Faculty of Law Prize	1
FPI Prize	1
Free State University Law Clinic Award	1
Joos Hefer Prize	1
Juta Prize	1
Kloppers Award	1
McIntyre and van der Post Prize	1
Symington & De Kok Prize	1
FT Preller Prize	1
Law Society Prize	1
LTC Harms Award	1
Recognition Certificates	7
Faculty of Law Trophy	7
Spoor & Fisher Prize	2
Tjaart Maré Floating Trophy	1
Department of Criminal and Medical Law Prize	1
Appie Steenkamp Prize	1
DH van Zyl Prize	1
PPS Prize	2
Moritz Bobbert Medal	4
Adams + Adams Prize	1
Van Schaik Bookstore Award	1
Phatshoane Henney Prize	14

(a)   New senior appointments

(b)   Prestigious awards to students

Kovsie Alumni Trust Award for the best MA student, awarded to

Kovsie Alumni Trust Award for the best MSocSc student, awarded to

(c)   Student achievements

Grant Nthala, a PhD student in the Department of Music, has published a chapter in a book in an esteemed international publication:

Nthala, G. 2012. Performance of cultural interface in post-colonial Malawi: The Chewa hybridised dance traditions. In: *Performative inter-actions in African theatre*. Kene Igweonu & Osita Okagbue (eds.). Cambridge: Cambridge Scholars Publishers.

Eljee du Plooy, MMus student, is the winner of the organ category of the national ATKV Muziq Competition, as well as the winner of SAKOV (Southern African Church Organists' Society) Overseas scholarship.

Twee viola players, Elsabé Raath (MMus student) and Maja van Dyk, (BMus student) were selected for the World Youth Orchestra.

Lebogang Ledwaba (violin) was selected to represent South Africa at the 5th International Symphonic Music Festival in Algeria from 12–19 September 2013.

d)   Staff awards and achievements

Prof Karel Esterhuyse, Department of Psychology, obtains C2 NRF rating.

Dr Luzell Naudé, Department of Psychology, obtains C2 NRF rating.

Dr Kobus Marais, Department of Linguistics and Language Practice, obtains C2 NRF rating.

Prof Robert Gordon, Department of Anthropology, obtains C1 NRF rating.

Prof Nico Luwes, Department of Drama and Theatre Arts, was selected as Commission Member for the SA Academy for Science and Arts for the Medal of Honour for Contribution to Television and Film, the Medal of Honour for Television Drama in Afrikaans and the Rupert Prize for Music and Art.

Prof Johan Bloemhoff, Department of Exercise and Sport Sciences, was selected to the Council of the South African Leisure and Recreation Association.

Prof. Theo Neethling, Department of Political Studies and Governance, was appointed member of the Editorial Advisory Board: *Military and Strategic Studies Journal.*

Prof. Hussein Solomon, Department of Political Studies and Governance, was appointed Senior Research Associate of Research for the Study of Islam and Muslims in Africa (RIMA) in Jerusalem, Israel.

Mr André P Janse van Rensburg, Centre for Health Systems Research and Development, received an Erasmus Mundus EU-SATURN Grant to do his PhD, partnering with the University of Ghent.

Prof Naomi Morgan, Department of Afrikaans, Netherlands, Dutch and French. was honoured with Chevalier de l'Ordre des Arts et des Lettres (Knight of the National Order for Arts and Letters) by the French government. The prize goes towards "people who have gained prominence for their creative word in the field of art and literature".

Dr Edwin Mohatlane, Department of African Languages, was re-appointed as the Chairperson of the 4th Governing Council of the Lesotho College of Education, Maseru, Lesotho.

Dr E.N. Malete, Department of African Languages, was nominated as member of the Stakeholder Language Forum in the Free State (PanSALB): 2013.

Prof. André Wessels, Department of History, has received Honorary Membership of the South African Armour Association (conferred on him on 3 May 2013).

Prof. Jacobus A. Naudé, Department of Hebrew, was elected as a member of the Old Testament Editorial Committee of *Die Bybel: 'n Direkte Vertaling.*

Prof. Jacobus A. Naudé, Department of Hebrew, was elected as member of the Deuterocanonical Editorial Committee of *Die Bybel: 'n Direkte Vertaling.*

Prof. Jacobus A. Naudé, Department of Hebrew, was elected as member of the Old Testament Editorial Committee of *Die Bybel: 'n Direkte Vertaling.*

Ms Annéli Machin, Department of Classical Studies, was awarded for the best first- time presentation at a SAALT conference.

Prof Johann de Wet, Department of Communication Science, has been appointed as adjudicator for VODACOM's Journalist of the Year Competition.

Prof Albert Weideman, Department of Linguistics, was nominated as member of the editorial board of the SAALT *Journal for Language Teaching.*

Ms Alretha Buys, Department of Exercise and Sport Sciences, has been elected to the SAPIK Council (South African Professional Institute for Kinder Kinetics) as chairperson of the CPD System Committee.

Ms Monique de Milander, Department of Exercise and Sport Sciences, has been elected to the SAPIK Council (South African Professional Institute for Kinder Kinetics) as chairperson of the Committee for Training Standards.

Prof Hussein Solomon and Prof Theo Neethling, Department of Political Studies and Governance, were appointed on the Advisory Council of the European Centre for Information Policy and Security.

Prof Christo Heunis, Centre for Health Systems Research and Development, serves as member of the Free State Provincial Health Research Committee as well as member of the Research Committee of the Health Systems Trust.

Dr Zachi Matebesi, Department of Sociology, was appointed as Resident Analyst for two radio stations: Motheo FM (Mangaung) and Vaaltar FM (Taung).

Ms Dot Vermeulen, Department of Fine Arts, has been honoured nationally as the winner of the 2013 Sasol New Signatures Art Award.

Mr Walter Strydom, Department of Drama and Theatre Arts, received the Vryfees 2013 Award for Best Paradigm-shift piece for his direction of the theatre production, *VREK.*

Mr Gerben Kamper, Department of Drama and Theatre Arts, received an award for Best Free State Debut Production, *Kanna hy kô hystoe*, at the Vryfees.

Prof Albert Weideman, Department of Linguistics, was honoured with the presentation of a *Festschrift* at the 2013 joint SAALT/SAALA/LSSA conference in Stellenbosch.

Dr Philemon Akach, Department of Sign Language, has been awarded a National Excellence in Teaching and Learning Award. The award by the Higher Education Learning and Teaching Association of Southern Africa (HELTASA) and Council on Higher Education (CHE), recognised Dr Akach as a "leader in the field of teaching and learning – with impact beyond the classroom and the institution".

Faculty of Theology

(a)　　New senior appointments

None.

(b)　　Prestigious awards to staff and students

Table 32

AWARDS, BURSARIES AND PRIZES	NUMBER OF STUDENTS
Kovsie Alumni Trust	1
ABSA award	2
CC Oosthuizen award	3

Table 33

AWARDS, BURSARIES AND PRIZES	NUMBER OF STAFF
The following persons received research grants from the NRF: Prof PGR de Villiers – R50 000	1
Prof SD Snyman – R50 000	1
Prof PJ Strauss – R50 000	1
Prof P Verster – R50 000	1
Prof DF Tolmie – R50 000	1
Prof JA van den Berg – R50 000	1

Faculty of Economic and Management Sciences

(a)　　New senior appointments

Lizette Pretorius was appointed as Faculty Manager.

Dr Corlia Janse van Vuuren was appointed as Manager: Teaching and Learning.

(b)　　Awards to staff and students

Prof Doreen Atkinson received the Senior Faculty Research Award.

Dr Johan Coetzee received the Junior Faculty Research Award.

Celeste Campher received the Junior Faculty Teaching and Learning Award.

Lizelle Bruwer received the Senior Faculty Teaching and Learning Award.

Lyle Markham received the Teaching and Learning Excellence Awards – Innovation Awards and runner-up in the category : Innovative Methods of curriculum design and delivery.

Prof Cobus Rossouw was elected to serve on the Accounting Practice Committee.

Jana Lamprecht was elected as the national audit representative at SAAA for a two-year term.

Prof Hendri Kroukamp was elected Vice President of IASIA, as well as the IASIA Board of Management.

Prof Philippe Burger was invited and became an affiliate of Economics Research Southern Africa.

Prof Philippe Burger took part in a closed panel discussion of the Tax Mix Subcommittee of the Davis Tax Commission.

Prof Philippe Burger was appointed on a panel of experts of the National Treasury.

Dr Werner Vermeulen was invited as Guest Lecturer at the University of Ghent, Belgium.

Cornelie Crous received the Dean's medal for the Best Master's degree in the Faculty.

Prof Doreen Atkinson, Anita Harmse and Deon Beneke won first prize in the ILO's Enterprise Competition (Tourism Category).

Prof Doreen Atkinson has been appointed as Chair of the Sneeuberg Sustainable Development Foundation, based near Nieu-Bethesda.

Dr Johan Coetzee received Chartered Banker status, Chartered Institute of Bankers in Scotland.

Dr Estelle Boshoff was elected to serve on the editorial committee of *The African Journal of Business Ethics* (international journal).

Prof Philippe Burger was elected as President (for 2012/4) of the Economic Society of South Africa and presented the **Biennial Conference of the Economic Society of South Africa** from 25-27 September 2013.

Anita Venter represents the UFS on the Climate Solver Platform of the World Wildlife Fund (WWF); and is co-founder of the Qala Phelang Tala (Start Living Green) activist initiative.

Prof Doreen Atkinson serves on the NRF selection panel on HESA/IBSA project funding application.

Table 34

AWARDS, BURSARIES AND PRIZES	Number of Staff
Auditor General	2
Bennie Anderson Prize	1
Business School	1
Campher Management & Entrepreneurial Award	1
Centre for Development Support	2
Centre for Accounting	1
Christo Tarnanis	1
Cima	1
Cobalt/Sanlam	2
CORE Bloemfontein	3
Department of Industrial Psychology	3
Dölberg Spencer Financial Services	1
EY	2

AWARDS, BURSARIES AND PRIZES	Number of Staff
ERSA	7
EW Grunow Prize	2
Faculty Award for Teaching & Learning	2
Faculty Research Award	2
Finweek	1
First National Bank Prize	6
Greenwoods Chartered Accountants	1
HP Langenhoven Prize	2
Interstate Bus Lines	1
JGL Consulting Prize	1
Juta Academic Prize	3
Kloppers Prize	1
Konica-Minolta	2
Mazars	2
Newtons	1
OFM	1
PPS	3
PwC	4
SAICA	1
SAIPA	1
SITE	1
Standard Bank	3
Sure Etnique Travel	1
T Roos&Kie	1
Unit for Entrepreneurship	1
Van SchaikBoekhandel	3
WilgenhofBoerdery	1
Willem BritzMakelaars	1
YBG Consulting	1
Z2A Village	2

Faculty bursaries were awarded to the following postgraduate students:

Tchoumi Mouafo

Mareike van der Vyver

Ithabeleng Sekoere

TW Tsoeute

Jacques Broderick

Wesna Steenkamp

Natasha Johnson

Tsjegofatso Mavis Mojaki

SM Odendaal

NY Makhubu

Anneri Muller (Esterhuysen)

(a)   Appointments and Resignations/Retirements

Appointments

■   Prof AA Hoosen: Head of the Department of Medical Microbiology and Virology.

■   Prof VJ Louw: Head of the Department of Internal Medicine.

Retirements

■   Prof WF Mollentze: Head of the Department of Internal Medicine

■   Dr L de Bruyn: Head of the Clinical Skills Unit

■   Prof AA Stulting: Head of the Department of Ophthalmology

■   Prof JD Marx: Head of the Department of Cardiology

Resignation

■   Dr EC Janse van Vuuren: Head of the Department of Physiotherapy

(b)   In memoriam

■   Dr Karen Muir, South African swimming legend of the 60s, passed away on 2 April 2013, after a four-year battle against cancer. She qualified as medical doctor at the UFS.

■   Dr Oberholzer, a member of the Department of Psychiatry of the Faculty, died in a motor cycle accident.

■   BMedSc Student Stiaan van Zyl.

■   Dr R Myburgh (School of Nursing).

■   Dr Barbara-Ann Saunders, a member of the Department of Paediatrics and Child Health.

■   Prof CA Beukes, Head of the Department of Anatomical Pathology.

(c)   Prestigious awards to staff and students

■   Johanna De Villiers (School of Nursing) was the overall winner of the Innovation Awards at the Excellence in Teaching and Learning Awards

■   The Dean, Prof GJ van Zyl, was appointed as vice-chair of the SA Committee of Medical Deans.

■   The Dean, Prof GJ van Zyl, was congratulated on his appointment as HESA representative on the HPCSA.

■   The Dean, Prof GJ van Zyl, was awarded the Vice-Rector's Award for Community Engagement in recognition for outstanding leadership and support to staff members to achieve excellence in the field of community engagement related to the health professions.

■   Prof VJ Louw was awarded the Association for Commonwealth Universities (ACU) Jacky McAleer Titular Fellowship.

■   Prof SC Brown received the Bloemfonteiner of the Year award.

■   Dr Freek du Plessis and colleagues of the Department of Medical Physics received funding from the Medical Research Council's SA University Flagships Projects. This is a prestige award as only 41% of the applications are funded.

- Dr J Buys (Faculty IT manager) was awarded the prize for best client presentation at the MEDITECH iMIX Conference in Midrand on 11 and 12 September 2013.

Postgraduate Supervisors' Hall of Fame

The following members of the Faculty of Health Sciences were included in the Postgraduate Supervisors' Hall of Fame:

Prof MM Nel

Prof Y Botma

Prof A Joubert

Prof G Joubert

Dr R van Heerden

Dr L van Rhyn

Dr I Venter

Prof CD Viljoen

Prof C Walsh

Prof GJ van Zyl

The following members of the Faculty successfully completed the SANTRUST programme:

Dr E Turton

Dr SD Maasdorp

Ms A van Jaarsveld

Ms AC Jacobs

Ms R Barnes

Ms JM Swanepoel

Ms JC Correia

Ms MM Visser

- Dr I Venter was awarded the second prize at the Teaching and Learning Excellence Awards (Innovation Awards) in the category "New/Improved technology in the classroom".
- Dr H Coetzer received a prize in the category "Innovation/New methods for engaging students" at the Teaching and Learning Excellence Awards. He was congratulated.

Congratulations to the following persons who received long-service awards:

- **35 Years:** Prof CP Herbst, Dr L de Bruyn, Mrs A Kilian;
- **25 Years:** Mrs L de Man, Mrs C Pietersen, Mrs HS Strauss, Mrs DE de Villiers, Mrs CG Jardine, Prof MM Nel;
- **15 Years:** Dr D Raubenheimer, Dr EC Roos, Miss MA January, Mrs NP Makhele, Mr TC Poonyane, Prof A Joubert, Prof CD Viljoen, Prof A Walubo, Mrs PC Vorster, Mrs K Bodenstein;
- **10 Years:** Miss CD Vermeulen, Mrs G Groenewald, Dr L Keet, Dr MP Kahl, Dr C Vorster, Prof JF Jooste, Prof SW Wentzel, Mr A MacDonald, Mrs M Viljoen, Mrs J Klopper, Mrs NG Lesia, Mrs S Gouws, Ms PJ van der Merwe, Miss C Brandt, Prof FE Smit, Dr ED du Plessis, Prof VJ Louw and Dr du Plessis.

The following prizes were awarded at the 2013 Faculty Awards Ceremony based on academic achievements during 2012

SCHOOL FOR ALLIED HEALTH PROFESSIONS

Department of Occupational Therapy

■ OTASA Prize

Awarded to the best fourth-year student in Occupational Therapy Clinical: A Scholtz

■ PPS Prize

Awarded to the best fourth-year student in Theoretical Occupational Therapy: H Oosthuizen

■ LIEZL JANSEN VAN RENSBURG Prize

Awarded to the best student in research in the fourth year: G Nell

■ DEPARTMENT OF OCCUPATIONAL THERAPY Prize

Awarded to the best third-year student in Occupational Therapy: M Mostert

■ JOCK MURRAY Floating Trophy

Awarded to the best student in Community Service Learning: P Taute

■ MARLIZE WATERMEYER Floating Trophy

Awarded to the student with the best performance over four years of study in Occupational Therapy: S Niesing

■ INSTOPP Floating Trophy

Awarded to the best fourth-year student in Practice Management in the context of private practice in Occupational Therapy: MM Staples

Department of Physiotherapy

■ DR W GRUNDELL Floating Shield

Awarded to the best second-year student in Physiotherapy: JM Hawker

■ HITECH THERAPY Prize

Awarded to the best academic third-year student in Physiotherapy: AT Theron

■ HITECH THERAPY Prize

Awarded to the best clinical third-year student in Physiotherapy: AT Theron

■ HITECH THERAPY Prize

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

■ PHYSIOTHERAPY Medal

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

Department of Nutrition & Dietetics

■ COMPASS GROUP Prize

Awarded to the best first-year student in Dietetics: DM Brand

- **NESTLÉ Prize**

  Awarded to the best second-year student in Dietetics: AM Nel

- **ABBOTT LABORATORIES Floating Shield**

  Awarded to the best third-year student in Dietetics: HR van Heerden

- **ABBOTT LABORATORIES Prize**

  Awarded to the best final-year student in Clinical Nutrition: SA MacSherry

- **DIVA NUTRITIONAL PRODUCTS Prize**

  Awarded to the best final-year student in Community Nutrition: SA MacSherry

- **COMPASS GROUP Prize**

  Awarded to the best final-year student in Quantity Nutrition: SA MacSherry

- **UNILEVER Prize**

  Awarded to the best final-year student in Dietetics: SA MacSherry

Department of Optometry

- **FIRST-YEAR OPTOMETRY Prize**

  Awarded to the best first-year student in Practical Dispensing (PHT112 and PHT122): I Gouws

- **JP DIRKER Floating Trophy**

  Awarded to the best first-year student in Optometry: I Gouws

- **SECOND-YEAR OPTOMETRY Prize**

  Awarded to the best second-year student in Practical Dispensing (PHT 212 and PHT 222): N Nel

- **JP DIRKER Floating Trophy**

  Awarded to the best second-year student in Optometry: N Nel

- **THIRD-YEAR OPTOMETRY Prize**

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

- **FOURTH-YEAR OPTOMETRY Prize**

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

- **PPS Prize**

  Awarded to the best fourth-year student in the clinical module COT409: S Pieterse

- **KOVSIE-ALUMNI TRUST Award**

  Awarded to the best overall first-year student in the School for Allied Health Professions: WD Potgieter.

- **VAN SCHAIK Prize**

  Awarded to the best final-year student in the School for Allied Health Professions: SA MacSherry

SCHOOL OF MEDICINE

MBChB I

- **COMMUNITY HEALTH Prize**

  Awarded to the best first-year medical student in Concepts of Health and Disease: J Victor

- **COMMUNITY HEALTH Prize**

  Awarded to the second-best first-year medical student in Concepts of Health and Disease: TK Shadwell

- **KOVSIE-ALUMNI TRUST Award**

  Awarded to the best overall first-year student in the School of Medicine: C Leonard and J Victor

MBChB II

- **DIRK VAN VELDEN Medal**

  Awarded to the best student in Anatomical Pathology in Phase II: S Sealanyane

- **PHARMACOLOGY Prize**

  Awarded to the student with the best achievement in Pharmacology in the second year: SJ Janecke

- **WELCH ALLYN Prize**

  Awarded to the student with the highest average mark obtained in all the modules in the second year: PJ Louw

- **HAEMATOLOGY AND CELL BIOLOGY Prize**

  Awarded to the best second-year MBChB student in Haematology (MEQ264): S Sealanyane

MBChB III

- **WELCH ALLYN Prize**

  Awarded to the student with the highest final combined mark in Clinical Skills: JM Botha

- **PHARMACOLOGY Prize**

  Awarded to the student with the best achievement in Pharmacology in Phase II: JM Botha

- **MEDSIEN MEDICAL BOOKSTORE Prize**

  Awarded to the student in Phase II with the highest average academic mark, provided it is a distinction: JM Botha

- **WELCH ALLYN Prize**

  Awarded to the student who displayed the best progress in Clinical Skills: LC Mathebula

- **UNDERGRADUATE Research Prize**

  Awarded to the group who obtained the highest mark in the research project: J Duncan, A Du Plessis, C Wessels and M Uys

- **THIRD-YEAR SCHOOL OF MEDICINE Prize**

  Awarded to the student who obtained the highest average mark in all the modules in the third year: JM Botha

MBChB IV

- **HENRY DUBOVSKY Medal**

  Awarded to the MBChB IV student who obtained the highest average mark in Internal Medicine: A Pretorius

- **WELCH ALLYN Prize**

  Awarded to the MBChB IV student who obtained the highest average mark in Otorhinolaryngology: G Viljoen

- **BARRY FICHARDT Medal**

  Awarded to the MBChB IV student who obtained the highest average mark in General Surgery: G Viljoen

- **OPHTHALMOLOGY Prize**

  Awarded to the MBChB IV student who obtained the highest average mark in Ophthalmology, provided it is a distinction: NS Von Wielligh

- **VAN SCHAIK Prize**

  Awarded to the best overall MBChB fourth-year student: G Viljoen

MBChB V

- **CORNELIS WESSELS Medal**

  Awarded to the best final-year student in Surgery: DJ Joubert

- **THEO ARNDT Medal**

  Awarded to the best undergraduate Urology student in the clinical years: KJ Peacey

- **HORACE WELLS Medal**

  Awarded to the best undergraduate student in Anaesthesiology: KJ Peacey

- **OBSTETRICS AND GYNAECOLOGY Medal**

  Awarded to the best final-year student in Obstetrics and Gynaecology: KJ Peacey

- **JAPIE HOUGH Medal**

  Awarded to the best final-year student in Internal Medicine: DJ Joubert

- **PAUL FISCHER Medal**

  Awarded to the final-year student who obtained the highest combined mark in Paediatrics and Child Health (at least 75%) in the 4th and 5th years of study: KJ Peacey

- **MEDICAL ASSOCIATION OF SOUTH AFRICA: FREE STATE BRANCH Prize**

  Awarded to the best MBChB final-year student: DJ Joubert

- **SMITH & NEPHEW Prize**

  Awarded to the best Theoretical final-year student in Orthopaedic Surgery: KJ Peacey

- **SA ORTHOPAEDIC ASSOCIATION Prize**

  Awarded to the best Clinical final-year student in Orthopaedic Surgery: DJ Joubert

- **PSYCHIATRY Medal**

  Awarded to the best final-year student in Psychiatry: DJ Joubert

- **ELI LILLY Prize**

  Awarded to the student with the best achievement in Psychiatry over all the years of study: A Dreyer

- **NESTLÉ Prize**

  Awarded to the student who obtained the highest mark in the final examination in

  Paediatrics and Child Health, provided it is a distinction: WP Hattingh

- **PPS INSURANCE COMPANY Prize**

  Awarded to the best undergraduate student in Family Medicine: DJ Joubert

- **SA ACADEMY FOR FAMILY PRACTITIONERS Prize**

  Awarded to the best final-year student in Family Medicine: DJ Joubert

- **RUDASA ELECTIVE Award**

  Awarded to the student with the best elective study in Family Medicine: M Lizamore

- **SCHOOL OF MEDICINE Prize**

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

BMedSc (RADIATION SCIENCES)

- **MG LÖTTER Floating Trophy**

  Awarded to the best final-year BMedSc (Radiation Sciences) student: I Niemann

Postgraduate Department of Medical Physics

- **MEDICAL PHYSICS Floating Trophy**

  Awarded to the best MMed student in Medical Physics: C Loots

Postgraduate Department of Family Medicine

- **PPS INSURANCE COMPANY Prize**

  Awarded to the best student in Practice Management in MFamMed over all the years of study: TB van Zyl and JP Cairncross

Postgraduate Departments of Anatomical Pathology, Chemical Pathology, Haematology and Cell Biology, Medical Microbiology and Division of Human Genetics)

- **VAN RENSBURG PATHOLOGISTS Floating Trophy**

  Awarded to the best BMedSc (Hons) student in all the pathology disciplines: N Viljoen

SCHOOL OF NURSING

UNDERGRADUATE

- **OLD MUTUAL Floating Shield**

  Awarded to the first-year student in the BSocSc Nursing programme with the highest average marks in all the modules, provided it is a distinction: K Kassier

- **KOVSIE-ALUMNI TRUST Award**

  Awarded to the first-year student in the BSocSc Nursing programme with the highest average mark in Nursing theory and practical modules: K Kassier

- **NITA POSTHUMUS Floating Trophy**

  Awarded to the second-year student in the BSocSc Nursing programme with the highest average mark in all the modules, provided it is a distinction: T Mosolo

- **ABBOTT LABORATORIES Floating Shield**

  Awarded to the third-year student in the BSocSc Nursing programme with the highest average mark in all the modules, provided it is a distinction: NS Vieira

- **ANNALENE SCHOEMAN Floating Trophy**

  Awarded to the final-year student in the BSocSc Nursing programme who displayed the best clinical skills in Midwifery Practice: E Smuts

- **PPS Prize**

  Awarded to the final-year student in the BSocSc Nursing programme with the highest average mark in all the theoretical modules over the four study years, provided it is a distinction: E Smuts

- **GENERAL CLINICAL PRACTICE Floating Shield and WELCH ALLYN Prize**

  Awarded to the final-year student in the BSocSc Nursing programme with the highest average mark in all the practical modules over the four study years, provided it is a distinction: E Smuts

- **PRO MENTE SANA Floating Trophy**

  Awarded to the final-year student in the BSocSc Nursing programme with the highest average mark in Psychiatric Nursing Theory, provided it is a distinction: E Smuts

- **JOHNSONS' BABY Floating Trophy and prize**

  Awarded to the final-year student in the BSocSc Nursing programme with the highest average mark in Midwifery Theory, provided it is a distinction: LE Chipandwe

- **HENRIËTTA STOCKDALE Floating Trophy**

  Awarded to the final-year student in the BSocSc Nursing programme who displayed the best professional development throughout all the study years: CE De Villiers

POST BASIC

- **ANNALENE SCHOEMAN Floating Trophy**

  Awarded to the student in Advanced Midwifery and Neonatology with the highest average mark in core practical modules, provided it is a distinction: GE Sechogela

- **LEON SEYMORE Floating Trophy**

  Awarded to the student in Occupational Health Nursing with the highest average mark in core modules (theory and practical work), provided it is a distinction: M Bosch

- **HIV/AIDS Floating Trophy**

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

- **JOUBERT Floating Trophy**

  Awarded to the student in Nursing Education with the highest average mark in core modules (theory and practical work), provided it is a distinction: VJ Kruger

- **BSN MEDICAL Floating Trophy**

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

- **FS & NCP MEDICAL Floating Trophy**

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

- **CRITICAL CARE Floating Trophy**

  Awarded to the student in Critical Care with the highest average mark in core modules (theory and practical work), provided it is a distinction: A Strydom

- **SOLOMON Floating Trophy**

  Awarded to the student in Pediatric Nursing with the highest average mark in core modules (theory and practical work), provided it is a distinction: J Groenewald

The following prizes were awarded at the Faculty Research Forum in August 2013

SENIOR WINNER: CLINICAL PAPER

R Lategan, VL van den Bergm, CM Walsh (Nutrition and Dietetics)

SODIUM AND POTASSIUM INTAKES AND HYPERTENSION IN A BLACK COMMUNITY IN MANGAUNG, FREE STATE

SENIOR WINNER: CLINICAL POSTER

D Raubenheimer, E Botha (Basic Medical Sciences)

A RARE VARIATION OF N ISCHIADICTUS: A CASE STUDY

SENIOR RUNNER–UP: CLINICAL PAPER

S van Zyl, LJ van der Merwe, FC van Rooyen, G Joubert, CM Walsh (Basic Medical Sciences)

RELATIONSHIP BETWEEN OBESITY, PRO AND ANTI-INFLAMMATORY MARKERS AND THE RISK FACTORS FOR METABOLIC SYNDROME IN URBAN AFRICAN WOMEN WITH METABOLIC SYNDROME

SENIOR RUNNER–UP: CLINICAL POSTER (2 GROUPS)

N Mofolo, H Saeed, LA Hiemstra, G Joubert, WJ Rabie, S Shayat (Family Medicine)

KEYS TO PATIENT SATISFACTION IN THE EMERGENCY DEPARTMENT: RESULTS OF BLOEMFONTEIN AND KIMBERLEY STUDY

BE Dhlamini, L Chaka, JM Kuyl (Chemical Pathology)

ACUTE INTERMITTENT PORPHYRIA: THE FORGOTTEN ONE

JUNIOR WINNER: CLINICAL PAPER (2 GROUPS)

CL Barrett, VJ Louw, MJ Webb (Internal Medicine)

MANUAL EXCHANGE TRANSFUSION AS A LIFE SAVING INTERVENTION IN THREE PATIENTS WITH DIFFERENT HAEMATOLOGICAL MALIGNANCIES AND HYPERLEUKOCYTOSIS

WJ Conradie, F Geberenariam (Clinical Imaging Sciences)

CAN CT ESOPHAGOGRAPHY RELIABLY DIAGNOSE PENETRATING ESOPHAGEAL INJURY IN THE TRAUMA POPULATION? PRELIMINARY DATA

JUNIOR WINNER: CLINICAL POSTER

J Horn-Lodewyk, AC Otto, JR Zeevaart, J Wagener, C Bester (Nuclear Medicine)

EVALUATION OF IN-HOUSE MANUFACTURED 99MTC-ECDG TUMOUR DETECTION IN NUDE MICE

JUNIOR RUNNER-UP: CLINICAL POSTER

Y Swart, WH Kruger, G Joubert (Community Health)

ABSENTEEISM ATTRIBUTED TO DEPRESSION AMONG EMPLOYEES AT TERTIARY HOSPITAL: A RECORD REVIEW

SENIOR WINNER: LABORATORY PAPER

FJ Burt, R Swanepoel, JT Paweska, M Heise (Medical Microbiology and Virology)\

EVALUATION OF IMMUNE RESPONSES AGAINST AN ALPHAVIRUS REPLICON DERIVED CANDIDATE VACCINE AGAINST CRIMEAN-CONGO HAEMORRHAGIC FEVER VIRUS

SENIOR WINNER: LABORATORY POSTER

AJ Groenewald

PHYSICIAN SATISFACTION AND EMERGENCY LABORATORY TURNAROUND TIME DURING VARIOUS DEVELOPMENTAL STAGES

SENIOR RUNNER-UP: LABORATORY PAPER

JJ van den Heever, FE Smit, D Bester, L Botes, PM Dohmen (Cardiothoracic Surgery)

AN EXPERIMENTAL STUDY ON EXTENDING POST-MORTEM HARVESTING TIME OF CRYOPRESERVED PULMONARY OVINE VALVES IN THE JUVENILE SHEEP MODEL

JUNIOR WINNER: LABORATORY PAPER

RE Lamb, WID Rae (Medical Physics)

DEVELOPMENT OF A GELATINE-BASED PHANTOM FOR MRI QUALITY ASSURANCE

JUNIOR WINNER: LABORATORY POSTER

Y Hayden, T Pillay, JM Kuyl (Chemical Pathology)

INCIDECE OF MACROPROLACTINAEMIA IN SAMPLES RECEIVED AT NHLS UNIVERSITAS LABORATORY

JUNIOR RUNNER-UP: LABORATORY PAPER (2 GROUPS)

NC van der Merwe, J Oosthuizen, HMVE Combrink, P Moeti (Division Human Genetics)

CHALLENGES EXPERIENCED WITH HRM OPTIMIZATION

LJ Strauss, FCP du Plessis (Division Human Genetics)

TESTING XIO TREATMENT PLANNING SYSTEM DOSE CALCULATIONS FOR IMRT

JUNIOR RUNNER-UP: LABORATORY POSTER

A Coetzee, PJ van der Merwe (Pharmacology)

PREVALENCE OF THE USE OF SELECTIVE CYCLO-OXYGENASE 1 AND 2 INHIBITOR DRUGS IN URINE OF ATHLETES

SENIOR WINNER: EDUCATIONAL / QUALITATIVE PAPER

FHS Schoeman, W van der Westhuizen, O Sandilands, R Pistorius,

A van der Walt, S van der Westhuizen (Internal Medicine)

USING THE COHEN METHOD TO DETERMINE THE PASS MARKS OF SEVEN YEARS OF PHASE I AND II IMA ASSESSMENTS AT THE UNIVERSITY OF THE FREE STATE (UFS)

SENIOR WINNER: EDUCATIONAL / QUALITATIVE POSTER

JA Coetser (Internal Medicine)

RETHINKING THE WHEEL: A CLINICAL PRESENTATION-ORIENTED INTERNAL MEDICINE CURRICULUM FOR SOUTH AFRICA

SENIOR RUNNER-UP: EDUCATIONAL / QUALITATIVE PAPER

WH Kruger, GJ van Zyl, A Venter (Community Health)

EMPLOYEE ASSISTANCE PROGRAMME: SUPERVISORS' PERSPECTIVE OF THE IMPACT ON THE ORGANISATION

JUNIOR WINNER: EDUCATIONAL / QUALITATIVE PAPER

A Welman (School of Nursing)

THE LEARNING EXPERIENCE OF THIRD-YEAR BACCALAUREATE NURSING STUDENTS ON HIGH FIDELITY SIMULATION

JUNIOR WINNER: EDUCATIONAL / QUALITATIVE POSTER

PJ Botes, J Bezuidenhout, WJ Steinberg (Family Medicine)

GENERAL PRACTITIONER'S PREFERENCES FOR CPD: FAMILY MEDICINE REFRESHER COURSES

JUNIOR RUNNER-UP: EDUCATIONAL / QUALITATIVE PAPER

AC Jacobs, I Venter (School of Nursing)

STANDARDIZED PATIENT SIMULATED PRACTICE LEARNING APPLIED TO PSYCHIATRIC NURSING

MEDAL WINNERS

John van der Riet medal (two winners)

Awarded to the first author of the best research article in a Clinical discipline, published in a scientific journal.

S van Zyl, LJ van der Merwe, CM Walsh, AJ Groenewald, FC van Rooyen

RISK-FACTOR PROFILES FOR CHRONIC DISEASES OF LIFESTYLE AND METABOLIC SYNDROME IN AN URBAN AND RURAL SETTING IN SOUTH AFRICA

Afr J Prm Health Care Fam Med, 2012, 4(1), Art #346:1-10

John van der Riet medal

E Ryksen, BJS Diedericks

CALCULATION OF COMPARATIVE UTILISATION AND COST: A SOUTH AFRICAN PERSPECTIVE ON INTRAVENOUS VS. INHALATIONAL ANAESTHESIA FOR PROCEDURES OF DIFFERING DURATION

South Afr J Anaesth Analg 2012, 18(6): 310-317

Muller Potgieter medal (2 winners)

Awarded to the first author of the best research article in a Laboratory discipline, published in a scientific journal.

FJ Burt, MS Rolph, NE Rulli, S Mahalingam, MT Heise

CHIKUNGUNYA: A RE-EMERGING VIRUS

Lancet 2012, February 18, 379: 662-671

Muller Potgieter /medal

WJ Janse van Rensburg,JP Roodt, S Lamprecht, SM Meiring, PN Badenhorst

TIROFIBAN VERSUS ABCIXIMAB: TIROFIBAN IS ADMINISTERED AT SUBOPTIMAL DOSAGES WHEN EVALUATED IN AN ARTERIAL THROMBOSIS MODEL IN NON-HUMAN PRIMATES

Clinical and Experimental Medicine 2012, 12(4): 257-263

Kerneels Nel medal

Awarded to the first author of the best research article in an Educational/Qualitative discipline, published in a scientific journal.

M Reid, Y Botma

A FRAMEWORK TO EXPAND PUBLIC SERVICES TO CHILDREN WITH BIOMEDICAL HEALTHCARE NEEDS RELATED TO HIV IN THE FREE STATE, SOUTH AFRICA-

African Journal of AIDS Research 2012, 11(2): 91-98

WINNERS OF THE STUDENT RESEARCH FORUM 2013

Winner AS WELL as winning paper School of Allied Health Professions

THE PREVALENCE AND FUNCTIONAL IMPACT OF MUSCULOSKELETAL CONDITIONS AMONGST PEOPLE ATTENDING A COMMUNITY HEALTH CENTRE

S Basson, A Cloete, R Copley, C Maree, J Murrell, R Barnes, E Vermeulen

Department of Physiotherapy

Runner-up

IDEATIONAL PRAXIS ABILITIES OF THREE TO FIVE YEAR OLD CHILDREN IN MIDDLE TO HIGH SOCIO-ECONOMIC EARLY CHILDHOOD DEVELOPMENTAL CENTRES IN BLOEMFONTEIN

K Bartle, J de Clercq, A Middlecote, M Mostert, H Möller, L Pretorius, E van den Heever, C Vlok, A van Jaarsveld, FC van Rooyen

Department of Occupational Therapy

3rd place

THE MEANING OF RESTORATION, PLEASURE AND PRODUCTIVITY: PERCEPTIONS AMONG DOMESTIC WORKERS

M Buitendag, WM Loubser, J Louw, L Matshosa, C Potgieter, L Rust, L Swanepoel, TR van der Merwe

Department of Occupational Therapy

Winning paper School of Nursing

HEALING OF AN CHRONIC GLUTEAL WOUND

D de Klerk, I Lombard, S van der Westhuizen, M van der Merwe

Winning paper School of Medicine

EVALUATING THE UNDERSTANDING OF MEDICAL ABBREVIATIONS ACROSS DIFFERENT MEDICAL DEPARTMENTS AT UNIVERSITAS ACADEMIC HOSPITAL AND THE POTENTIAL EFFECTS ON INTERDEPARTMENTAL COMMUNICATION AND MEDICAL PRACTICE

H Ally, W Mahomed, H Rae, R Shanknecht, S Sealanyane, A Sheriff

Department of Oncology

AWARDS

EU Grant

The purpose of the major EU grant is to strengthen teacher education in the early years through supporting the appointment of new staff, providing bursaries for master's and PhD studies, supporting curriculum development, and capacity building for research.

Table 35: Faculty/departmental awards, bursaries and prizes:

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

ACHIEVEMENTS

DEAN'S OFFICE

1.   DEAN: PROF D FRANCIS

CHAIR OF NATIONAL PROFESSIONAL ASSOCIATIONS

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

EDITORIAL RESPONSIBILITIES

Journal special issues as editor

Francis, D. & Mahlomaholo, S. (2012). *Communitas (Education for Social Justice),* 17 THEME for the special issue is "Social communication towards sustainable learning environments".

Editorial boards

Editor-in-Chief *Perspectives in Education*

Editorial Committee of the *Journal of Education*

Editorial Committee *Educational Research for Social Change*

Editorial Committee of *South African Journal of Childhood Education*

RESEARCH ACHIEVEMENTS

Refereed journal articles

Francis, D. A. & De Palma, R. (2013). Teacher perspectives on abstinence safe sex education, *Sex Education*,http://dx.doi.org/10.1080/14681811.2013.833091

Francis, D. A. & Viljoen, M. (2013). Youths' perceptions and experience of the content and teaching of sexuality education; implications for teacher education, *South African Journal of Higher Education.*

Francis, D.A. (2013). Sexuality Education in South Africa: Whose values are we teaching?, *Canadian Journal of Human Sexuality*, 22(2), 69-76.

Books

Francis, D. (2013) *Sexuality, Society & pedagogy*, SUN Press, Stellenbosch (in press)

Chapters in books

Conference papers (national and international)

Francis, D. (2013) Looking back vs look to the future, Teachers on the teaching of sexuality education: implications of Higher Education, HIV and AIDS Education Colloquium: Digital Spaces and HIV and AIDS Integration, Salt Rock Hotel, 7-8 October 2013 (Invited keynote)

De Palma, R. & Francis, D. (2013). South African Life Orientation teachers draw upon religion, science, policy and the Constitution to construct approaches to sexuality education, British Education research Association, Sussex, England, 3-5 September 2013.

*Francis, D. (2013). What are Arts based pedagogies doing in a nice place like Education, Annual Education Conference, Windhoek, Namibia, 10-12 September 2013. Invited Keynote address

De Palma, R. & Francis, D. (2013). South African Life Orientation teachers draw upon religion, science, policy and the Constitution to construct approaches to sexuality education, British Education research Association, Sussex, England, 3-5 September.

Francis, D. A. & De Palma, R. (2013), South African teacher positions on abstinence only and comprehensive sexual education: irreconcilable differences? XV Comparative Education World Congress, Buenos Aires, Argentina, 24-28 June 2013.

2.   RESEARCH PROFESSOR: ASSOCIATE PROF HB EBRAHIM

RESEARCH ACHIEVEMENTS

Rating

Obtained NRF C3 rated researcher

Refereed Journal Articles

■   Koen, MP & Ebrahim, HB. (2013) Using real world learning in the Foundation Phase. *Journal of Education Studies* Vol 33. No. 3.

Book Chapters

■   Ebrahim HB. (2013) Professionalisation of early childhood practitioners in South Africa. Georgeson, J. (Ed*). International perspectives in early care and education.* London: Open University Press/ McGraw Hill.

Other Peer Reviewed Articles

■   Ebrahim, HB, Seleti, J & Dawes, A. (2013) Learning begins at birth. *The Child's Gauge.* The Children's Institute. University of Cape Town.

■   Ebrahim HB (2013) *Developing talents through play: A South African perspective.* The Lego Research Institute.

Research reports

■   Ebrahim, HB (2013) Developing talents through creative play in South Africa. LEGO Foundation.

■   Ebrahim, HB (2013) An analysis of four family support programmes for ECD in South Africa. Bernard Van Leer Foundation.

Editorial

■   Ebrahim HB (2013) *European Early Childhood Education Research Journal.* Vol 21.No 4. 455-458.

Editorial Board

■   Editorial Advisory Board Member for *Children's Gauge* – Children's Institute. University of Cape Town.

■   Editorial Advisory Board Member for the *International Handbook on Play and Learning in Early Childhood.* London: Sage.

■   Co-editor of *South African Journal of Childhood Education*

■   Member of the International Advisory Board for the *Journal of Early Childhood Research*

■   Member of the Editorial Board of *Early Years – An International Journal of Research and Development*

■   Member of the Editorial Board of the *European Early Childhood Education Research Journal.*

Conference papers (international)

■   Ebrahim HB (2013) An analysis of 4 ECD family support programmes in South Africa. European Early Childhood Education Research Association. Estonia: Tallin. 27 August to 1 September.

■ Koen and Ebrahim (2013) Using real world learning in the Foundation Phase. European Early Childhood Education Research Association. Estonia: Tallin. 27 August to 1 September.

Invited presentations

■ Invited by Codesria in Dakar, Senegal as a resource person to work with researchers in childhood and social policy at the Child and Family Institute – 16 to 20 September

3. RESEARCH PROFESSOR: PROF SECHABA MAHLOMAHOLO

EDITORIAL BOARDS

Assistant Editor: *Journal for Transdisciplinary research in Southern Africa* Serve on the Editorial Board of the Journal*: Educational Research for Social Change*

INTERNATIONAL COLLOQUIUM ON SUSTAINABLE LEARNING ENVIRONMENTS

Hosted a successful International Research Colloquium, titled as above, where 111 presentations were made and 48 papers from this colloquium are published in three accredited journals as indicated above

GUEST EDITING ACCREDITED JOURNALS

Nkoane, MM, Mahlomaholo, MG and Ambrosio, J (2013). Initiating the Discourse in Sustainable Learning Environments and Social Justice. *Journal of Educational Studies,* 12 (1)

Mahlomaholo, MG, Nkoane, MM and Ambrosio, J (2013). Sustainable Learning Environments and Social Justice. *Journal for Transdisciplinary Research in Southern Africa,* 9 (3)

Nkoane, MM, Francis, D and Mahlomaholo, MG (2014 – in press). Higher education and democracy towards the creation of sustainable learning environments. *South African Journal of Higher Education,* 28 (2)

RESEARCH ACHIEVEMENTS

Four PhD and one MEd students successfully supervised (from 2011) and graduated in 2013

Cias Thapelo Tsotetsi (PhD): *Effective implementation of continuing professional teacher development policies*

Jonas Seabata Kabi (PhD): *A strategic management framework for collaborative resources sharing between schools for creating sustainable learning environments*

Teko Jeremiah Meko (PhD): *Schools as sustainable learning environments: a framework for managing parental engagement*

Moeketsi Freddy Tlali (PhD): *Transformational learning of physical science through service learning for sustainable learning*

Busisiwe Blossom Shangase (MEd): *Strategies for the implementation of the Learner Attainment Improvement Plan*

Refereed journal articles

Mahlomaholo, MG (delayed 2012 publication). Academic network and sustainable learning environments. *Journal of Sociology and Social Anthropology*, 5: 73 – 87.

Mahlomaholo, MG (2013). Indigenous Research and Sustainable Learning environments. *International Journal of Educational Science 5(3): 317-322*

Tsotetsi, C. and Mahlomaholo, MG (2013) Teacher professional development programmes: What is missing? *Journal of Educational Studies*

Mahlomaholo, MG (2014 – in press) Higher Education for Democratic Citizenry through the Creation of Sustainable Learning Environments. *South African Journal of Higher Education, 28 (3).*

Refereed conference proceedings

Mahlomaholo, MG (2013). Design research towards the creation of sustainable postgraduate learning environments. *Proceedings of iCERi 2013 conference 18–20 November 2013, Seville, Spain.* pp. 4614 - 4623. (ISBN: 978-84-616-3847-5; ISSN: 2340-1095; Depósito Legal: V- 2798-2013).

Mahlomaholo, MG (2013). Naivety of empiricism versus complexity of bricolage in creating sustainable learning environments. *Proceedings of iCERi 2013 conference 18-20 November 2013, Seville, Spain.* pp. 4690 – 4600 (ISBN: 978-84-616-3847-5; ISSN: 2340-1095; Depósito Legal: V- 2798-2013).

Conference papers (national and international)

Mahlomaholo, MG (2013). Critical dialogues towards the creation of sustainable learning environments in a mathematics classroom. *Discourse, Power, Resistance conference* at Greenwich University, United Kingdom from 9 – 11 April 2013

Mahlomaholo, MG (2013). Sustainable Learning Environments for the Development of High Order Cognitive Functioning in Mathematics. *International Journal of Arts and Sciences Conference* in Vienna, Austria from 14 – 15 April 2013.

TEACHING INTERNATIONALLY

Mahlomaholo, MG. 2013. Can Bricolage work in the creation of sustainable postgraduate learning environments? Distinguished Lecture Series presentation at Brock University, St Catherine's – Ontario, Canada, 6 – 7 November 2013.

4.   PROGRAMME DIRECTOR FOR INITIAL TEACHER EDUCATION: PROF JOHNNIE HAY

RESEARCH ACHIEVEMENTS

Refereed Journal Articles

Louw VJ, Nel MM & Hay JF (2013) Postgraduate education in transfusion medicine in the absence of formal residency training: assessment of factors needed to develop and sustain a postgraduate diploma program. *Transfusion and Apheresis Science.* Elsevier.

Kgothule RJ & Hay JF (2013) Educators' views on management practices in the implementation of inclusive education: an ecosystemic approach. *Journal of Human Ecology.*

Louw VJ, Nel MM & Hay JF (2013) Factors affecting the current status of transfusion medicine in South Africa. *Transfusion and Apheresis Science.* Elsevier.

Chapters in books

Pienaar Christo & Raymond Eileen (Eds)(2013) *Making Inclusive Education work in South African classrooms.* Heinemann: Sandton.

- ■ JF Hay: Chapter 11: Collaboration skills for Inclusive Education
- ■ JF Hay: Chapter 12: Collaborating with partners to ensure effective support to learners

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

EDITORIAL

Rita Niemann. *Perspectives in Education,* Vol 29 (4) – Author of Journal Editorial

EDITORIAL BOARDS

Editorial Executive: *Perspectives in Education*

Editorial Board: *South African Journal of Education*

RESEARCH ACHIEVEMENTS

Conference papers (national and international)

Niemann R. 2013. Researching resilience as possible predictor of students' academic performance at a South African University. SAERA Conference hosted by UNISA at Klein Kariba. 27 – 30 Jan.

Niemann R. 2013. Power and gender: analysing the experiences of women for transformed practices in higher education in South Africa. Conference of the Society of Research in Higher Education (SRHE): Norfolk, UK: 11 – 13 December.

Refereed Journal Articles

Kotze T & Niemann R, 2013. Psychological resource capacities (hope, optimism and resilience) as predictors of academic performance of first-year students in Higher Education. *Acta Academica.* 45(2):85-121.

Niemann R, 2013. Revisiting expansive learning for knowledge production and capability development at postgraduate level in Higher Education *Perspectives in Education.* 31(1): 30-38.

PhDs & Master's successfully supervised and graduated in 2013

- ■ Smit EJ 2013 (June). Appreciating the University of the Free State's transformation: a juxtaposed journey with Alice to Wonderland. PhD: UFS

- ■ Van der Linde A. 2013 (June). Supervisor-student relationships: a leadership model for enhancing postgraduate research at a University of Technology. PhD: UFS

- ■ Roodt MP 2013 (June) Journal writing for the academic and psycho-social development of student-teachers: an action research project at a higher education institution. MA: UFS.

- ■ Ramohai NJ 2013 (December) A living theory towards understanding black women academics' perceptions of social transformation in South African Higher Education. PhD: UFS

Other achievements

Taken up in the UFS Supervisor Hall of Fame

6. TEACHING AND LEARNING MANAGER: ASSOCIATE PROF AA BEYLEFELD

RESEARCH ACHIEVEMENTS

Refereed journal articles

Beylefeld, A.A. 2013. They went, they saw, they learned: Medical students' reflections on community clinic visits. *Innovations in Education and Teaching International,* 51/2, Spring. (Available online in 2013; hard copy 2014)

Struwig, M.C., Beylefeld, A.A., Joubert, G. 2013. Learning medical microbiology and infectious diseases by means of a board game: can it work? *Innovations in Education and Teaching International* (Available online in 2013; hard copy 2014, 51/4 Pages 389-399)

Struwig, M.C., Beylefeld, A.A., & Joubert, G. 2013. The comorbidity of different factors contributing to suboptimal learning in medical microbiology: what is the prognosis? [Submitted to Sage, 2013 (waiting for the outcome)]

OTHER FACULTY RESEARCH ACHIEVEMENTS AND ACTIVITIES

NRF rated researchers

Prof DA Francis

Dr A van Staden

Prof L Jita

Prof Mahlomaholo

Prof HB Ebrahim

Faculty research achievements and activities

■   Increase in research outputs since 2010:
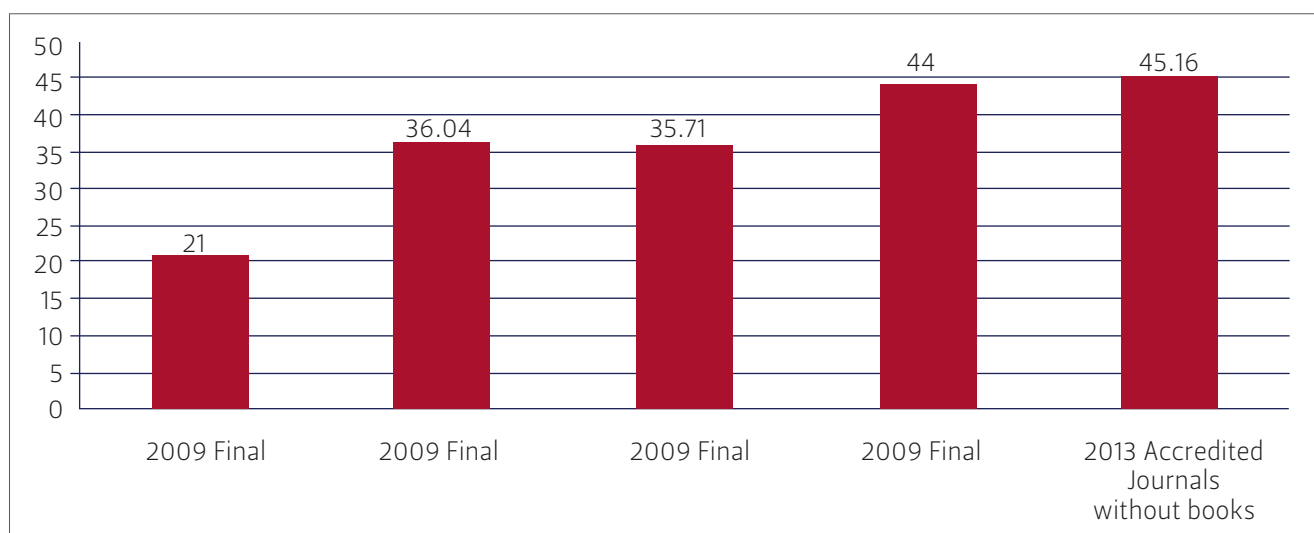
NRF research grants allocated to

- Prof D Francis
- Prof MG Mahlomaholo
- Prof L Jita
- Dr D Hlalele
- Dr A van Staden
- Ms C Martin (PhD Sabbatical grant)
- Mr T Moloi (PhD Sabbatical grant)

FACULTY OF NATURAL & AGRICULTURAL SCIENCES – 2013

This report provides information on the student enrolments and profile, module success rates and graduates produced in the faculty for the 2013 academic year. It also highlights special achievements by staff and students. The faculty kept on doing well and generally improved on its performance of 2012. A process of recurriculation saw the better streamlining and packaging of learning programmes and the elimination of unnecessary duplication. Rules were introduced or modified to improve access and success. A postgraduate strategy was developed to drive further growth of this cohort as part of the faculty's aim to become more research driven. The staff equity profile also showed progress towards greater inclusion albeit still at a slow pace.

Table 36: First-Time Entering Undergraduate

WHITE		COLOURED		INDIAN		BLACK		MALE	FEMALE	Total
MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE			
193	164	16	9	8	8	338	319	555	500	1 055

Table 37: Total Undergraduate

WHITE		COLOURED		INDIAN		BLACK		MALE	FEMALE	Total
MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE			
750	512	49	37	22	15	1156	1273	1977	1837	3 814

Student Profile Charts 2013

Total Undergraduate Headcount by Gender

FACULTY OF NATURAL AND AGRICULTURAL SCIENCES – UNDERGRADUATE GENDER

Male 52%
Female 48%

Total Undergraduate Headcount by Race

FACULTY OF NATURAL AND AGRICULTURAL SCIENCES – UNDERGRADUATE RACE

- White
- Coloured
- Indian
- Black

33%
2%
1%
64%
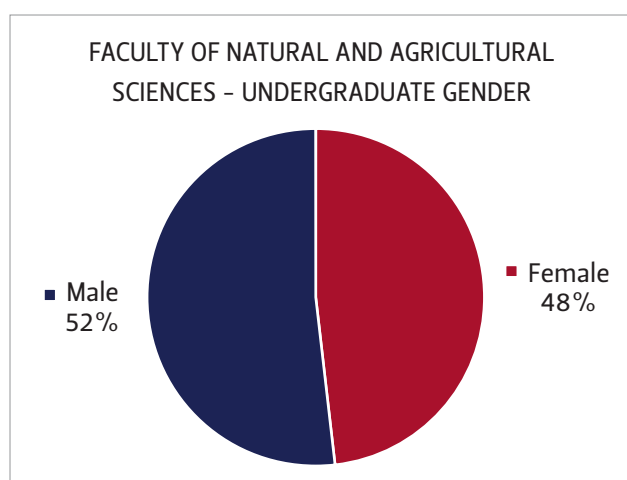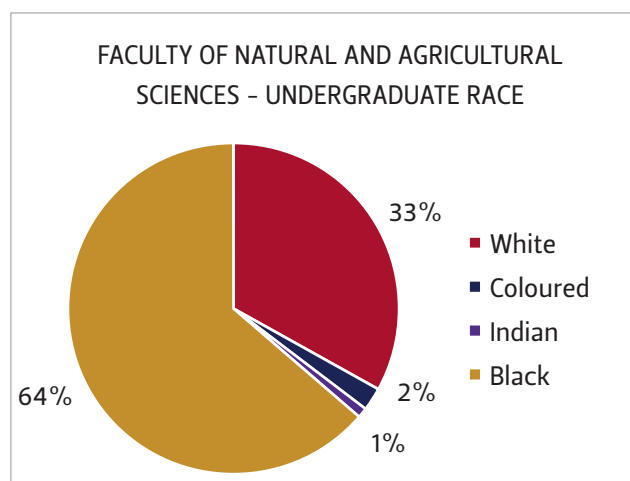
Table 38: Postgraduate Bachelor Degree, Diploma or Certificate

WHITE		COLOURED		INDIAN		BLACK		MALE	FEMALE	Total
MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE			
3	2	4				33	26	40	28	68

Table 39: Postgraduate (Honours, Master's and Doctoral Degrees)

Honours Degree

WHITE		COLOURED		INDIAN		BLACK		MALE	FEMALE	Total
MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE			
219	99	7	5	5	2	157	151	388	257	645

Master's Degree

WHITE		COLOURED		INDIAN		BLACK		MALE	FEMALE	Total
MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE			
166	124	11	8	6	7	258	197	441	336	777

Doctoral Degree

WHITE		COLOURED		INDIAN		BLACK		MALE	FEMALE	Total
MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE			
70	62	1	2	7	4	78	28	156	96	252

Table 40: Occasional Study

WHITE		COLOURED		INDIAN		BLACK		MALE	FEMALE	Total
MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE			
66	13	4	2	3		124	140	197	155	352

Table 41: Faculty Student Total

WHITE		COLOURED		INDIAN		BLACK		MALE	FEMALE	Total
MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE			
1274	812	76	54	43	28	1806	1815	3199	2709	5908

SUCCESS RATES 2013

Table 42: First-time Entering Undergraduates

BLACK	COLOURED	INDIAN	WHITE	TOTAL
83.47%	84.10%	85.81%	92.46%	87.03%

Table 43: Total Contact and Distance Undergraduates

BLACK	COLOURED	INDIAN	WHITE	TOTAL
75.06%	82.18%	78.72%	89.29%	80.48%

Table 44: Distance Undergraduates

BLACK	COLOURED	INDIAN	WHITE	TOTAL
82.07%	0.00%	0.00%	0.00%	82.07%

Table 45: Contact Undergraduates

BLACK	COLOURED	INDIAN	WHITE	TOTAL
75.02%	82.18%	78.72%	89.29%	80.47%

2013 Graduates (* preliminary figures)

Table 46

QUALIFICATION TYPE	Total
GENERAL ACADEMIC BACHELOR DEGR	445
PROFESSIONAL B DEGREE (3 YEARS)	132
PROFESSIONAL B DEGREE (4YEARS)	120
POSTGRADUATE DIPLOMA CERTIFICA	49
HONOURS	379
MASTER'S	139*
DOCTORAL	22*
Grand Total	1286

Growth in staff with an NRF rating

A total of 65 staff members had an NRF rating in 2013. The number of permanent staff members per NRF rated researcher was 4.2 having increased from 3.0 in 2012.

Change in Academic Staff Profile

Table 47

	Period					
	June 2008		June 2010		June 2013	
Category	No.	%	No.	%	No.	%
Black Female	26	5.3%	35	6.4%	46	8.1%
Black Male	39	7.9%	42	7.7%	53	9.3%
White Female	181	36.9%	207	37.8%	215	37.7%
White Male	206	42.0%	218	39.9%	211	37.0%
Foreign Female	8	1.6%	11	2.0%	36	6.3%
Foreign Male	31	6.3%	34	6.2%	9	1.6%
Totals	491	100%	547	100%	570	100%

Special achievements by staff and students

Department of Agricultural Economics: Dirk Strydom, received a prize of R20 000 from the West Free State Potato Producers for his PhD work on potatoes.

Department of Animal, Wildlife and Grassland Sciences: Mr Ockert Einkamerer was appointed editor of the journal of the Agricultural Food Manufacturer's Association (AFMA).

Department of Chemistry: A R4.55 million grant was awarded to Profs Andre Roodt (Academic Departmental Head), Ben Bezuidenhout and Jannie Swarts, as listed on the university website under 'Chemistry gets substantial grants'. The funding came from Sasol, the THRIP programme of the NRF and PetLabs Pharmaceuticals for the overarching thrust in Organic Synthesis, Homogeneous and Heterogeneous Catalysis. The programme has a broad focus on different fundamental and applied aspects of process chemistry.

Research groups of Profs Andreas Roodt (Inorganic), Jannie Swarts (Physical) and Ben Bezuidenhoudt (Organic / Process), principal members of the focus area of (Green) Petrochemicals in the Materials and Nanosciences Strategic Research Cluster (MNS Cluster), benefited from the grant. This funding was granted based on the continued and high-level outputs by the groups, which resulted in more than 40 papers featuring in international chemistry publications in just the past year. A few papers also appeared in the top experimental inorganic chemistry journal from the American Chemical Society, *Inorganic Chemistry*. These high-impact papers address important issues in catalysis under the UFS Material and Nanosciences Research Cluster initiative, as well as other aspects of fundamental chemistry, but with an applied approach and focus.

During the RheManTecII in Saas Grund, Switzerland, the Inorganic Chemistry group of Prof Andre Roodt received an additional R500 000 as part of an overall application under the bilateral Switzerland/South Africa programme of the NRF and the Swiss National Science Foundation. The collaboration is with the group of Prof Roger Alberto at the University of Zurich, as well as three other South African research groups of NMMU, NECSA and PETLabs Pharmaceuticals. Under the initiative 22 South African researchers could be taken to Switzerland. Twelve members of his research group attended and 11 papers were presented by our university group.

Prof Andre Roodt was again appointed as the Dean for the SA-YSSP2 [South African Young Scientist Summer Programme II], supported by the SA NRF / DST and IIASA in Vienna, Austria, where he attended coordination meetings. SA-YSSP2 was to be presented from 24 November 2013 to 24 February 2014 on the UFS Main Campus and will include at least 30 PhD students, as well as 30 supervisors, both groups from around the world. He also presented the opening keynote lecture at the '22nd Croation/Slovenian Crystallographic Meeting' in Biograd, Croatia; there were representatives from 15 countries.

Qwaqwa Campus: During the 12th Annual UNESCO/IUPAC Workshop and Conference on Macromolecules and Materials at the University of Stellenbosch, Tladi Mofokeng (MSc student, supervisor Prof Riaan Luyt) won the prize for the best poster.

Department of Computer Sciences & Informatics: Prof. Pieter Blignaut and his research team developed an eye tracker which is regarded as cutting-edge technology with wide application which has been produced at a much lower cost than the imported technology. Based on eye movements, a researcher can study cognitive patterns, driver behaviour, attention spans, and even thinking patterns, among others. Another use is in marketing, to find out what people are looking at when they see an advertisement. Psychologists, therapists and educators can also use the device for a number of applications, such as analysis and education. It can enable disabled persons to use a computer and thereby operate a number of devices and machines.

Department of Consumer Science: During the annual general meeting of the International Federation for Home Economics, Prof Hester Steyn, Academic Departmental Head, was elected vice-president responsible for Africa. There are five vice-presidents who represent the different parts of the world.

Department of Genetics: Prof Paul Grobler was appointed to the editorial committee of *Mammalian Biology* as sub-editor: Conservation and Genetics.

Department of Geology: Prof Marian Tredoux was part of an international research team which published an article 'Noble metal nanoclusters and nanoparticles precede mineral formation in magmatic sulphide melts' in *Nature Communications* on 6 September 2013. This study found that atoms of platinum and arsenic create nanoclusters, long before the mineral sperrylite can crystallise. Thus, the platinum does not occur as a primary sulphur compound. The research was conducted at the Steinmann Institute of the University of Bonn, Germany, as well as here in Bloemfontein. Monetary support from Inkaba yeAfrica – a German-South African multidisciplinary and intercultural Earth Science collaborative of the NRF – made this research possible.

Department of Mathematical Statistics and Actuarial Science: Justin Harvey, PhD candidate (Promoter: Prof Abrie van der Merwe) and Ruaan van Zyl, MSc candidate (Supervisor: Prof Robert Schall) were among the winners of the 2013 International Competition for Young African Statisticians, sponsored by Statistics South Africa. The prizes included comprehensive sponsorships to attend the 2013 World Statistics Congress in Hong Kong.

Department of Microbial, Biochemical & Food Biotechnology: Prof Lodewyk Kock was a finalist for the 2012/13 NSTF-BHP Billiton awards in the category Individual Researcher. The Claude Leon Foundation, postdoc final research assessment report of Dr Chantel Swart-Pistor received this comment from Prof Woods, ex-VC of Rhodes: "a star". Well done and all the best for the future. She was an invited speaker at the 4th International NanoMedicine Conference in Sydney, Australia, in July 2013. An important breakthrough regarding Beak and Feather sickness virus (BFDV) was made by the research group of Prof Rob Bragg.

The Kovsie Microbrewers team of the department of Microbial, Biochemical & Food Biotechnology won the beer bottle labelling category of the annual SA Breweries (SAB) Intervarsity Beer Brewing Challenge held in Gauteng on 30 – 31 August. The winning set of labels not only had to be appealing but also technically correct for the particular style of beer. In the six years since the inception of the first official SAB Intervarsity Beer Brewing Challenge, the competition has grown into a prestigious event with 12 university teams this year competing in various categories. In addition to the R10 000 prize, certificate and floating trophy for the winning label, Prof James du Preez (Academic Departmental Head) also received a grant of R40 000 from SAB and the South African Stainless Steel Development Association towards the design and construction of a microbrewery at UFS.

Prof James du Preez has also been appointed to serve for a two-year period on the BioMed Central Editors Advisory Group, comprising 10 Editors-in-Chief who provide advice and feedback on projects and developments of BioMed Central, which publishes 257 peer-reviewed open access journals.

Centre for Microscopy: Prof Pieter van Wyk, Head of the Centre for Microscopy, was acknowledged by his peers for ground-breaking research in scientific volume imaging.

Department of Physics: At the South African Institute of Physics in 2013 Prof Hendrik Swart received the National Laser Centre Capacity Building Award for the most articles in accredited journals for 2012/2013. He was awarded the first chair in the history of the faculty under the theme *Solid State Luminescent and Advanced Materials*, which was the first of three Chairs ever to be awarded to the university. Prof JJ Terblans obtained a C2 rating and Prof WD Roos was elected to the South African Spectroscopic Society (SASS).

Department of Plant Sciences: Lisa Coetzee, an MSc student in Plant Pathology, was one of only two South Africans selected to attend the global 4-H Youth Age-Summit, 19 – 25 August 2013, in Calgary, Alberta, Canada. The summit is an initiative sponsored and hosted by Bayer Crop Science and 4-H Canada. The summit brings young adults, between the ages of 19 – 25 years, from around the world, together, to collaborate and share possible outcomes to alleviate hunger on our planet. Globally 120 young adults were selected (40 of whom are Canadian citizens).

Dr Marieka Gryzenhout received the TW Kambule NRF-NSTF Award to an emerging researcher for an outstanding contribution to SETI through research and its outputs over a period of up to six years after award of a PhD. Lubabalo Sabo, an MSc student in Botany, received the award for the best presentation by a young scientist at the Indigenous Plant Users Forum (IPUF) held in Nelspruit, 1 – 5 July 2013.

Department of Soil, Crop and Climate Sciences: Prof PAL le Roux obtained a C2 rating.

Department of Zoology & Entomology: A new book, *Spiders of the Savanna Biome*, was recently published, with Charles Haddad, Senior Lecturer in the department, as co-author. The book provides details of the biology and morphological characteristics of each spider family from the biome and is richly illustrated with photographs, illustrations and microscope photographs. This makes it easy to identify many spiders that are found in savanna habitats throughout South Africa.

3.2.2 Research

Refer to 1.4.3.

3.2.3 Research funding

A total of R9.9 million was allocated to researchers from Central Research Funds, a total of R28 million for Research Strategy Imperatives, a total of R9 million for Strategic Academic Clusters, which included approximately R2 million for student bursaries. A total of R45.8 million for postgraduate bursaries was allocated for 2013.

The University received approximately R40.5 million from the NRF in 2013. Programmes with funding in excess of R1 million from the NRF include: S&F – Scholarships & Fellowships Programme (R10.5 million), National Nanotechnology Grant (R5 million), International Science and Technology Agreements (R4.6 million), Incentive Funding for Rated Researchers (R4.3 million), SA Research Chairs – Open (R3.6 million), Technology and Human Resources for Industry Programme (Thrip) (R2.9 million), Thuthuka (R2.3 million), S&F – Scarce Skills Development Fund (R1.5 million), Competitive Programme for Rated Researchers (R1.1 million).

3.3   Composition and size of the student body

The UFS had 32 334 student enrolments in 2013, of which the majority are at undergraduate level (74.3%). Only 6.8% of the students are enrolled for master's degree study and 1.7% for doctoral level study. Most of the enrolments are in the humanities (humanities, social sciences, law, and education) disciplines (51.1%), with 27.6% of students enrolled in science, engineering and technology (SET) disciplines, and 22.3% in commerce. Growth in student numbers is steepest for distance education, with distance education enrolments accounting for 19.34% of the total headcount enrolment in 2013, compared to only 7.2% in 2008.

The annual number of graduates has been growing steadily from 2007 to 2013, with a total of 6 600 graduates in 2013. The UFS had 968 permanent academic (instruction/research) staff and a total permanent staff complement of 2472 people in 2013. The student to academic staff ratio (based on FTEs) is currently 21.6 which is a slight improvement from 20.9 in 2012. Of the UFS permanent academic staff members 41.8% have a doctoral degree and 45.45% have a master's degree.

Although the profile of UFS enrolments is changing, the majority of the students still come from the Free State Province and the central region. This makes the UFS simultaneously a regional and a national university with growing international links. The provincial context matters greatly not only politically but in terms of the socio-economic base on which the UFS is located.

One of the key questions that the university is trying to answer for itself is what is the optimal size and shape needed for the UFS to achieve its new mission and deliver on its strategic objectives? In order to answer this question institutionally, faculties (and their constitutive departments) need to take a step back and review their academic profile in terms of what is needed to move the university from being a broad-based teaching and research university to a research-led institution.

The university has seen an overall increase in the number of new applications to the UFS between 2008 and 2013, although small drops in numbers occurred from 2008 to 2009 and again from 2010 to 2011. This overall growth is a positive sign, however, when the total numbers of new applications are broken down by students applying for undergraduate studies for the first time and students applying for postgraduate studies for the first time, a more concerning trend emerges. While new undergraduate applications have grown from 10 288 in 2008 to 15 682 in 2013 there has been a increase in the number of new postgraduate applications from 3 837 in 2008 to 4 096 in 2013. This implies that while the UFS remains a sought-after university for undergraduates, this is much less the case for postgraduate study, hence the elevation of the expansion of postgraduate enrolment by the Rector.

From the point of view of the academic project, the institution wishes to see better qualified students applying and enrolling at the UFS. From the human project point of view, student diversity as well as the provision of meaningful access pathways is important. These concerns are equally important at the module, departmental, faculty levels, and institutional level.

The work the UFS is doing in secondary schools in the province, as well as the emerging collaboration with the Further Education and Training (FET) College Sector are important initiatives that will have an impact on the provincial economy. However, based on evidence that emerged from the OECD regional review process, it seems that the level of embeddedness of the work of the UFS and its engagement with development stakeholders at the provincial level needs improvement to ensure that the maximum number of students are retained in the region to contribute to regional development.

We need to carefully consider what these trends mean in the context of our three different campuses, for the type of programmes the UFS offers as well as the nature and focus of our collaborations at international, national, and local levels.

Since the early 1990s the UFS has experienced a dramatic change in the size and profile of its enrolment with black students becoming the majority of the student body. This trend has been maintained through to the 21st Century, although the pace of change has slowed somewhat. In 2008, black students accounted for 60.7% of the total student body and white students for 39.3%. By 2013, black students accounted for 72.0% of the student body and white students 28.0%.

These figures, together with the matching applicant trends, show in a fairly stark manner how, for a project of institutional change determined to embrace difference and diversity, it is strategically important that the UFS is a university still sought after by white students. Achieving the appropriate demographic balance at the institution in order to deliver on the goal of educating a new generation of South Africans for whom race does not carry the weight of the past, requires a variety of strategies at all levels of the institution, including for example marketing, student life, management of the change in institutional culture, curriculum and teaching and learning at the classroom level.

With respect to gender, at the UFS (like many other universities in the country) there is a much larger growth in the enrolment of female students compared to male students (also mirrored in the application trends). This trend has already begun to impact on the life of the university, most notably at the Qwaqwa Campus, where a recent study showed that the lack of parity between the number of male and female students is becoming an increasingly complex problem and one that has a major impact on the campus culture.

Particularly interesting, given the history of the UFS, is the impact that changes in the composition of the student body have had in the distribution of students by home language, as well as in students' preferences in terms of
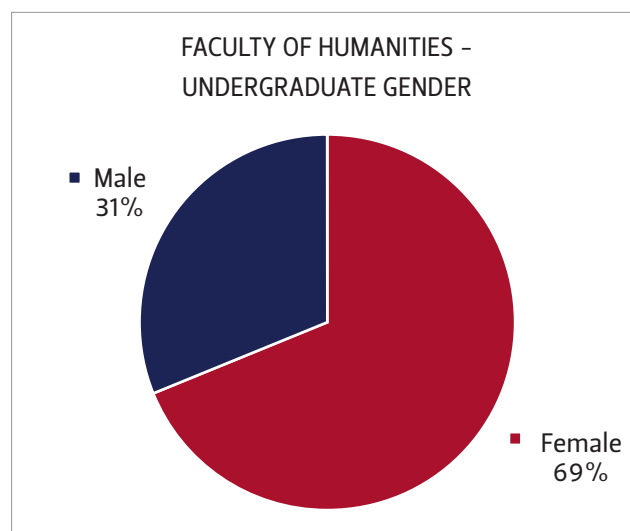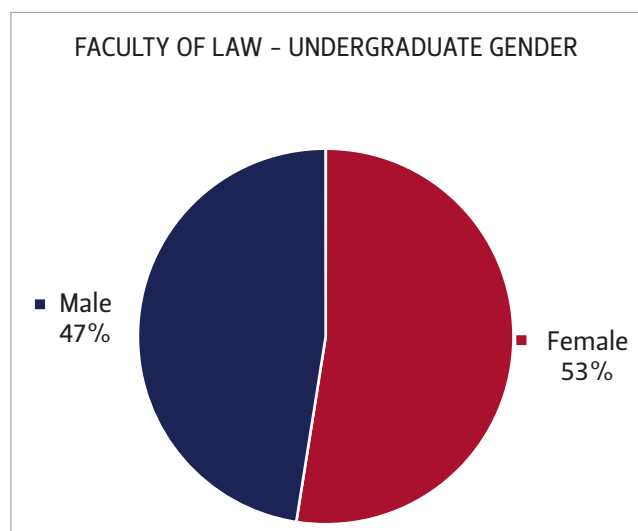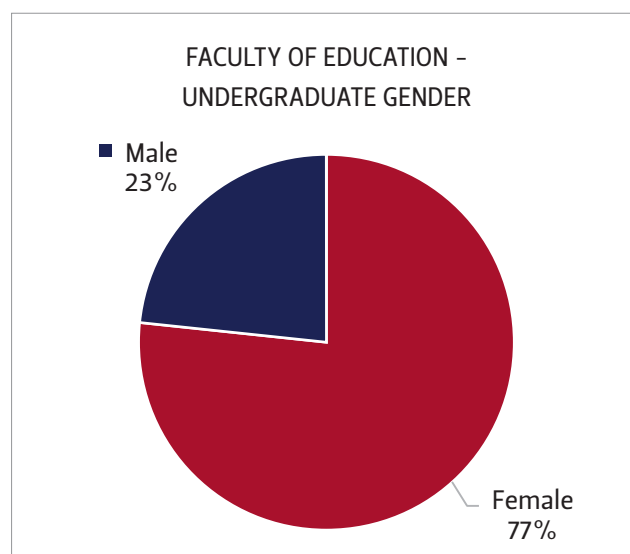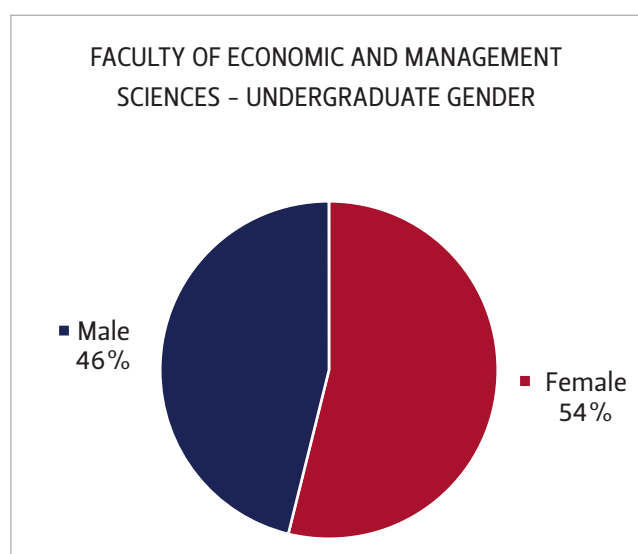
medium of instruction. In 2013, a total of 26.2% of the enrolled students reported Afrikaans as their home language, 24.0% Sesotho, 15.6% IsiZulu, and 12.2% English. (The remaining home language groupings account for very small proportions of the student body.)

A comparison with data from 2006 emphasises the extent of the change in the student body. In 2006, the student body was composed of 36.2% Afrikaans home language students, 23.2% English home language students, 20.0% Sesotho home language students, and 5.2% IsiZulu students. These changes show the expansion of the UFS's 'catchment area' to KwaZulu-Natal, Gauteng, Northern Cape, and Eastern Cape. The growing number of IsiZulu-speaking students come from the northern areas of KwaZulu-Natal and are mostly concentrated on the UFS's Qwaqwa Campus, given its geographical position.

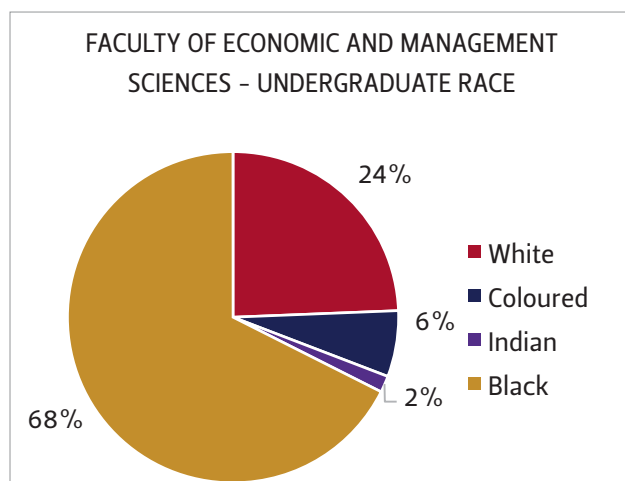## 3.4   Composition and size of student body

Student Profile Charts 2013

Total Undergraduate Headcount by Gender

FACULTY OF ECONOMIC AND MANAGEMENT SCIENCES – UNDERGRADUATE GENDER

Male 46%
Female 54%

FACULTY OF EDUCATION – UNDERGRADUATE GENDER

Male 23%
Female 77%

FACULTY OF LAW – UNDERGRADUATE GENDER

Male 47%
Female 53%

FACULTY OF HUMANITIES – UNDERGRADUATE GENDER

Male 31%
Female 69%

Total UFS Undergraduate Gender Percentage
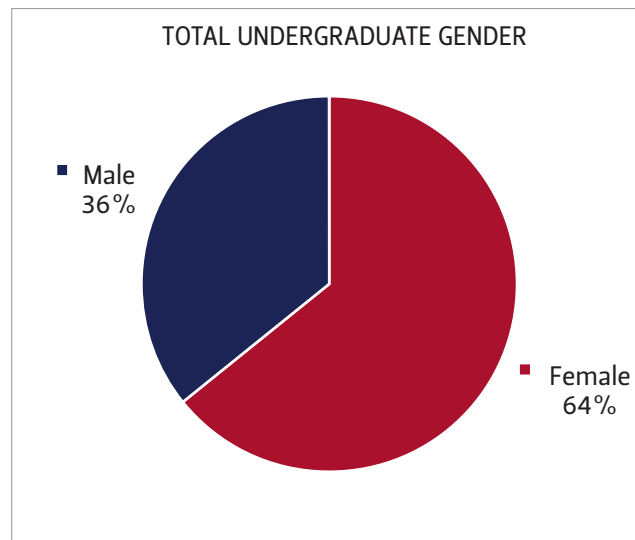
TOTAL UNDERGRADUATE GENDER
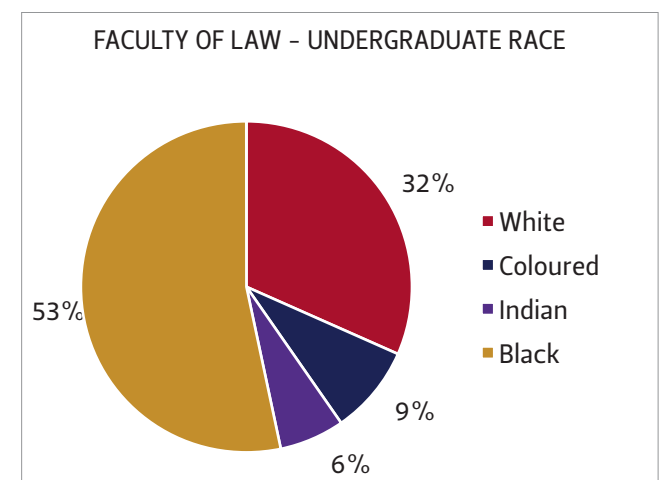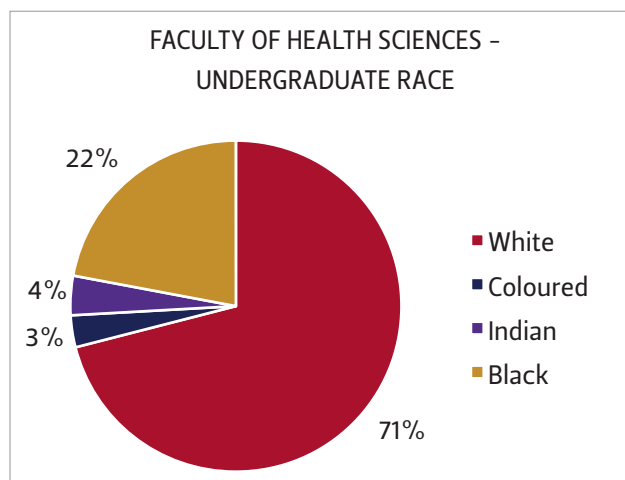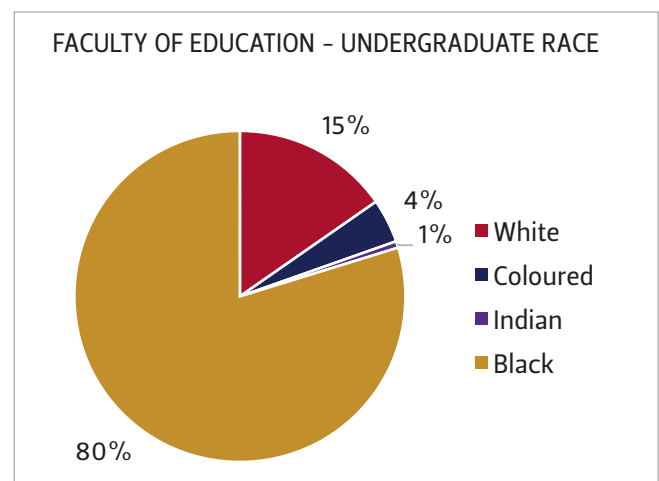
- Male 36%
- Female 64%

Total Undergraduate Headcount by Race

FACULTY OF ECONOMIC AND MANAGEMENT SCIENCES – UNDERGRADUATE RACE

- White 24%
- Coloured 6%
- Indian 2%
- Black 68%

FACULTY OF EDUCATION – UNDERGRADUATE RACE

- White 15%
- Coloured 4%
- Indian 1%
- Black 80%

FACULTY OF HEALTH SCIENCES – UNDERGRADUATE RACE

- White 71%
- Coloured 3%
- Indian 4%
- Black 22%

FACULTY OF LAW – UNDERGRADUATE RACE

- White 32%
- Coloured 9%
- Indian 6%
- Black 53%

FACULTY OF NATURAL AND AGRICULTURAL SCIENCES – UNDERGRADUATE RACE

33%

64%

2%

1%

- White
- Coloured
- Indian
- Black

FACULTY OF HUMANITIES – UNDERGRADUATE RACE

16%

6%

1%

77%

- White
- Coloured
- Indian
- Black
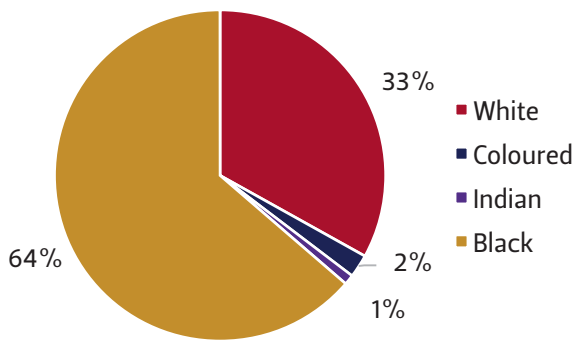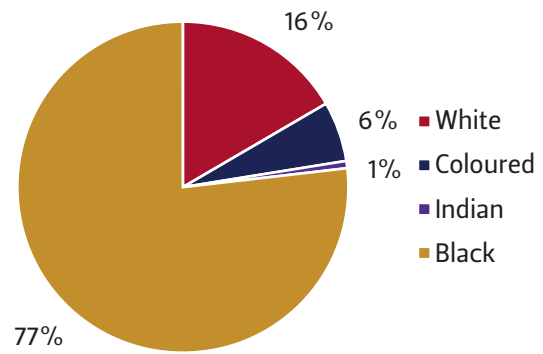
FACULTY OF THEOLOGY – UNDERGRADUATE RACE

26
24%

1
1%

6
5%

78
70%

- White
- Coloured
- Indian
- Black
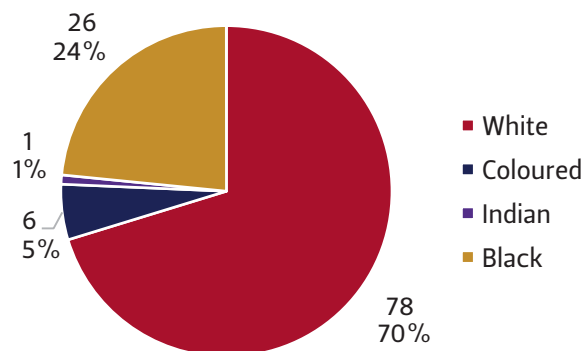
Total Undergraduate Headcount by Race

TOTAL UNDERGRADUATE RACE

25%

5%

2%

68%

- White
- Coloured
- Indian
- Black

2013 Enrolled students and Graduates

Category	Enrolled	Graduates
UGRD Diploma 1 or 2 years	1706	542
UGRD Diploma 3 yrs	3047	145
General Academic Bachelor Degree	10677	1961
Professional B Degree (3yrs)	1924	389
Professional B Degree (4yrs)	6733	912
Postgraduate Diploma Certifica	2033	960
Postgraduate B Degree	43	44
Honours	1903	1062
Masters	2214	330
Doctoral	560	46

3.5   Instruction

In line with policy trends since 1994, issues of poor student success and low throughput, the need for further access and expansion within the sector, the importance of increasing knowledge production (research and innovation), and the expansion of postgraduate enrolment (and graduation) are also foregrounded. These issues are also high on the agenda in the enrolment planning process that the UFS (and all other universities in the country) regularly conduct with the DHET.

The Higher Education Quality Committee (HEQC) of the CHE is in the final planning stages of the next round of quality audits – called the Quality Enhancement Projects, these quality reviews will focus specifically on student success in undergraduate education. As such, the institution accepted the fact that it is important for the UFS community to have a clear sense of undergraduate teaching and learning strengths and weaknesses. Not only is this understanding important in terms of the quality reviews, but should also be seen as an integral part of the ongoing efforts to improve our work.

Another important process under way is the alignment of higher education qualifications to the revised Higher Education Qualifications Sub-Framework (HEQSF) that the UFS has coupled with a curriculum review. Discussions regarding the structure of the undergraduate curriculum at South African universities, and the need to consider extending the minimum time from three years to four years, have been under way for several years. In August 2013, the CHE released the report of the task team that was convened to consider this issue. Although it is likely that decision making regarding this issue will still take some time, and thereafter, a long process will follow of incorporating the recommendations that are accepted into policy, it remains important for the UFS to be cognisant of these developments and to consider the possible implications for the institution's curricula.

3.4.1 Limitations on access to the institution and certain programmes

Although the UFS has increased its admission criteria since 2010 and this has resulted in some improvements in success rates, the university still finds that the majority of the students are underprepared for university-level study.

This is not a UFS-specific problem, as is evidenced in national school performance data, but due to the provincial basis of the feeder schools, some national challenges are exacerbated in this specific context.

Many well-documented challenges experienced in the South African schooling system are evidenced in the results of the first-year students who write the National Benchmark Tests (NBTs)[1]. Despite the fact that there has been some growth in the numbers of students entering the UFS with AP scores of 30 and above since the admissions requirements were raised in 2010, the experience is that of the 2013 cohort, only 32.8% of the UFS students performed at the proficient level in the academic literacy domain, 25.0% in the quantitative literacy, and a particularly concerning 10.7% in mathematics.

Between 2008 and 2013 there was a steady increase in the number of enrolments in professional and general formative qualifications. It is important to note that the largest growth in UFS enrolments has been in professional qualifications that generally are not characterised by the production of high volumes of research or for attracting large numbers of postgraduate students. This is concerning, particularly in light of the 2014-2016 imperatives of "dramatically expanding research productivity and performance", and rapidly increasing the quality and size of the postgraduate class.

During the last few years there has been a marked increase in the choice of English as a language of instruction even for a considerable proportion of Afrikaans home language students. In 2013 78.8% of students elected to study in English compared to 69.0% in 2006.

3.4.2 Levels of academic progress in different disciplines and levels of study

School leavers' lack of readiness for university study at national level has a number of important consequences for the institution and for teaching and learning in particular. It reduces the pool of students who qualify for admission to Science, Engineering and Technology (SET) fields of study, an area of priority for the country, increases competition with other institutions and, given the UFS's position as a middle-tier university, makes it increasingly difficult for the institution to attract the best students.

It heightens the need to implement additional academic development modules and other language support interventions[2], tutorials, the placement of students into extended programmes and so on. It increases the time to completion in most programmes, thus directly impacting on our graduation rate (one of the measures of universities' performance with the DHET). Finally, students' lack of readiness for university education also requires greater focus on and investment in staff development so that lecturers are equipped to respond appropriately to the needs of the students.

Responding to these challenges necessitates a host of interrelated approaches: better and more selective marketing, creating a reputation for excellence across programmes that can make the UFS an institution of choice, and, finally, putting in place academic and pedagogic innovations that will ensure the students' success and therefore the competiveness of graduates across all programmes. Institutionally, the UFS is implementing a number of interventions

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1   The National Benchmark Tests (NBTs) are an assessment of the competencies of prospective first-year applications to universities in South Africa. The assessment measures levels of proficiency in academic literacy, quantitative literacy and mathematics, with specific focus on the demands of higher education study. Based on performance in the tests, students can be identified as performing at the proficient level (are likely to be able to cope with the demands of university), intermediate level (are likely to need additional support through extended curricula) and basic (are unlikely to be successful at university and should be placed bridging programmes or the FET College sector). For more information, see www.nbt.ac.za.

2   To this end, a Unit for Academic Literacy (UAL) was established – also located within CTL. This unit provides language and especially writing support to mainstream, extended and UPP students. (UAL) provides academic literacy modules for 4 414 students in English and 828 students in Afrikaans. The UAL is contributing to the development of a language plan for the UFS focused on improving the academic literacy of students across the institution. Although very newly established, the unit is also working on developing specialised undergraduate writing support. The creation of the Write Site or Undergraduate Writing Centre has resulted in content-based instruction innovation in several faculties.

to understand better the profile of the students, develop a better system for the identification and classification of the schools they come from, and monitor students' performance at module level once they are at the university; and the role of each and every lecturer who meets the students at the coal-face remains the primary site for driving change.

As would be expected, almost all the offerings in the field of education (Faculty of Education) are professional track qualifications (97.9% of graduates in 2013). Similarly, the vast majority of what is offered in the area of business and management (Faculty of Economics and Management Sciences) also falls into the professional track (96.3% of graduates in 2013). This means that the predominant orientation in this field of study is not towards research-based postgraduate study.

The trend in the field of SET (Faculties of Natural and Agricultural Sciences and Health Sciences) seems to be an almost 50/50 split between formative and professional degrees. In the Humanities (Faculties of Humanities, Law and Theology) the opposite trend is noted. More than two thirds (70.6% in 2013) of graduates in the humanities completed professional qualifications. These trends have major implications for building a strong research university and this is an issue that departments and faculties need to tackle head on during the curriculum review process.

3.4.3 Awards and achievements

We are all well aware that success rates FTE (degree credits divided by FTE enrolments) are an indication of how well students do as they progress in their studies and can be seen as proxy for the quality of teaching and learning.

In 2013, the UFS success rate for contact students was 73.5%. In its strategic planning, the UFS set 79% as the target success rate by 2016. This planned improvement is underpinned by a series of initiatives to improve the quality of teaching and learning at the UFS. Monitoring data indicates that UFS success rates have remained relatively stable across course levels, excluding the doctoral level where the success rate grew to 91% in 2013, from a low of 47% in 2006.

Improving the students' success rate depends to no small extent on improving performance as university teachers. Improving teaching and learning requires a better understanding of who the staff members are, as well as the manner in which the institution seeks to engage the students in effective teaching and learning practices.

3.4   Access to financial aid and provision thereof

a)   Bloemfontein Campus

A total of 1 346 students on the Main Campus received financial assistance. A breakdown of sources of funding is as follows:

Table 48

Main Campus	2007	2008	2009	2010	2011	2012	2013
NSFAS/DE General	22 678 939.00	24 307 478.00	32 935 818.00	37 616 034.00	27 687 978.00	41 687 243.00	40 432 963.00
NSFAS/ECProv	44 680.00	26 503.00	69 462.00	140 568.00	91 025.00	25 460.00	140 991.00
NSFAS/NGO	142 297.00	114 528.00	213 797.00	319 213.00	173 075.00	36 640.00	59 690.00
NSFAS/DE Teacher Education	739 527.00	453 105.00	381 766.00	720 809.00	866 329.00	417 481.00	518 681.00
NSFAS/Thuthuka		0.00	1 468 576.00	2 006 949.00	3 480 660.00	3 101 000.00	4 017 600.00
NSFAS/Final year				–	12 835 656.00	10 918 749.00	14 030 456.00
NSFAS/Postgrad					106 819.00	935 921.00	1 084 992.00
NSFAS/Historical Debt					221 081.00	847 421.00	0.00
Total	23 605 443.00	24 901 614.00	35 069 419.00	40 803 573.00	45 462 623.00	57 969 915.00	60 285 373.00

b)   Qwaqwa Campus

Financial assistance is a core aspect at the campus that is situated in a very poor area. In 2003 financial assistance was also discussed with the Minister by the management of the University. In 2003 discussions were held with student leaders with a view to assist as many students as possible to register.

A total of **1 363** students at Qwaqwa Campus received financial assistance (loans).

A breakdown of sources of funding is as follows:

Table 49

Qwaqwa Campus	2007	2008	2009	2010	2011	2012	2013
NSFAS/DE General	18 391 489.00	22 669 339.00	27 696 261.00	31 411 577.00	36 381 013.00	36 682 761.00	48 565 377.00
NSFAS/DE Teacher Education	1 183 972.00	1 847 895.00	1 942 234.00	1 770 191.00	1 749 671.00	1 680 936.00	1 773 259.00
NSFAS/Final year					5 231 041.00	7 535 824.00	5 560 564.00
NSFAS/Postgrad					117 368.00	935 921.00	1 242 889.00
NSFAS/Historical Debt					–	11 053 710.00	0.00
Total	19 575 461.00	24 517 234.00	29 638 495.00	33 181 768.00	43 479 093.00	57 889 152.00	57 142 089.00

c)   South Campus

A total of 0 students at South Campus received financial assistance because the pipeline students were phased out at the end of 2008.

A breakdown of sources of funding is as follows:

Table 50

South Campus	2007	2008	2009	2010	2011	2012	2013
NSFAS/DE General	8 66 038.00	432 433.00	0.00	0.00	0.00	0.00	0.00
NSFAS/DE Teacher Education	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total	866 038.00	432 433.00	0.00	0.00	0.00	0.00	0.00

d)   Total Allocation to UFS

Table 51

Total Allocations	2007	2008	2009	2010	2011	2012	2013
NSFAS/DHET General	41 936 466.00	47 409 250.00	60 632 079.00	69 027 611.00	64 068 991.00	78 370 004.00	85 174 275.07
NSFAS/Irish Aid	0.00	0.00	0.00	0.00	0.00	0.00	0.00
NSFAS/EC Prov	44 680.00	26 503.00	69 462.00	140 568.00	91 025.00	36 640.00	89 626.00
NSFAS/NGO	142 297.00	114 528.00	213 797.00	319 213.00	173 075.00	238 943.91	143 197.00
NSFAS/National Skills loans	0.00	0.00	0.00	0.00	0.00	0.00	0.00
NSFAS/DHET Teacher Education	1 923 499.00	2 301 000.00	2 324 000.00	2 491 000.00	2 616 000.00	2 098 417.00	2 291 940.00
NSFAS/Thuthuka	0.00	0.00	1 468 576.00	2 006 949.00	3 480 660.00	3 101 000.00	4 017 600.00
NSFAS/Final year	0.00	0.00	0.00	0.00	18 066 697.00	18 454 573.00	19 591 020.00

NSFAS/Post grad	0.00	0.00	0.00	0.00	224 187.00	1 419 195.00	2 327 881.00
NSFAS/Historical Debt	0.00	0.00	0.00	0.00	221 081.00	11 894 793.00	0.00
NSFAS/Social Work	0.00	0.00	0.00	0.00	8 315 608.00	8 631 745.00	7 546 705.00
NSFAS/Dept of Agriculture	0.00	0.00	0.00	0.00	627 634.00	799 306.68	593 787.00
NSFAS/Disability	0.00	0.00	0.00	0.00	340 705.00	245 870.00	694 223.00
NSFAS/EC Scholar	0.00	0.00	0.00	0.00	508 080.00	400 000.00	300 000.00
NSFAS/Nedbank	0.00	0.00	0.00	0.00	1 757 065.00	997 908.00	884 097.00
NSFAS/DHET TRC	0.00	0.00	0.00	0.00	0.00	76 535.00	51 436.00

Table 52

Total Allocations	2007	2008	2009	2010	2011	2012	2013
NSFAS/NS FITE	0.00	0.00	0.00	0.00	941 464.00	61 500.00	61 500.00
NSFAS/NSF	0.00	0.00	0.00	0.00	219 976.11	536 463.00	536 463.00
NSFAS/REAP Bursary	0.00	0.00	0.00	0.00	384 262.00	572 410.00	468 346.00
NSFAS/ Fundza Lushaka	0.00	0.00	0.00	0.00	28 039 874.00	41 395 200.00	57 304 076.00
NSFAS/EU Fundza	0.00	0.00	0.00	0.00	0.00	922 500.00	871 000.00
NSFAS/NSF Graduates	0.00	0.00	0.00	0.00	0.00	204 981.00	
NSFAS/W&R SETA	0.00	0.00	0.00	0.00	0.00	115 000.00	49 123.00
NSFAS/ AGRISETA						0.00	108 228.00
NSFAS/NSF DIS-CRETIONARY						0.00	1 863 437.00
NSFAS/NSF SBPGM						0.00	351 564.00
NSFAS/NSF CAREERWISE						0.00	49 853.00
Total	44 046 942.00	49 851.281.00	64 707 914.00	73 985 341.00	130 076 384.11	170 572 984.59	185 819 967.00

3.5   Changes in tuition fees charges

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

3.6 Statement of self-assessment of the Senate (Enrolment objectives of the UFS for 2013)

Table 53

Target 1: Headcount totals will be allowed to increase from 27,241 in 2009 to 32,594 in 2013 which represents an average annual increase of 4.6% between 2009 and 2013.

Headcounts	Year					
Faculty	2008	2009	2010	2011	2012	2013
Economic and Management Sciences	5 773	6 021	6 358	6 149	5 160	4916
Education	5 646	5 508	5 860	7 454	9 999	8173
Health Sciences	2 408	2 427	2 472	2 582	2 880	2613
Law	2 252	2 331	2 224	2 291	2 538	3280
Natural and Agricultural Sciences	4 796	5 143	5 652	5 616	4 137	5772
The Humanities	5 018	5 538	7 063	7 257	7 408	6970
Theology	294	272	271	237	253	266
Grand Total	26 190	27 241	29 901	31 586	32 375	31990
		2 009	2 010	2 011	2012	2013
Target projections		27 241	28495	29805	32250	32594

2012 Numbers did change slightly after audit and final submission in June 2013	2013 Numbers might change slightly after audit and final submission in June 2014

Table 54

Target 2: Unweighted FTE totals are expected to increase from 20,337 in 2009 to 24,477 in 2013 with an average annual increase of 4.7% over the same period.

Target 3: The funded teaching input unit total for 2015/16 is 59,556. The funded teaching input unit share of UFS will increase from 4.46% in 2011/12 to 4.87% in 2015/16.

	Year							
	2008	2009	2010	2011	2012	2013		
FTE	19 202.392	20 337.336	21 705.807	23 509.290	23 319.53	24527.442		
Funded Credits	14 052.066	14 886.964	16 029.329	17 203.642	17199.695	18582.491		
Teaching Input Units	46 042.113	48 180.225	51 935.517	54 391.180	52563.567	55 031.372		
TARGETS:		2009	2010	2011	2012	2013	2014	2015/2016
FTE								
FUNDED CREDITS		20 337.000	21 292.839	22 293.602	24 218.000	24 477.000		
TIU'S								59,556

2012 Numbers did change slightly after audit and final submission June 2014	2013 Numbers might change slightly after audit and final submission June 2014

Table 55

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

	Year							
	2008	2009	2010	2011	2012	2013		
First-time entering student	4 501	4 038	5 007	5 829	6202	5533		
TARGETS:		2009	2010	2011	2012	2013	2014	2015
						4500	6800	7200

2013 Numbers might change slightly after final submission

Table 56

Target 5: In 2013, the proportion of headcount enrolments by major field of study is as follows: 31.1% in science, engineering and technology; 20.4% in business and management; 19.3% in education; and 29.2% in other humanities

	Year											
	2008		2009		2010		2011		2012		2013	
Major Field of Study	ENRL	%	ENRL	%	ENRL	%	ENRL	%	ENRL	%	ENRL	%
BUS/MAN	3 643	13.91%	3 575	13.12%	7 393	24.72%	7 266	23.00%	7 221	22.30%	6877	21.5
EDUCATION	5 469	20.88%	5 433	19.94%	4 998	16.72%	6 821	21.60%	9 019	27.86%	8733	27.3
OTHER HUM	9 348	35.69%	10 042	36.86%	8 338	27.89%	7 705	24.39%	7 190	22.21%	7487	23.4
SET	7 734	29.53%	8 191	30.07%	9 172	30.67%	9 793	31.01%	8 945	27.63%	8893	27.8
Grand Total	26 193	100.00%	27 241	100.00%	29 901	100.00%	31 585	100.00%	32 375	100.00%	31990	100

2012 Numbers did change slightly after audit and final submission based on the student cesm as enetred into the student file submittred to the dhet

2013 Numbers will change in final submission and after audit of 2014 .

Table 57

Target 6: At undergraduate level, 10.9% of the 2013 enrolments should be in undergradaute diplomas and certificates and 53.5% in undergraduate degrees. At postgraduate level 14.3% should be enrolled in postgraduate qualifications below Masters, 7.9% at Masters level, and 2.0% at doctoral level.

Qualification Type - Grouping	2008	2009	2010	2011	2012	2013	2013 TARGETS:
Occasional	8.17%	9.62%	12.22%	10.03%	6.26%	4.84	*NO TARGET SET*
Diplomas and Certificates	12.29%	10.40%	9.84%	12.91%	17.37%	14.75	10.90%
Degrees	51.96%	52.40%	53.31%	54.17%	55.29%	59.47	53.50%
Other Postgraduate	7.93%	8.36%	7.11%	6.79%	7.01%	6.43	
Honours	8.89%	8.80%	7.71%	6.78%	5.77%	5.89%	14.30%
Masters	8.54%	8.25%	7.89%	7.52%	6.68%	6.87	7.90%
Doctoral	2.21%	2.17%	1.92%	1.79%	1.64%	1.73	2%
Grand Total	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100%

Table 58

Target 7: It is expected that distance headcount enrolments will increase to 5,229 in 2013 from 3,585 in 2009 at an average annual increase of 9.9%

Attendance Mode	2008	2009	2010	2011	2012	2013	
Contact mode	24 600	23 656	26 336	26 336	26 007	25725	
Contact mode Total	24 600	23 656	26 336	26 821	26 007	25725	
Distance mode	1 545	3 200	3 216	4 413	6 286	6176	
Mixture of contact/distance	48	385	349	376	104	89	
FINAL DISTANCE TOTAL (includes mixed mode)	1 593	3 585	3 565	4 789	6 390	6265	2013 Target
Target projections:		3 585	3 940	4 330	5 142	5229	5 229
Grand Total	26 193	27 241	29 901	31 610	32 397	31990	

Final contact distance calculations only available after final submission and audit for 2013

Table 59

Target 8: Graduates should increase from 5,379 in 2009 to 6,600 in 2013. This represents a 22.7% increase in total. The ratio of headcount graduates to headcount enrolments is approved at 21% for 2013.

	Year						TARGET
	2008	2009	2010	2011	2012	2013	2013
Number of graduates	5113	5379	5543	5583	6473	6600	6600
Graduation rate	20%	20%	19%	18%	19.99%	20.06%	21%

2012 Graduates number is an estimate and does not yet include all masters and doctoral graduates. Final 2012 graduate number was 6473.

2013 Graduates number is an estimate and does not yet include all masters and doctoral graduates. Final 2013 graduates

UFS projected 6000 graduates for 2013 in its submissions, this was increased to 6600 by the DHET

Table 60

Target 9: The graduate contribution in scarce skill areas for 2013 should be 372 graduates in life and physical sciences; 322 graduates in animal and human health; and 520 graduates in initial teacher education. Graduate targets for 2013 at postgraduate level are 975 honours, 288 research Masters and 98 doctoral graduates.

Qualification Levels	2008	2009	2010	2011	2012	2013	TARGET 2013
Occasional	0	0	0	0	0	0	
Diplomas and Certificates	595	718	565	432	613	618	
Degrees	2133	2170	2400	2528	2850	3223	
Other Postgraduate	833	935	936	854	1310	1002	
Honours	1029	965	1048	1102	1071	1056	975
Masters Research		249	243	272	535	226	288
Masters course work		264	251	285			
Doctoral	55	78	100	106	94	37	98
Grand Total	5113	5379	5543	5579	6473	6163	6600

Note 2012 April graduate numbers updated

2013 not all graduates has been awarded (Postgrads)

Table 61

Target 10

ANIMAL AND HUMAN HEALTH (CESM 0106 and CESM 09, excluding 0915 and 0916)						
	Year					TARGET 2013
	2009	2010	2011	2012	2013	
Graduates (Animal Health)	18	36	58	61	63	
Graduates (Human Health)	596	636	625	723	311	
TOTAL	614	672	683	784	374	322
NATURAL AND PHYSICAL SCIENCES (CESM 13 AND 14)						
	Year					TARGET 2013
	2009	2010	2011	2012	2013	372
Graduates	607	562	609	617	715	
INITIAL TEACHER EDUCATION (CESM 07, QUALIFICATION CODES 07225, AND 07300–07318)						
	Year					TARGET 2013
	2009	2010	2011	2012	2013	520
Graduates	233	173	424	441	482	

> The 2013 numbers are not final and could and should change after final graduation, final submission and audit is complete.

Table 62

Target 11: The targeted success rate for 2013 is 73.5% which is 1.7% higher than the actual 71.8% in 2009.

2012			
Row Labels	CRSE_SUCCESS	DEGREE CREDIT SUCCESS RATE	CRSE_SUCCESS 2013
Economic and Management Sciences	66.15%	65.44%	68.00%
Education	73.21%	73.58%	73.00%
Health Sciences	87.13%	87.82%	87.00%
Law	72.03%	71.01%	75.00%
Natural and Agricultural Sciences	78.30%	79.34%	78.00%
The Humanities	73.30%	72.44%	75.00%
Theology	87.02%	84.59%	85.00%
Grand Total	73.36%	73.47%	75.00%

> Success rate calculated based on module registrations by module passes as a temporary measure of success. Final success rate will be calculated using ftes at the time of the final hemis submission for 2012.

> 2013 Not finalised and is based on data available up to 28 Feb 2013

Prof JD Jansen

Vice-Chancellor and Rector (Chairperson: Senate)

4. INSTITUTIONAL FORUM (IF)

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

1. The IF held its four planned meetings for 2013; two quorated (6 February and 15 August) and two not (15 May and 16 October). Where no quorums were obtained, members discussed matters but could not take decisions.

2. The IF advised the UFS Council regarding:

   a) Senior appointments, including: Director: Protection Services, Deputy Vice-Chancellor: Research, Director: Postgraduate School, Senior Director: ICT Services, Principal: Qwaqwa Campus, Senior Director: Academic Student Services, Dean: Humanities.

   b) Draft Code of Ethical Conduct for Council Members, Project on Revision of UFS Policies, Procedures and Forms; Constitution of the Student Representative Council of the Qwaqwa Campus.

3. Presentations were made by the following officials:

   a) Vice-Chancellor, Prof JD Jansen: Progress on the revitalisation of the Qwaqwa Campus

   b) Deputy Vice-Chancellor, Dr KC Makhetha: Progress on Women Empowerment at the UFS

   c) Dean of Student Affairs, BR Buys: SRC Constitution of Qwaqwa Campus

   d) Principal of the Qwaqwa Campus, Prof P Naidoo: Progress on the revitalisation of Qwaqwa Campus

   e) Housing and Residence Affairs Senior Director, QT Koetaan (represented by Dr WP Wahl and H Badenhorst): Progress on the integration policy of residences

4. The role and functions of the IF were continuously discussed on the basis of the Higher Education Act [101 of 1997, section 26(2) (f)] to ensure that it keeps to its statutory mandate.

5. A fruitful discussion between the executive of the IF and the Vice-Chancellor cemented a good working relationship and understanding of roles.

6. A report was sent to the South African Human Rights Commission on the activities of the IF in relation to matters of Human Rights at UFS.

Table 63

Members of the Institutional Forum	
Dr EM Smuts	Chairperson
Father PJ Towe	Representative of the Council, designated by the Council.
Mr KB Schoeman (*replaced N de Klerk*)	Representative of the Council, designated by the Council.
Prof P Burger	Representative of the Senate, elected by the Senate.
Prof H Hudson (*replaced Prof RC Witthuhn*)	Representative of the Senate, elected by the Senate.
Dr J Bezuidenhout	Representative of the academic employees, other than Senate members elected by the academic employees (academic employees – other than Senate members).

Members of the Institutional Forum	
Dr WN Nel	Representative of the academic employees, other than Senate members elected by the academic employees (academic employees – other than Senate members).
Ms DHM Gaofhiwe-Ingram	Representative of the University Management Committee, designated by the University Management Committee.
Prof A Keet	Representative of the University Management Committee, designated by the University Management Committee.
Mr TJ Leeu *(position became vacant, still to be filled)*	Representative of the administrative employees, elected by the administrative employees.
Ms EE Heideman	Representative of the administrative employees, elected by the administrative employees.
Mr P Mathe	Representative of the Students Representative Council, designated by the Students Representative Council.
Mr PM Moema	Representative of the Qwaqwa Students Representative Council.
Mr T Sepeame	Representative of the recognised trade union representing employees of the University, designated by the trade union.
Ms A Lombard	Representative of the recognised trade union representing employees of the University, designated by the trade union.
Mr SL Coangae	Representative of service employees, elected by service employees
Mr TE Moeti	Representative of service employees, elected by service employees

Dr EM Smuts
Chairperson: IF

5. REPORT OF THE PRINCIPAL ON MANAGEMENT ADMINISTRATION

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

(a) Overview of Performance Management and Staff Development

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

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

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

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

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

(b) Sesotho communication and computer training courses

Every year the guides are reviewed and/or re-designed. This includes all the Sesotho Communication study guides, i.e., the Basic, Intermediate, and Advanced Level 1, 2 and 3.

A total of 104 beneficiaries attended Sesotho classes and 41 beneficiaries attended Afrikaans classes during 2013.

Computer Training for Service Level Workers: (i) Computer training (MS WORD 2007) started in May until June and 40 service level workers attended. (ii) Computer training (Excel 2007) to start in August until September and 39 service level workers have completed.

(c) Staff Wellness Units

The UFS wellness programme aims to promote the general wellbeing of staff at the UFS. The programme is managed according to the seven dimensions of wellness as defined by the World Health Organisation. These include social (also financial), physical, emotional, career, intellectual, environmental, and spiritual wellness. The programme allows for multi-level interventions, namely at preventative, remedial and developmental levels. To ascertain if the programme is achieving its envisaged goals, continual critical review is required. The programme is evolutionary in nature and therefore continuously changes.

Preventative Programme: The theme for the current year is *Winning with Wellness!* The programme wishes to create awareness in order for staff to take responsibility for their own wellbeing by identifying potential problems and acting proactively. Presentations / activities are organised against the background of research on UFS staff health and

wellness, UFS medical aid statistics, needs expressed by programme participants and the professional opinion of the persons who manage these domains within the Wellness Committee.

Presentations / activities are directed at different staff categories, including academic and support staff, service workers, pensioners and the Qwaqwa Campus. Special presentations are scheduled in Sesotho for the service workers. 3082 staff members and 545 service workers took part in the preventative programme.

Wellness Referral Office: Ninety four staff members reported to the Wellness Office for assistance during 2013. The following types of cases were managed:

■ Career counselling, evaluation and personal development (10).

■ Personal issues such as conflict in the workplace, depression, trauma, divorce, marital problems, physical and emotional abuse, alcohol related problems, stress & anxiety, changes in behaviour (55).

■ Labour relations referrals, including interventions for sexual molestation, intervention in conflict situations, pornography and other issues giving rise to disciplinary actions (4).

■ Financial problems (5).

■ Requests for assistance in mediating / facilitating internal conflict (one department: 20 individuals involved).

Seven service workers were assisted during 2013. The following types of cases were managed:

■ Marital problems (3)

■ Finances (1)

■ Misconduct (1)

■ Problematic child (1)

■ Elderly placement inquiry (1)

Person development workshops (soft skills): Workshops of differing lengths were presented. Both internal and external presenters were used and 446 staff members and 68 service workers attended the workshops.

SA Forum for Health and Wellness at Tertiary Institutions: The negotiations have now reached an advanced stage and a formal application was put forward to HEAIDS for a Community of Practice to be registered with HESA. A paper in this regard was to be presented at the HEAIDS conference in November 2012. A follow-up meeting is to be scheduled with all higher education institutions early in 2013 under the auspices of HEAIDS and the DHET with financial support forthcoming from HEAIDS.

At international level: The Association for Commonwealth Universities (ACU) Conference was attended in Windhoek, Namibia, in October 2012. A presentation was done on the UFS wellness programme. Three universities requested assistance in creating wellness programmes at their institutions. These include the universities of Namibia, Botswana and Nigeria. Their representatives will follow up with the UFS wellness office.

Community of practice for Health and Wellness (CoP): The preparation and negotiations for establishing a CoP were concluded on 4 November 2013. The CoP will advocate a programme similar to our own with a preventative EAP (for the troubled employee) and developmental programme. Focus will firstly be on employees and then also on student wellness. A policy, minimum standards, benchmarking etc., will follow to inform wellness programmes at tertiary institutions.

Staff wellness programme at the Qwaqwa Campus: 1 254 individuals attended the presentations on this campus.

Community Service Project

Graphic Facilitation and Effective communication: 24 July 2013

In July a successful full-day workshop on this topic was presented by Vasintha Pather. Attendees included UFS staff members, teachers and officials from the Department of Education, as well as the broader Free State community; 180 individuals attended the workshop.

HIV & Aids unit within the Health and Wellness Centre

The University has a 10-year record of initiatives to address the HIV/Aids-related issues on campus. The growing seriousness of the issue, as well as requirements of the DHET and HESA, has necessitated a formalised institutional response and the development of a strategic response to provide a roadmap for the way forward. A major development in the UFS response is related to the proposal submitted to HEAIDS in 2009; this response fully integrates the HEAIDS-supported project.

The current proposed HIV/Aids Institutional Response and Strategic Plan builds and expands upon previous work, the lessons learned from previous interventions, and a thorough study of best practices (locally and internationally). It is intended to provide a response and strategic direction for the UFS response to HIV/Aids. As with any long-term strategy, the detail and prioritisation of interventions must be deliberated and further developed by those responsible for implementation. The HIV epidemic is severe and constitutes a serious threat to society. The multi-sector national HIV/Aids and STI strategic plan for South Africa (2012-1016) prioritises prevention and specifically targets youth. The students at HEIs constitute an especially vital group as the future leaders of South Africa.

Services

■ Peer Education Programmes

Students: Transformers: The Transformers' Programme is a peer education, mentoring, and leadership programme for higher education students advocating change in student health-seeking behaviours. The Transformers comprise 16 dynamic, enthusiastic, and passionate students who assist the HIV/Aids Office in revolutionising HIV-related attitudes, knowledge, and behaviours of UFS students.

Staff: Health and Wellness Advocates: The Advocates is a peer-education programme for UFS staff members. These staff members volunteered to become Health and Wellness Advocates through extensive training in HIV/Aids, and other relevant health and wellness related topics.

Life Skills and HIV/Aids training for Service Workers: The programme started in April 2011 with a series of HIV/Aids awareness workshops. The methodology included interactive and didactic methods, including self-reflection, storytelling and group work, suitable for people with low literacy. Service workers (75) were trained on Life Skills, HIV/Aids and related factors in three groups of 25 over a period of five months in the first round. In 2012, the same project was introduced for the staff of the Department of Physical Resources. The University partnered with a group of five social work students who were doing it as part of their community work project.

■ In-house services

Services at the HIV/Aids Office include voluntary testing and counselling, education and information sessions, HIV/Aids support group, and care and support for those affected and infected with HIV/Aids. Because of these services, visitors to the office have increased and visibility of the office is improving, with 1 169 staff and students visiting the offices while 767 visitors reported for in-house testing.

- Communities

The Life Skills programme for farm workers in the Southern Free State: the farming industry in South Africa is experiencing serious economic threats due to the death rate among farm workers caused by HIV/Aids-related illnesses. In 2011 and 2012, the University analysed an educational intervention, focusing on HIV/Aids prevention and understanding, involving six farms and 90 workers.

- Curriculum

Prevention of HIV/Aids and Empowerment in a South African Context (MDB 192):

MDB 192 consists of introduction to the human body, facts and figures about HIV/Aids, the management of HIV/Aids and counselling, social and cultural factors in the context of HIV in South Africa, the prevention of HIV/Aids, and legal, ethical, and policy issues relating to HIV. It is contextualised within the broader framework of HIV in South Africa.

The module is presented in English, enabling students to learn from each other's HIV-related experiences and hear different perspectives on culture, beliefs, values, and background. Module guides and assessments are available in dual medium. Participatory teaching strategies seek to engage students and combat "Aids fatigue". Many students tested for HIV for the first time and accessed HIV-related services from the Health and Wellness Centre. MDB 192 seeks to better prepare students to respond to the HIV epidemic.

Projects

STI and Condom Week

The HIV/Aids Office held an exhibition at the Thakaneng Bridge on 14 February 2013 as part of the annual STI and Condom week. The campaign included exhibitions from the MOSAIC Men's Health Initiative in Bloemfontein who focused on HIV prevention, care and support for Men who have Sex with Men (MSMs) and the Hola Monna Medical Male Circumcision (MMC) Clinic in Pelonomi Hospital who provided students with information on the benefits of MMC in reducing HIV transmission. Students were also given the opportunity to take part in the Spin challenge and the Condom in a box.

Gateway 2013

The UFS Health and Wellness Centre took part in the annual Gateway programme, treating first-year students to a theatrical presentation. The aim of the production was to introduce the students to the variety of services and programmes pertaining to healthy and secure living on university grounds. "Kovsies: The Place To Be," an entertaining and informative piece of theatre written and directed by Jefferson J Dirks-Korkee, allowed students in the audience to enjoy themselves while gathering important information about the services offered by Health and Wellness, Protection Services, and Student Counselling and Development.

First Things First Campaign 2013

This year's campaign was arranged by the HIV/Aids Office in partnership with New Start, Society for Family Health and the Department of Health. It took place on the Main (15 – 19 April) and South (22 – 24 April) campuses and a record number of students and staff (1 331) were tested for HIV. HEAIDS supplied the UFS with promotional material including posters, a pledge banner, branded bunting, and T-shirts. These were valuable in marketing the initiative.

Taking HAART

The documentary *Taking Highly Active Antiretroviral Therapy* is the story of a fly-on the-wall account of the struggle for HIV treatment access in South Africa. It captures 12 years of activism led by the Treatment Action Campaign (TAC). The Community Media Trust produced this documentary under the directorship of Dr Jack Lewis. The documentary

was screened on 25 April and attended by 220 students, staff and community members. A question-and-answer session was facilitated by Dr Lewis proceeding the screening.

A seminar was held the following day and was attended by 26 students, staff, and community members including Transformers, student leadership, lecturers, researchers, DOH and TAC representatives. Participants were divided into groups and discussed critical issues raised by the documentary as facilitated by Dr Lewis.

Dr Eve

The Health and Wellness Centre's HIV/Aids Office hosted Dr Marlene Wasserman, popularly known as Dr Eve, on 14 September 2012. The theme of the sessions with staff and students was 'Exploring the role of Higher Education in protecting students' sexual rights'. The student session was co-facilitated by the office's Transformers and was attended by 46 invited students. Dr Eve informed and educated the students on their sexual rights and the importance of exercising these rights.

Jes Foord

The Centre hosted Jes Foord at a breakfast on 14 February. The purpose was to familiarise stakeholders of the work done by the Jes Foord Foundation through The Handbag Project, and to gain their buy-in of this project on the UFS campus. Among the attendees were residence heads and RC members, staff from Health and Wellness, judges from the Miss Bloemfontein Rose 2013 pageant, and SRC representatives.

Word-A-Thon

The HIV/AIDS Office hosted the second themed crossword competition at the UFS on 10 October 2013. The event was attended by 15 residences and the winning residence was Karee. The crosswords were introduced and developed by Duard Grobbelaar from XWord.

This Part is Uncomfortable – it won't hurt

This was a theatre production that incorporated a dance and acting piece. It focused on issues of masculinity, alcohol abuse and physical abuse including rape.

World Aids Day

Over the course of the week 7 to 11 October, the UFS HIV/Aids Office coordinated events to celebrate the day. The Word-A-Thon competition, Transformers reunion, Blue Light Campaign and the candlelight memorial was part of this week-long celebration of World Aids Day, which was celebrated in October, because of the absence of students on campus in December.

Health within the Health and Wellness Centre

Services

Services rendered include curative services as well as treatment of clients. Curative services include projects for awareness as well as other curative services e.g. vaccinations. Treatment services include consultations with doctors as well as professional nurses.

Training and development
■   Staff members were encouraged to develop themselves on both formal and informal level.

- The division includes professional as well as administrative staff.

- Professional staff attended several courses to improve their knowledge and the services at the centre. This includes post basic courses in primary health care as well as HIV testing and counselling. Informal courses for the professional staff included South Sotho classes and workshops on risk management, social media, etc.

- Administrative staff attended several workshops for personal development and some also attended Afrikaans classes.

- The South African association of Campus Health Services (SAACHS) Conference was attended by some professional staff.

- There were also discussions on a Community of Practice (CoP) for Campus Health Services, which were attended by a professional nurse.

- Two professional nurses also attended a conference with regards to legislation and healthcare practices

Projects

Talks at Residences

- Several health talks were given at various residences depending on the needs of the residences. These included talks on hygiene, abortions and pregnancy.

Alcohol Awareness

The event took place at the Rag Farm to raise awareness among students of the dangers of drinking and driving. They had to navigate an obstacle course with a golf cart. They also did a breathalyser test to test their alcohol levels before they were allowed on the obstacle course.

STI week

This was a collaborative project between Health, Student Counselling and Development, the HIV Office, Social Work and the pregnancy crisis centre. It included activities on the bridge and a panel of experts who answered several questions.

Gateway orientation programme for first-years

Already discussed under Gateway 2013 (HIV & AIDS)

Information session to newly selected House Committees and Residence Heads

The purpose was to make them aware of our services and also to give them a file with important medical information and emergency numbers.

Pap smears and breast examination

- Services were rendered in collaboration with CANSA to students and staff.

Residence inspections

This was done in collaboration with Housing and Accommodation to address any problems that might occur in residences and safety aspects were addressed.

Medical screening tests

These were done in collaboration with the Nursing Department on campus and Sanofi Pasteur. The tests include BMI, blood pressure readings and glucose tests.

Student Wellness Project

Workshops were presented to first-year students. The theme we presented was "Healthy Life style" and included aspects like the correct posture, exercise is medicine, healthy diet and sexually transmitted diseases, pregnancy and abortion.

Community engagement

A professional nurse, the third-year medical students and St Johns Ambulance service were involved at the Olympia Primary School. The teachers completed a basic first aid course (level 1) and the learners received information regarding hygiene, washing of hands, brushing of teeth and flushing the toilet. The basic principles were relayed to them by means of songs.

(d) Data integrity

The filing system (ImageNow) is fully implemented and all documentation is electronically stored. This system entails the scanning of documents and allows for the easy recovery of data.

Conflict of Interest

To comply with legislation, a project was launched to verify and obtain the tax reference numbers of all employees.

The amendments to the Higher Education Act came into effect on 14 December 2011 and since they were not implemented at the UFS with immediate effect, legal advice obtained from Phatsoane and Henney Attorneys indicated that the matter could be rectified through the condoning of the deviations in terms of the approval by the Rectorate. (The deviations include staff members who performed additional duties and responsibilities and received additional remuneration.)

The following paragraph was added to all new appointment contracts as from February 2013:

> "Additional duties and responsibilities, supplementary to those you are being appointed for, may be allocated to you from time to time and will be accompanied by extra remuneration, as agreed upon".

The circulation of a Statement of Interest was sent to all staff members to address the 2012 and 2013 financial years and will be circulated on an annual basis.

(e) Revision of policies and procedures

All the Human Resources policies and procedures are continually benchmarked against best practices, changing labour legislation, and operational requirements.

The various departments of the UFS appoint Student Assistants, Research Assistants and employees on an ad hoc claims basis. The Human Resources Department embarked on a process to compile guidelines that provide detailed information on the nature of appointments covered by Human Resources policies applicable to staff members, including eligibility for appointment at the UFS.

During the salary negotiations between UFS management and the unions it was agreed to decrease staff members' sick leave to 60 days with full salary within a three-year service cycle. If a staff member's sick leave is depleted before the end of the three-year cycle and he/she is absent as a result of illness the staff member will have to take unpaid leave or vacation leave. In highly exceptional cases a staff member can apply for additional full-pay sick leave.

(f) Post-grading system

The JE Manager post-grading system is still in use, and job grading takes place on request of line managers.

JE Manager is used to determine the Peromnes Job Level with regard to new positions and requests to upgrade current positions. The upgrading of all positions are subject to job grading before the committee approves an upgrading.

A process was started to compile Competency Profiles for all the positions at the UFS. The process started with the compilation of Competency Profiles for all new appointments. The Competency Profiles for the different positions at the following departments have already been finalised:

■ Information and Communication Technology Services.

■ UFS Marketing.

■ Student Academic Services.

(g) Resignations

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

(h) Benchmarking

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

At the end of September 2013 the Human Resources Department invited all staff members to complete an online customer service questionnaire. The purpose of the survey was to collect feedback on the services provided in order to improve the level of customer service in Human Resources.

The questionnaire was administered electronically through the survey software Evasys. An email invitation was sent to 2 420 staff members and staff members were given two weeks to respond to the survey. Of the total of 2 420 staff members, 542 participated in the survey, which resulted in a response rate of 25,2%.

The results of the survey were mostly positive with comments highlighting the dedication and professionalism of the Human Resources Department.

(i) Employee Relations (ER)

An analysis of the most frequent types of misconduct was conducted, and specific training to address problems such as the management of absenteeism was given to all levels of employees in the sections / departments where such problems were identified to be present. The ER Unit embarked on a training roadshow as from August 2013 dealing with the basics of the employment relationship, how to balance the rights versus the duties of employees and zooming in on crucial topics such as harassment, sexual harassment, victimisation and intimidation. In training managers and supervisors, the ER Unit focused more on essential and advanced topics in order to capacitate managers and supervisors on dealing with employee relations issues. Between August and December 2013, a total of 415 staff members attended the training road show, which will continue and be part of the unit's annual planning. More attention was also given during the end of 2013 to prepare for orientation of new staff with more specific focus on relevant issues relating to employee relations.

The ER Unit in collaboration with the unions on campus have also embarked on being more pro-active and progressive. The ER Unit and the unions share the responsibility of educating and capacitating their members and the results of this

intervention should be more visible by the end of 2014. Sound labour relations are evident at the University as there was no labour unrest or serious disputes referred by the Unions during 2013.

The statistics for disciplinary and grievance matters have shown a significant decrease in 2013, a possible consequence of increased training efforts and the focus on progressive measures rather than purely punitive ones. There were 34 disciplinary cases of a more serious nature that resulted in disciplinary hearings, of which approximately a third could not be concluded before the end of 2013 and had to be carried over to 2014 due to the reporting date. No dismissals occurred during 2013 and in more serious cases, the employees opted to rather resign or to settle the matter amicably than to continue with disciplinary action. Only 6 grievances required the ER Unit's facilitation, as the grievances had to be resolved at a higher level. There were 15 cases reported of a less serious nature that resulted in corrective counselling. The ER Unit also dealt with 11 cases of incapacity (8 cases involving illness, while three involved poor performance). These statistics do not include other matters being dealt with by means of advice and assistance.

During 2013, a Section 189 process had to be concluded in terms of the LRA in that due to operational requirements, the dairy on Paradys, the experimental farm of the University, had to close down. This resulted in the retrenchment of seven staff members at the end of June 2013, with the condition that for a period of one year the University would actively seek alternative employment for these staff members either at the University, should positions for which they might qualify become vacant or with service providers of the University that might have positions available or becoming vacant, for which these staff members might qualify.

(j)   Remuneration management

The University and the unions signed a salary agreement on 11 November 2013 for implementation on 1 January 2014 after successful negotiations within the Joint Forum of the University. The application of the Multiple-Year, Income-Related Remuneration-Improvement Model and the strategies employed during the negotiations resulted in once again an agreement being reached and concluded without any labour unrest.

Management and the unions also reached agreement on a significant liability for the University in that agreement was reached on the limitation and preservation of the post-retirement medical obligation.

(k)   Skills Development Plan (legislative)

The WSP and ATR document, including the additional Pivotal Plan as per the revised Grant Regulation of December 2012, was submitted to the ETDP SETA by 30 June 2013, as per the legal requirements. The process was challenging due to the late finalisation of the reporting template, which did not allow for resolving of both template and software errors on the part of the ETDP SETA. The documents were all compiled following consultation with labour unions. The ETDP SETA confirmed the acceptance of the reports according to legislative requirements and 75% of the Mandatory Grant for the relevant period has been received.

A meeting was held with the Office of the Premier to discuss the participation of the UFS in the Provincial Skills Development Forum, as required by the Minister of Higher Education.

Three HESA SDF CoP meetings were attended during 2013. Although the meetings were attended by ETDP SETA officials and the agendas focused on SETA issues, it is disappointing that very little progress in terms of these processes could be recorded as a result of the meetings. Commitments tabled by ETDP SETA officials at these meetings were consistently turned around by SETA internal processes and executive decisions in the months following the meetings.

Interaction with the union representatives of both NEHAWU and UVPERSU has been very positive and supportive.

(l)   Performance management and staff development

The implementation of the Performance Management System for all members of staff continued during 2013.

■ **Aligning PM with Staff Development**

The Performance Management System is also used as a vehicle to identify development opportunities, therefore meetings with all the directors and deans were held during the first semester of 2013 with the aim to 1) explain the link between the PM process and staff development and 2) to explain the role of the SDF. This initiative satisfies the NQF's quality requirements as well as the competence requirements of the institution. There are no specific statistics available but it seems that members of staff still do not complete the Improvement and Development plan. This issue needs to be resolved in 2014.

■ **Roll-out of PM:**

a) Academic and support staff: individual meetings with deans and directors took place with the aim to 1) monitor and provide support to update and complete their own performance plans, 2)to assist them to understand the changes in the IT system, and 3) to invite their new members of staff to PM training sessions. A further 158 members of staff were assisted to complete their performance plans and load the plans on the IT system. Unfortunately the statistics on the completion and signing off of performance plans indicate that line managers do not take the accountability to drive PM. During a meeting with the deans in April it was evident that some of the deans would like to formally link PM to remuneration, reward and promotion. HR is of the opinion that it should not be linked. Many people were individually and telephonically assisted to load their plans on the system.

Capacity building: five workshops were facilitated to enable line managers to prepare and conduct the appraisal discussions. Another initiative to build capacity for PM is the selection of five DVDs that were distributed to all departments and faculties. These DVDs enable deans and directors to conduct short training sessions. Two sessions were scheduled for all members of staff in order to discuss PM as a process. It is evident that line managers do not sign the performance plans of the staff reporting to them. Three Improving Communication sessions were held, one being a video conference to Qwaqwa; a total of 107 members of staff attended. A PM video was produced and can be accessed on the following link: https://intranet.ufs.ac.za/hr/Video/An%20 introduction%20to%20Performance%20Management%20video mp4

b) Service-level workers: during 2013, three new supervisors received training. Capacity building: during June 2013 a workshop was developed to enable supervisors to prepare and conduct performance appraisal discussions. Four workshops were facilitated and 39 people attended. A separate session, 'Going beyond' was presented by the Vice-rector: Operations, six people attended a video conference session at Qwaqwa and 34 staff members attended the session on the Main Campus.

■ **The Work Environment Survey for academic and support staff**

During July 2013, the constraints in the work environment were assessed by 1 433 (a completion rate of 71.19%) members of staff. The work environment effectiveness index for this group was 73.91.% for 2013. The reports for the 2013 survey were distributed three weeks later due to 1) changes in the requirements and 2) headings of columns with incorrect wording. Support documentation was distributed to staff with the aim to assist them to interpret the reports.

It is evident that there is a steady increase in the completion rates of academic staff but the members of support staff who completed the work environment instrument reduced. Management should investigate the reasons for this decline. The work environment effectiveness for 2013 is 73.91 %. The three most problematic items for academic staff according to the 2013 survey are: performance rewards (merit bonuses, promotions) and performance recognition are applied fairly, unfair workload distribution among staff members in the faculty/department/division and no promising career opportunities. The three most problematic items for the support staff according to the 2013 survey are: performance rewards (merit bonuses, promotions) and performance recognition are applied fairly, there are

promising career opportunities for me and direct remuneration (salary and bonus) and indirect remuneration (medical, pension) is equitable in relation to my colleagues in similar positions.

■   **The work environment survey for service level staff**

Thirty eight sessions were held to complete the work environment survey for this level – 269 members of staff completed the survey and two members of staff refused to complete the survey during the sessions. There are no group statistics available during 2013 for this level. However, it seems that 'Amount of work is not the same for all' (87), 'I do not know how well I am doing in my job' (74), 'I do not feel at home at the UFS' (72) and 'I do not have the tools to do my job' (71) are the most problematic items for this level. A decision was made that ICT Service would provide assistance to capture the surveys electronically in future.

■   **PM IT systems**

There are PM IT systems for both academic and support staff as well as the service level workers.

The IT system for PM of general staff was once again improved and training took place to make staff aware of the changes. Training on the IT system for the service level workers took place at all three campuses to assist supervisors to utilise the system effectively.

Staff development

Documentation

Proposal documentation, including budgetary estimates, relating to the establishment of an Academy for the Development of UFS Support Staff, was submitted to management for consideration and was approved, and the Academy will be launched in the first quarter of 2014.

Leadership learning community (LLC)

No new Leadership Learning Community groups were started in 2013. The tracking of output related to previous groups is ongoing and data received indicates that the positive effect of this intervention is sustained.

Table 64: Some results from LLC Interventions from 2009 to 2013:

Activity	Articles	Paper Delivered
• PHD (HES) Appreciating the University of the Free State's identity transformation – juxtaposed with change leadership processes in Alice's Wonderland	• Transforming an institutional culture: an appreciative inquiry	• Faculty of Health Sciences: Research Forum 2011, title: Authentic Leadership in undergraduate nursing students – an appreciative inquiry (won floating trophy: Best Junior Educational & Qualitative Paper)
• Started AI process: The use of AI in developing authentic leadership among nurses in a care and rehabilitation centre.	• Appreciating the University of the Free State's transformation: a juxtaposed journey with Alice to a Wonderland of institutional identity. European Conference on Research Methodology: 27–29 June 2012. Published in conference proceedings.	• Dept of Health Research Day, Sept 2013
• Using AI as framework for PhD, started in 2012.	• Developing an authentic identity at rural Higher Education institutions by using an appreciative catalyst: an analogy with Alice in Wonderland	• SAAIC 2013, Sept 2013
• Data of five-year reflection period utilised in AI format. Community meeting was planned for 21 Aug 2012. Article completion aimed at January 2013.	• Travelling with Alice towards institutional transformation: discovering my methodological vehicle and my starting point.	
• Use AI for Service Learning in Dealesville for student development plan	• Appreciating visionary leadership: Dreaming the Underland-to-Wonderland dream for leading a Higher Education institution	
• 'Dream' Sessions facilitated with three schools in Jagersfontein	• Look at U(F)S: My dream of appreciating the Reitz video as a public catalyst to the Wonderland of transformed identity	
• Internet Broadcast Project: presentation to the schools in Lejweleputswa district as well as the media	• My auto-ethnographical journey of discovery of personal identity consciousness: Who am I? Am I the real me?	
• Using AI for ICTISE COMPACT meetings	• Authentic Leadership in undergraduate nursing students – an appreciative inquiry (not yet submitted)	
• Mpumalanga, Ermelo 2013: ICT training for school principles. Where the focus was on AI for first time technology users and not on the Technology itself. Dec 2013 Staff Strategic Planning meeting – AI was used to plan for 2014	• Taking the sting out of Performance Appraisal in Higher Education using Appreciative Inquiry (completed)	
	• Creating possibilities in tracking the progress of RPL students at the UFS	
	• Establishing an extraordinary value system at Huis Koos	
	• Appreciating Service Learning at the University of the Free State	
	• Connectivism: creating new learning pathways by challenging instructional design in a digital age?	
	• Value the ICT laboratory on the QwaQwa Campus of the UFS	
	• The Design and Application of a Gaming Simulation Model as a Pedagogic Tool Follow-up on other titles (published)	
	• The application of Gaming Simulation in Teaching and Learning in Urban & Regional Planning	
	• Appreciative Inquiry as Alternative Method to Assess Service Quality in a Special Library	
	• 'n Waarderende ondersoek na die effektiwiteit van Jan-Hendrik Pienaar as 'n opvoeder in Ingenieurs Grafika en Ontwerp	
	• The contribution of an appreciative enquiry to the implementation of restorative practices in schools	
	• From dejection to acceptance during a period of inevitable structural change in a higher education environment: an appreciative inquiry	
	• Self-transformation in an academic department: An Appreciative Inquiry	
	• "Dis Tyd" n waarderende ondersoek van DIMTEC studente	

Other staff development initiatives:

The Staff Development strategy had the following focus areas for 2013:

■ Administrative and secretarial staff.

■ Leaders and managers (specifically support area managers).

■ Service workers.

Table 65: Summary of Beneficiaries per Race and Gender:

| Attendee no | Attendee race and gender | | | | | | | | Other |
| | African | | White | | Coloured | | Indian | | |
	M	F	M	F	M	F	M	F	
528	55	84	52	274	11	46	0	5	1

Additional beneficiaries not classified per race and gender: 122

Total number of beneficiaries for 2013: 650

Customer ratings for the interventions delivered have been consistently high. This is an indication that (a) the interventions address a real need, (b) quality of interventions are high and (c) customer needs in terms of logistical and scheduling arrangements are being considered.

The following table provides a summary of the customer satisfaction ratings on workshops / interventions delivered during the first semester of 2013:

Table 66:

| Intervention Name | Date/s | Number of Attend-ees | Number of Feedback forms analysed | Feedback percentages | | | Perceived competency acquisition | | |
				Logistical arrange-ments	ROI – Level 1 enjoyment	ROI – Level 2 learning	Pre intervention self-assessment	Post intervention self-assessment	Perceived competency shift
Lunchtime DVD session: Body Language	7 Feb	24	17	91%	86%	N/A	56.97%	86.67%	29.70%
The Spirit & Skills of Leadership Storytelling	11 & 12 Feb	12	10	91%	88%	86%	42%	78%	36%
Administrative staff: The philosophy of excellence	6–8 March	27	12	91%	95%	95%	66%	85%	19%
Management Tools for Success Session 2	18 March	19	18	86%	89.6%	87.4%	62.32%	86.18%	23.86%
Management Tools for Success Session 3	15 April	20	15	85%	72%	85.4%	65%	83%	18%
Project Management (Basic)	7–9 May	20	20	82.6%	95.6%	92%	54.49%	89.59%	35.10%
Enterprise Risk Management	15 May	13	10	81%	91%	85%	55%	84%	29%
Lunchtime DVD session: Time Management	22 May	14	3	77%	N/A	80%	64%	81%	17%
Effective email communication	29 May	27	21	85%	87%	82%	58%	91%	33%
Effective email communication	30 May	22	20	83%	84%	86%	67%	87%	20%
Effective email communication	04 June	21	20	75%	85%	84%	68%	87%	19%

Intervention Name	Date/s	Number of Attend-ees	Number of Feedback forms analysed	Feedback percentages			Perceived competency acquisition		
				Logistical arrange-ments	ROI – Level 1 enjoyment	ROI – Level 2 learning	Pre intervention self-assessment	Post intervention self-assessment	Perceived competency shift
Enterprise Risk Management	05 June	10	10	79%	94%	84%	62%	89%	27%
The Mediation Process – an experiential approach	19-21 June	17	13	85%	90.4%	91.4%	46.31%	87.23%	40.92%
Lunchtime DVD session: Conflict in the workplace	24 July	12	11	85%	N/A	91%	54%	85%	31%
Support Staff Orientation	26 July	15	15	84%	N/A	90%	52%	78%	26%
Leadership Colloquium	21 & 22 Aug	122	46	89%	N/A	92%	N/A	N/A	N/A
Enterprise Risk Management	26 Aug	11	10	79%	92%	89%	45%	80%	35%
Enterprise Risk Management	28 Aug	15	12	78%	87%	79%	45%	76%	31%
Administrative staff : The WOW factor	2 – 4 Sept	24	22	94%	96%	97%	61%	94%	33%
Lunchtime DVD session: The art of criticism	05 Sept	14	13	91%	N/A	92%	56%	86%	30%
Advanced Project Management	16–18 Sept	8	8	83%	91%	88%	65%	91%	26%

Needs analysis process & customer interaction

An electronic customer interaction process was utilised to gather information on training and development planned and delivered as well as scarce and critical skills at the UFS, as required for the annual Workplace Skills Plan (WSP), ATR) and Pivotal Training Plan (PTP) processes.

Customer interaction visits were made in combination with Dr Renalde Huysamen, to discuss both performance management and skills development processes and to assist customers where required.

No Qwaqwa visits were made in 2013. An enhancement to the HRD interaction with the Qwaqwa Campus was the introduction of training interventions via video conferencing.

A training and development needs analysis process was conducted with support staff at the end of October and confirmed that the draft training plan for 2014 would address the training and development needs of this target group.

5.1.1 The quality of information available to management and the administrative processes

The University has a small but effective and efficient institutional information systems office within the Directorate for Institutional Research and Academic Planning (DIRAP). The office is responsible for HEMIS reporting and for supplying relevant information for strategic planning, rolling plans, monitoring, and quality assurance (including information that support programme self-evaluation). The office also handles all ad hoc requests for management information from functional units within the University, as well as outside ad hoc requests for statistical data on the University.

5.1.2 Changing patterns in providing academic courses

In follow-up to the 2012 Report the University went through a rigorous and extensive process to align all its qualifications to the Revised HEQSF, which is a national process initiated by the CHE together with the DHET. The university also concurrently undertook an institutional review of the majority of its Category B programmes, which entailed an evaluation of the content, structure and coherence of programmes. This process is facilitated by DIRAP and will continue until the end of 2014 or early 2015. The UFS programme offer went through major changes as a result of these processes. These processes encompassed two phases which have different yet complementary objectives:

a)   Phase I: All programmes offered by the UFS were aligned with the HEQSF to ensure that:

■   The UFS offers programmes that are current in the HEQSF;

■   All programmes offered have the right amount of credits at the appropriate level of the National Qualifications Framework (NQF);

■   The structure of the curriculum offers clear majors at higher NQF levels; and

■   The South African Classification of Educational Subject Matter (CESM) categories and therefore funding groups are allocated appropriately to each module so as to optimise funding.

b)   Phase II: All programmes aligned with the HEQSF are in the process of being subjected to a benchmarking exercise with national and international programmes. This entails a self-evaluation and redesign of programmes, and an external peer review of departmental proposals around programmes to ensure that:

■   All UFS programmes are comparable to other similar programmes offered at national and international universities and that they are representative of the current state of the development of the different disciplines;

■   Programmes offer contrasting knowledge and that students are introduced to the complexities of fields of study and not to monolithic perspectives;

■   Students acquire the necessary tools to access knowledge with a particular focus on the development of academic literacy in the disciplines; and

■   Greater responsiveness in teaching and learning to student needs, openness to a variety of methodologies, greater student engagement and better success and graduation rates are achieved.

HEQSF Alignment and Programme Development

Within the parameters of the HEQSF, programme diversity and innovation were encouraged to realise our vision, mission and strategic plans and to meet the varying needs of the stakeholders and communities we serve. Existing qualifications and programmes that are currently offered which do not conform over time with the requirements of the sub-framework are phased out as Category C programmes. All programmes were also aligned with the minimum requirement for admission to a higher education institution which is the National Senior Certificate or the National Certificate (Vocational).

The first phase of the curriculum review has reduced the number of programmes on offer from 443 to 255. This review and consequent restructuring of curricula envisions a consolidated programme offer that meets national policy requirements and reflect institutional, national and global academic objectives. The process has a dual focus as follows:

a)   The successful alignment of UFS programmes to the requirements of the HEQSF will result in the development of a new Programmes and Qualifications Mix (PQM) for the UFS. Among others, the following major changes are envisaged:

■   All programme titles are changed to English and the use of designators and qualifiers are consistently applied according to HEQSF rules.

- Credit allocations are reviewed in line with professional body requirements, qualifications descriptors in the HEQSF and 'economic' use of credits to prevent credit overloads in programmes.

- A review of admission requirements in terms of the programme type and purpose in order to devise meaningful articulation between programmes that enables students' progression towards postgraduate study or the workforce.

- Several programmes on the existing PQM are phased out as they are no longer applicable in terms of programme type and purpose.

b) The programme review focuses on the knowledge content of programmes. UFS programmes will consequently be designed to be conversant with the international academic discourse of the relevant disciplines, as well as meet the social, cultural and political needs of a developing democracy.

Design and Development of New Programmes

In terms of new programmes that are in process and therefore in the design and/or implementation phase, the UFS had several developments, specifically in the field of Education. Within the ambit of national priorities to improve the quality of education, the programmes were developed to respond to the need and the qualification descriptors in the HEQSF. These qualifications were designed in accordance with applicable legislation, the Government Gazette (2011, no. 34467), which has set the revised minimum requirements for teacher education qualifications (MRTEQ). Equipped with advanced knowledge, theory, methodology, competencies and transferable skills, diplomates will meet the specific educational and societal needs and expectations of the country. These programmes are:

Postgraduate Diploma in

- Education Curriculum Studies
- Education Policy
- School Leadership and Management
- Higher Education Studies
- Life and Counselling Skills in Education
- Mathematics Education
- Technology Education

Advanced Certificate in Further Education and Training Phase (FET) Teaching

- Accounting Teaching
- Physical Science Teaching
- English FAL Teaching
- Life Science Teaching
- Mathematics Teaching
- Mathematical Literacy Teaching

Advanced Certificate in Senior Phase Teaching

- EMS Teaching
- English FAL Teaching
- Life Orientation Teaching

- Mathematics Teaching

- Natural Sciences Teaching

- Social Sciences Teaching

- Technology Teaching

Advanced Certificate in Foundation Phase Teaching

Advanced Certificate in Intermediate Phase Teaching

INSTITUTIONAL RESEARCH: PROGRESS DURING 2013

Producing knowledge about the UFS that can help decision making as well as the identification of areas for improvement and intervention in the core educational and administrative processes of the University is the main role of DIRAP. It is responsible for the management of UFS enrolments; its academic profile (the types of programmes and qualifications offered by the University); the management of internal and external quality assurance; and the conduct of research about different aspects of the UFS educational processes. The responsibilities are managed through three units (or sub-directorates) within DIRAP, namely Academic Planning and Systems, Institutional Information Systems, and Monitoring and Institutional Research.

In general, during 2013 DIRAP introduced a strategic approach to enrolment planning and quality assurance, which is evidence-based and requires a behavioural change at all levels of the University through the active steering of change. More specifically, the Directorate worked on a number of key initiatives, systems and reports as follows:

- The alignment of qualifications to the Revised HEQSF and the institutional review of programmes continued (see paragraph 5.8).

- Appropriate key performance indicators were developed to monitor progress within the key performance areas of the UFS as identified by the Council. These indicators now form the basis of institutional monitoring and reporting at the University. Work on qualitative indicators in particular continues in 2014.

- A new Module Catalogue was developed for the University.

- A Short Learning Programmes Policy that helps to regularise and improve the UFS income for entrepreneurial activities was implemented.

- Continued collaboration with UFS Information and Communication Technology (ICT) Services improved data reliability and availability in forms that support strategic decision-making.

- A new quality enhancement framework for the UFS was finalised and will be implemented in 2014.

- An institution-wide module evaluation process which allows benchmarking and comparison across modules, departments and faculties was implemented.

- A variety of reflective reports about University performance was produced. The most important of these are the Evaluative Report of the UFS prepared for the International Advisory Council and the Taking Stock report prepared for Senate discussion.

5.2 Adequacy of staffing levels, particularly in critical areas

Unlike the student trends, staffing trends at the UFS have remained much more stable over time, although the total numbers have shown some growth. Increases in full-time equivalent (FTE) staff have occurred mostly in terms of non-academic/support staff. Support staff FTEs have increased by 18.3% from 2008 to 2013, compared to an increase of only 7.7% in academic staff FTEs. Consequently, the ratio of support to academic staff FTEs has also increased over

time. This is a positive trend and begins to align the UFS better with national norms in this area of support provided to academic staff.

Students' lack of readiness for university education requires greater focus on and investment in staff development so that lecturers can respond appropriately to the needs of these students. The first (and what seems to be a relatively easy one, based on the institution's performance in recent years) development is to improve the academic qualifications of academic staff. It is encouraging that the share of our academic staff members who hold doctoral and master's qualifications has been increasing steadily between 2008 – from 26% in each – and 2013 (41.8% for doctoral and 45.6% for master's). Excepting Education and the Health Sciences, all faculties have improved their shares of doctoral staff. Most notable are the faculties of the Humanities, NAS, and EMS. At all of these faculties it is clear that existing academic staff members are obtaining their doctorates, and/or that new academic appointments hold doctorates. Less encouraging is the fact that the majority (54%) of academic staff members who hold doctoral and master's qualifications are still white men and that their research productivity is rather low.

Staff members with doctoral degrees are also a key requirement for increased production of doctoral graduates. Recent improvements in the number of doctoral graduates produced by the University are a reflection of the growing focus and emphasis on postgraduate education, in particular doctoral education. Although this is a marked improvement, if the UFS wishes to reposition itself as a strong research university, our enrolment planning projections show that this number will still need to increase quite substantially.

Doctoral staff member productivity in terms of delivering doctoral graduates (i.e. the ratio of academic staff members with a doctorate to doctoral graduates) has improved at institutional level and at most of the faculties since 2008. However, trends have not been stable, which makes predictions about the future difficult.

One such strategy is the new policy for academic appointment and promotion which also formalised the new aspirations of the University by increasing the demand on academics' performance in all core functions (instead of promotion being a function of the length of service at the institution). However, policies are not enough to change behaviour. New policies have to be supported by an environment that helps in shifting behaviour.

Particularly important in this regard is the appointment of senior professors in key areas of research and curricular endeavour. The impact of some of these appointments in terms of increased postgraduate students and research outputs is still to be computed. But the impact of these academics' presence on campus is already felt. International visitors, and symposia and seminars with invited academics from other South African and African universities are some of the indicators of a new intellectual atmosphere on campus, and it is encouraging to see the growing participation of UFS staff members in these activities. Yet many of these activities have not yet spilled over into the faculties sufficiently to challenge across the board deeply ingrained epistemologies which can be observed in the topics of theses, the areas of research and the publications of staff. The university needs many more change agents inside the faculties who can revitalise intellectual and pedagogic debate. It has been proposed that an additional 20-25 top performing scholars from outside the UFS will be appointed in the coming three years (2014-2016).

As is commonly reported by academic staff, the data also suggest that the rapid increase in student enrolments at the UFS is not being matched by a comparable increase in the number of academic staff members who teach these students. This is evidenced by the steady increase in both the headcount and full-time equivalent (FTE) ratio of students to academic staff members at the University in the past four years. Should this trend continue, the UFS can expect to cater for up to 36 students per academic staff member (or 33 student FTEs per academic staff member FTE) by 2017. This situation is not congruent across faculties. The dramatic increases at institutional level are mostly due to high enrolment numbers in distance education programmes in the faculties of Education and (to a lesser extent) Law. Distance enrolments have had no effect at the faculties of Theology and Health Sciences, and negligible effects at the Humanities, Natural and Agricultural Sciences (NAS) and Economic and Management Sciences (EMS). Nevertheless, increased contact student enrolments at NAS have not been offset by increased staff FTEs.

Putting in place relevant and high quality academic staff development programmes is critical in the quest for academic excellence. However, this does not mean that there is a one-size-fits-all approach that works across all universities, faculties or departments. Productive academic staff development depends on forging close working relations with faculties, and the joint identification of the most needed faculty-specific approaches. To this end CTL engaged in a comprehensive mapping exercise to understand the teaching and learning needs of academic staff. The key themes emerging from academic staff teaching and learning needs research were:

a) Infrastructure, logistics and the physical environment

■ The inadequate infrastructure and technology in classrooms and lack of technical support for staff in this regard poses a significant challenge to excellence in teaching and learning on campus.

■ The current LMS, BlackBoard, is not used optimally to enhance teaching and learning and many staff experience frustrations due to system instabilities.

b) Enabling, supportive environments to promote excellence in teaching and learning

■ Staff members perceive a lack of support from management and the perceived orientation of "the 'student-client' is always right" causes a sense of frustration and anxiety.

■ Policy related matters pertaining to various aspects of teaching and learning (including promotion, assessment, student discipline and plagiarism) need varying levels of clarification, refinement and revision to ensure an enabling environment that is flexible enough to support innovative approaches to teaching and learning.

■ The parallel-medium policy contributes to the pressures on staff time and is perceived as a factor which undermines student success.

■ Timetable clashes, shortened academic semesters and lecture-free days limit the amount of time students are likely to spend in class and impacts on their success.

c) Staff workload and responsibilities

■ Staff report having too much to do and too little time to do it.

■ The tensions between research and teaching and learning are pressing and real. Teaching and learning staff are compelled to continuously make tough trade-offs.

■ Large classes place additional pressures on staff which they are not well equipped to manage.

■ Logistical and administrative support for staff may help lighten some of the time-related pressures staff experience and free up time for the core activities of teaching and learning, as well as research.

d) Staff development and training

■ There is a strong need to provide practical support and training to address the day-to-day challenges staff are confronted with.

■ A faculty and/or discipline driven approach is most desirable when it comes to staff development related to teaching and learning.

■ Staff development sessions presented by the CTL will need to be short, high in quality and impact; repeated more than once (or made available online) to accommodate the asynchronous schedules of staff; and should be presented in "down periods".

e) Student characteristics

■ Students enter higher education with low levels of academic preparation, and lack the reading, writing, numeracy and study skills to be optimally successful.

- Staff experience students as unengaged and apathetic towards their studies, and a pervasive sense of entitlement is perceived by staff from their students.

- Students' surface level engagement with learning materials contributes to implicit pressures for staff to design assessment accordingly to ensure that sufficient numbers of students pass.

5.3   The extent to which equity targets in the workplace have been met

(a)   Employment Equity (EE) Plan

The Employment Equity (EE) Plan is the core component of the UFS programme to achieve its priority of equity, diversity, and redress. The plan is formulated and targets are set from inputs received from management, all the employment equity subcommittees and the equity office. The plan is then approved by the Central Employment Equity Committee of the UFS and finally by the University Management Committee (UMC).

In the EE Plan that was set for 1 October 2010 to 30 September 2013, employment targets were set at a minimum of 40% representation for the designated groups in each UFS staff category and these targets had to be attained by 30 September 2013. By 30 September 2013, the University was unable to attain all the above-mentioned numerical targets. The three-year EE Plan of the UFS also expired on 30 September 2013 and a new plan thus needed to be formulated using inputs from the above mentioned parties as well as inputs from the Rector's EE workshop which he held with all senior staff during October 2013.

Due to the fact that the UFS was unable to attain the numerical targets that were set in the previous plan it was proposed that more realistic numerical targets be set for each UFS staff category in the new plan (1 October 2013 – 30 September 2016.)

Annual expected retirement statistics for the following three years will now be used for target setting. The UFS realises that these targets are too small to change the profile of the University, even if all the retirement vacancies are filled by persons from the designated black groups. Thus, further input will be required from subcommittees. Furthermore, attention will be given to underrepresented categories and the following suggestions were put forward:

- Increase black representation at senior management level and at specialist or middle manager level

- Increase African female representation at all levels in the institution

- Increase representation of people with disabilities at all levels in the institution

The new plan for 1 October 2013 – 30 September 2016, was only approved in January 2014 to accommodate further EE strategies which the Rector and Vice-Chancellor, Prof Jonathan Jansen included in the plan. The new current plan was also approved by the Department of Labour.

The University has set very high standards regarding excellence and aims at being an internationally recognised university, thus EE targets are not the only criteria that are considered during the employment procedure. Scarce skills coupled with uncompetitive salaries remain a big challenge in attaining EE targets. However, effort is being put into headhunting persons from the designated groups, EE workshops, and mentoring.

Table 67: UFS HEMIS STAFF PROFILE 2013

HEMIS CATEGORY	MALE					FEMALE					UFS TOTAL
	AFRICAN	COLOURED	ASIAN	WHITE	MALE Total	AFRICAN	COLOURED	ASIAN	WHITE	FEMALE Total	
CRAFTS/TRADES	1	2		6	9	1				1	10
EXECUTIVE/ADMIN/MANAGEMENT PROFESSIONAL	8	6	2	53	69	7	1		31	39	108
INSTR/RESEARCH PROFESSIONAL	101	20	10	363	494	65	14	7	388	474	968
NON PROFESSIONAL ADMIN	121	19		121	261	136	83	6	426	651	912
SERVICES	138	16		4	158	146	10		5	161	319
SPECIALISE/SUPPORT PROFESSIONAL	6	2		18	26	10	1		75	86	112
TECHNICAL	8	2		23	33				10	10	43
Permanent Total	383	67	12	588	1050	365	109	13	935	1422	2472
EXECUTIVE/ADMIN/MANAGEMENT PROFESSIONAL	5			20	25	1	2	1	23	27	52
INSTR/RESEARCH PROFESSIONAL	88	6	10	337	441	68	11	5	308	392	833
NON PROFESSIONAL ADMIN	99	15		92	206	113	25	2	206	346	552
SERVICES	35	1		4	40	13	4		1	18	58
SPECIALISE/SUPPORT PROFESSIONAL	3			13	16		1		21	22	38
TECHNICAL	97	6	7	86	196	70	10	5	103	188	384
Temporary Total	327	28	17	552	924	265	53	13	662	993	1917
UFS Total	710	95	29	1140	1974	630	162	26	1597	2415	4389

Table 68: 2012 – 2013 change in UFS Equity Permanent Staff Profile

PERSONNEL CATEGORY	RACE				
	AFRICAN	COLOURED	ASIAN	WHITE	TOTAL
INSTR/RESEARCH PROFESSIONAL	41	–6	–1	3	37
EXECUTIVE/ADMIN/MANAGEMENT PROFESSIONAL	11	2	–1	–9	3
SPECIALISE/SUPPORT PROFESSIONAL	0	2	0	0	2
TECHNICAL	2	–5	–4	27	20
NON PROFESSIONAL ADMIN	–8	–20	1	–22	–49
CRAFTS/TRADES	0	0	0	2	2
SERVICES	11	1	0	0	12
TOTAL	57	–26	–5	2	28

Table 69: 2012 – 2013 Percentage change in UFS Equity Permanent Staff Profile

PERSONNEL CATEGORY	RACE				
	AFRICAN	COLOURED	ASIAN	WHITE	TOTAL
INSTR/RESEARCH PROFESSIONAL	11.3%	-13.3%	-3.2%	0.2%	2.0%
EXECUTIVE/ADMIN/MANAGEMENT PROFESSIONAL	34.4%	18.2%	-50.0%	-7.6%	1.8%
SPECIALISE/SUPPORT PROFESSIONAL	0.0%	33.3%	0.0%	0.0%	1.3%
TECHNICAL	1.1%	-38.5%	-50.0%	10.8%	4.5%
NON PROFESSIONAL ADMIN	-1.7%	-16.4%	11.1%	-2.7%	-3.5%
CRAFTS/TRADES	0.0%	0.0%	0.0%	25.0%	16.7%
SERVICES	3.2%	3.1%	0.0%	0.0%	3.1%
TOTAL	4.1%	-11.3%	-10.0%	0.1%	0.6%

5.4   The quality of information available to management and the administrative processes

The University has a small but effective and efficient Management Information Office responsible for HEMIS reporting and also for supplying relevant information for strategic planning, rolling plans, quality assurance, including programme self-evaluation, monitoring student enrolments, success rates, throughput and graduation rates, etc. The office also handles all *ad hoc* requests for management information from functional units within the University, as well as outside *ad hoc* requests for statistical data on the University.

5.5   Student Affairs and co-curricular activities

Department of Student Affairs, Qwaqwa Campus

Through the office of the Director: Student Affairs at the Qwaqwa Campus, the Department of Student Affairs combines all the student services and programmes of all departments to ensure effective roll out of student engagement and services at the campus.

In addition to programmes continuing from 2012, the most important achievements of the department in 2013 included:

UFS Qwaqwa Campus SRC constitution

For approximately 10 years, the Qwaqwa Campus SRC was operating without an officially adopted constitution. For the first time since the incorporation of the Qwaqwa Campus into the UFS in 2003 and following numerous consultative processes with students as well as consideration by different structures of governance within the UFS, the UFS Council officially adopted the SRC constitution. This ratification constituted a quantum leap in terms of alignment processes between campuses in respect of student governance issues. Based on this constitution, successful SRC elections were also conducted. The Qwaqwa Campus remains at the helm of all campuses in South Africa in as far as student participation in SRC elections are concerned, with voter turnout of more than 44%% of all students.

Establishment of day residences for off-campus students

As part of the establishment of the Student Life Colleges across campuses to support the academic and the human projects of the university, the successful launch of three day residences for students and the establishment of the three Student Life Colleges at Qwaqwa Campus took place on 26 July 2013 at the Mandela Hall. This included also a mentorship programme to contribute to the excellent academic performance of campus- and day residence-based students.

Launch of the No Student Hungry Campaign

The No Student Hungry Campaign offers bursaries to students of a meal a day, with the campus roll-out of the project successfully launched at Qwaqwa on 26 April 2013, with an inaugural number of 29 students receiving NSH bursaries at the Qwaqwa Campus.

Other achievements

Other achievements during the year under review include stricter control over alcohol and noise pollution in the residences, the establishment of a community-policing forum for student safety with SAPS, the establishment of the Day Student Private Accommodation Providers Committee, the installation of security cameras and panic buttons, the expansion of the day student transport project with two new buses, ICT improvements and increased training and development and community engagement opportunities for staff.

Department of Student Life & Leadership

Student Life & Leadership (SLL) consists of eight units, including the Volunteers and Projects Offices, RAG Community Service (RAG CS), Student Media, Orientation & Learning Communities, Arts and Culture and the Human Resources & Finance Office.

The department also set up the Student Leadership Development Office following restructuring of Student Affairs, with the separate office for Student Governance established and reporting directly to the Dean of Student Affairs.

In addition to programmes continuing from 2012, the most important achievements of the department in 2013 included:

Departmental strategic plan

A strategic plan (referred as the Dialogue Strategy 2016) was developed in order to guide the division in supporting the university to achieve its vision and mission. In addition, to ensure specialisation, impact, monitoring and evaluation, we operationalised the themes in the following way:

- ■   Empower students to participate in institutional governance.
- ■   Inculcate a culture of active citizenship.
- ■   Facilitate student social adjustment and career advice.
- ■   Provide support to student communities and student governance.
- ■   Develop student talents and promote diverse cultural expression.
- ■   Create a vibrant student life through diverse student media platforms.
- ■   Nurture key graduate attributes through co-curricular programmes.

The department has grown from mere support services to a division whose work it is to create pathways for students to achieve the key graduate attributes necessary for them to excel as students and when they enter the world of work.

Launch of Student Life Colleges

Student life colleges were officially launched in 2013. College coordinator meetings were held on average twice a month. College primes (student college coordinators) were elected after the election of new student leaders in residences. Advocacy was built through inviting key stakeholders within the support services of the institution to a college breakfast. Senior Student Affairs personnel held a number of one-on-one coffee sessions with departmental heads in faculties as a way to build advocacy.

Student and Residence Life Study Tour

From 24 September to 17 October the Director: Student Life, C Faasen, undertook a study and benchmarking tour with the Senior Director of Student Housing, QT Koetaan. The following universities were visited:

James Madison University

Massachusetts Institute of Technology (MIT)

University of Massachusetts Boston

Georgia Tech

University of Georgia

University of California Los Angeles (UCLA)

Biola University

The study and benchmarking tour was a huge success and a meeting will be scheduled early 2014 with all private off-campus accommodation service providers, to start with the roll-out phase of this project.

Volunteers office and Student Media Lab

A Volunteers office was established (bursary holders and other students receive training in volunteering and are then placed within projects to give them experience and provide support for various projects) and the Student Media Lab to incorporate social media as well as traditional print and communication media forms in the training of students.

Artistic Codes

Artistic codes were adopted to incorporate various arts and culture activities to create formal platforms for participation to increase the reach of these activities. A major contribution of the Artistic Codes is to allow for formal university student teams to compete nationally and internationally in this field.

First-Years College Programme Specialisation

The first years programme of the Gateway Colleges (which has first year, second year, senior, postgraduate, and parent orientation programmes) was further developed: it lasts for two weeks and covers a full programme for first-year students, including registration, academic advice, academic sessions, RAG, residence activities, exposure to various other interest-based student activities, support services, etc. The programme has an average attendance of 2 000 first-year students.

Specialisation in Student Leadership development

Student leadership development at the UFS continued with the setting up of an Advisory Council to oversee the functioning of the SLD Office and of an Integrated Institutional Committee centralised within Student Affairs,

coordinating student leadership development across all faculties, departments and student communities. The programme also developed and formalised its curriculum, with a focus on change leadership and ethical engagement.

Diversity of Arts and Cultural expression

The diversity and variety of programmes increased, with new programmes such as the Kovsie Mini Extravaganza and the Qwaqwa Extravaganza, plus the Stanford Talisman at the Qwaqwa Campus, the Holocaust Exhibition at the Thakaneng Bridge Student Centre and the Intravarsity Debate 2013, among others.

Department of Housing and Residence Affairs

The Department of Housing and Residence Affairs (HRA) in 2012 further improved the management of student accommodation and residence life, and introduced new developments to sustain the progress and successes of integration and increased academic success in residences across campuses.

In addition to programmes continuing from 2012, the most important achievements of the department in 2013 included:

New residences launched

The highlight for HRA was the opening of our two new residences, ConLaurês and Outeniqua. The official opening was on 4 March 2013, officiated by Prof Jonathan Jansen, Rector and Vice-Chancellor. This event was attended by all stakeholders who participated in this project, making it a dream come true.

Launch of Student Life Colleges

Student life colleges were officially launched in 2013. Newly elected student college coordinators met with others in college coordinator meetings about twice per month. Coffee sessions and breakfasts were held with support and academic staff to engender support and advocacy for the colleges.

DHET and institutional visits

On 7 and 8 February DHET visited both the Bloemfontein and Qwaqwa Campuses, looking into the building of our new residences. The DHET feedback was positive and they were impressed with the residences and their operations.

Dr Shupping Mpuru from Nelson Mandela Metropolitan University (NMMU) visited us; he was interested in our new residences and how they had been built. We discussed this with him and his team and took them on a tour of the new residences.

From 20 – 24 May, HRA Senior Director QT Koetaan served on a panel for the peer review of the Unit for Student Accommodation and Residence Life at the University of Johannesburg. The purpose of this review was to assess the strength of the entity/department, and also to identify challenges.

Student and Residence Life Study Tour

From 24 September to 17 October the Senior Director of HRA, QT Koetaan, and the Director: Student Life, C Faasen, undertook a study and benchmarking tour regarding the accreditation of off campus accommodation. Seven US universities were visited.

A meeting was to be scheduled in early 2014 with private off campus accommodation service providers.

Specialisation of student leadership in residences

The election and training of residence committees were aligned and integrated with the SRC Elections and of SRC sub-councils for residences, while generic and specific leadership training of all new residence committee members as well as primes was presented in collaboration with the office of leadership development.

Department of Student Counselling and Development

Student Counselling & Development goals are aligned with its vision: to promote, enable and optimise students' self-direction. This should help the student who graduates from the UFS to be a balanced individual, prepared to meet the challenges of the broader society elsewhere in the country and abroad. This is also in line with both the academic and human projects of the institution.

In addition to programmes continuing from 2012, the most important achievements of the department in 2013 included:

Mental health handbook

In 2013 SCD launched the *Mental Awareness Handbook: On the Red Couch: a guide to student wellness*. This was distributed to all stakeholders in student development, faculties and residences to assist them in the early detection of any psychological challenges that students might experience and to be able to refer accordingly.

Student Wellness co-curriculum programme

SCD also collaborated with Health & Wellness and Residence Life to run a four-year student wellness project for the first time in the colleges, using developmental workshop themes that included values, emotional intelligence, healthy sexual behaviour, etc. In this way a greater number of students were reached which included commuter students.

Intern counsellors

For the first time SCD trained two intern counsellors who successfully completed their internship. To indicate their competence, one was appointed in the HIV office of Health and Wellness and the other one continues to work temporary on an hourly basis at SCD.

Professional representation

SCD staff continues to attend accredited workshops, seminars and conferences for continual professional development (CPD). SCD distinguishes itself in SAACDHE as two of its members form part of the executive committee – one as President elect and the one as the Free State regional chair.

Department (Unit) for Students with Disabilities

The Unit for Students with Disabilities offered support to 144 undergraduate and postgraduate students with disabilities who were registered students at the UFS during 2013.

In addition to programmes continuing from 2012, the most important achievements of the department in 2013 included:

National Disability Higher Education Institution Award

The UFS received the 2013 National Disability Higher Education Institution Award from the Minister of Women, Children and Persons with Disabilities at the 2013 National Disability Awards in Port Elizabeth in December 2013.

Individual management model

Student support was structured through an individual student management process. The support offered focused primarily on access to courses, buildings, learning material, residences, leisure and sport activities and the opportunity to succeed in all activities of student life and academic success.

The USD supports an inclusive view on disability as indicated by South African legislation, recognising the fact that disability is a varying and personal matter. The students who received support from the USD in 2013 included:

Visual impairment (partially sighted and blind students)

Hearing impairment (deaf, hard-of-hearing and deafened students)

Physical impairment (e.g. amputation, paraplegia, cerebral palsy)

Learning impairment (e.g. dyslexia, Attention Deficit Disorder)

Mental/psychological impairment (e.g. psychiatric illness / condition)

Others (e.g. epilepsy, chronic illness such as diabetes, speech defects, etc.)

Certain chronic illnesses such as multiple sclerosis, cancer and diabetes can have various disabling effects. As these occur, accommodation is made after consideration.

E-learning research project

Dr Charity Ndeya completed the report of the first phase of the research project of the e-learning department of the UFS, investigating the accessibility of Blackboard to SwD at the end of 2012. The second phase of the research, involving lecturers teaching students with disabilities, continued in 2013 and a university-wide project on the Universal Design of Learning was initiated following the first phase of the research project.

Regional support

The establishment and development of a disability unit at Motheo College, monitored and supported by the USD. Training was provided where needed for SASL interpreting, computer training for the visually impaired and other general support and training.

Office for Student Governance

2013 saw the restructuring of student leadership engagement and student governance support functions and the establishment of the office for student governance as an institutional function reporting to the Dean of Student Affairs.

The following highlights for 2013 are noted as key areas for growth to further strengthen student governance at the University.

Coordination of student governance election bodies

This focus area sought to ensure that the election bodies tasked with conducting the annual student governance elections across campuses are functional, including any oversight committee that might be convened.

The SRC elections were successfully completed at the end of August 2013. Before this, the Independent Elections Agency and Commission tasked with conducting the elections as per the respective SRC constitutions for Bloemfontein and Qwaqwa Campuses, were set up on 20 June. For the first time a combined UFS CSRC elections timetable was published, combining all elections across all student governance election environments at the University.

The voter turnout for the elections at both campuses were 31% and 44% for Bloemfontein and Qwaqwa Campuses respectively – of the highest participation rates nationally.

Central SRC Elections Oversight Committee

The inaugural Central SRC Elections Oversight Committee (CEC) was successfully established and supported. The CEC served as a panel of senior faculty members and other bodies duly appointed to the CEC by the Dean of Student Affairs to hold independent oversight of the elections of the Student Representative Councils and other student leadership structures, by monitoring the elections processes and the work of the election bodies.

Institutional student governance policy

One of the major developments that took place in this area in 2013 was the adoption by council of the Qwaqwa SRC constitution. As a student-led process supported by colleagues from Student Affairs colleagues in Qwaqwa, the student body at the campus was able to adopt a constitution that entrenched democracy within the student body and which also aligned it with the Bloemfontein constitution, remaining mindful of the different contexts facing student governance on the two campuses.

Student representation in university management

To help entrench cooperative student governance and to manage student representation in university committees, clear dates of meetings with relevant management bodies and for the first time meetings between the Dean and the CSRC were included as part of the standard schedule of meetings between the SRC and the CSRC and management.

5.6   Relationships with the community, both academic and services

Internationalisation at UFS

Driven by an approach of international competitiveness, aligned with the new strategic objectives of the University, and with a strong focus on research and academic excellence, internationalisation has been an integral part of the University's repositioning and globalisation strategies for a few years. This institutional reorientation strategy is aiming towards an outward focus, with a strong emphasis on maintaining national and regional relevance while establishing important international partners and networks.

Strategic Linkages and Mobility

Significant partnerships have been forged with, among others, the International Institute for Applied Systems Analysis (IIASA) on the Southern African Young Scientists Summer Program (SA-YSSP), the Beijing Institute of Technology, Osaka University and the consolidation of the agreement with the University of Bremen. with dedicated funding to support student and staff mobility from UFS. The SA-YSSP offers unique research opportunity to talented young doctoral students whose research interests correspond with IIASA's ongoing research programmes on issues of global environmental, economic and social change. The students participating in the SA-YSSP programme come from various countries including India, Europe, Africa, Japan and Nepal. The programme was hosted at the UFS in collaboration with IIASA, the NRF, and the Department of Science and Technology (DST).

One of the key accomplishments in 2013 was the development of a strategic relation with the Council for the Development of Social Sciences Research in Africa (Codesria). It is envisaged that this relationship will be formalised with the signing of a Memorandum of Understanding (MoU) in early 2014 which help to facilitate the university's drive to establish a visible footprint on the wider African continent.

The participation of the University in the Erasmus Mundus mobility programme through the EUROSA and EU-SATURN projects continues to play a significant role in helping the UFS achieve its institutional capacity development objectives focusing on postgraduate students and staff development. The UFS as the joint coordinator in the EU-SATURN project hosted the first consortia meeting attended by partners from European and South African universities. The number of Erasmus Mundus scholarships awarded to UFS students and staff pursuing master's and doctoral degrees has increased significantly in the last three years. These research grants awarded to academic staff has afforded young scholars to forge international relations with experts in various fields at different European universities.

After many years of informal collaboration between academics at UFS and University of Antwerp, the partnership was strengthened with the signing of an MoU which will focus on research collaboration and staff mobility.

The Faculty of Education was privileged to host Prof John Ambrosia from Ball State University, US through the Fulbright Specialist Scholar programme. He will be a fellow at the UFS until July 2014, working with UFS academics on a research project focusing on policy development, social justice and transformation in education.

Institutional Approach to Internationalisation

A key area of focus on internationalisation is the identification and facilitation of international research funding opportunities for staff and postgraduate students. The strategic work done by the Postgraduate School (PGS) has ensured that internationalisation is realised across the wider university through collaboration with faculties and other departments such as the Directorate for Research Development. In collaboration with the Office for International Affairs an effective network responsible for mobilising and highlighting opportunities for international partnerships and grants has been established.

The establishment of the University Internationalisation Committee (IC) is another initiative that will ensure that internationalisation at the UFS has a holistic approach owned and implemented by all structures of the University. The main goals of the IC are to provide advice on strategic and operational matters pertaining to internationalisation at the University including but not limited to the development, review and implementation of policies and strategies pertaining to internationalisation. One of the first tasks of the IC is to review the internationalisation policy to ensure that it is aligned with the new strategic plan and vision of the University. This will be followed by the development of an internationalisation strategy which will take the internationalisation agenda at the UFS to another level.

The first UFS Study Abroad Fair was launched in April 2013 on the Bloemfontein Campus. The fair, which will become an annual event on the University calendar, will assist in promoting and marketing the various study abroad opportunities which are available to the UFS community. The fair attracted more than 500 students and staff and 17 exhibitors who included partner universities, embassies and funding agencies who support internationalisation in higher education. Students and staff from the Qwaqwa Campus were also able to participate in the fair.

While there are still some challenges, there has been significant progress made to ensure that internationalisation is a core part of the University's business. The UFS vision which is founded in the academic and human project is the primary driver for international activities at the UFS and this will ensure that we achieve our primary goal to become an institution recognised locally and globally for its academic excellence.

5.7 A statement of self-assessment of the achievement by the principal in attaining objectives set for the period under review with summary detail of realised achievements (self-evaluation)

In 2013 the University continued to focus on the continued advancement of its two core strategic thrusts: the human project and the academic project.

With respect to the latter, the following should be noted:

a) The implementation of compulsory class attendance in those courses and modules with the highest failure rates.

b) The UFS markets its increased admission scores for students entering the first-year undergraduate class from all backgrounds across South Africa.

c) The University continues to bridge inadequately prepared students in programmes designed to prepare them for entry into the mainstream programmes. This is achieved by the strengthening of foundational learning after high school.

d) Linking the alignment of UFS programmes with the new HEQF continued in earnest in 2013 in the form of a major review of the University's curriculums.

e) In 2013 predicates were reintroduced and decisions taken to reintroduce progression rules and prerquisites (where appropriate) in academic programmesfrom the subsequent year.

f) The roll-out of the strategic plan of the Centre for Teaching and Learning.

g) The development of a framework for monitoring of the University performance in the areas of teaching and learning and research.

h) The refinement of more demanding criteria for promotion to senior academic positions, especially at the level of the professoriate continued until the end of its third year in 2013.

With regard to the human project, the following interventions were pursued in 2013:

a) The recreation and extension of residence life programmes by the creation of clusters of residential residences in each instance with a day-time residence began on the Bloemfontein Campus.

b) The undergraduate study abroad programme for selected first year students continued, helping the University to build a new class of student leadership, with the capacity for leading in diverse campus contexts.

c) By the end of 2013, the implementation of the new SRC constitution, that reflects broadened commitments in student life and leadership, on the Bloemfontein Campus, together with the new SRC constitution on the Qwaqwa Campus, resulted finally in the adopton of a new constitution for the Central SRC.

d) Programmes aimed at encouraging the normalisation of relationships and interactions on campus as a core element of activity on the campuses.

Prof JD Jansen
Vice-Chancellor and Rector

6. REPORT ON INTERNAL ADMINISTRATIVE/OPERATIONAL STRUCTURES AND CONTROLS

The University maintains systems of internal control over financial reporting and the safeguarding of assets against unauthorised acquisition, use or disposal of such assets. Such systems are designed to provide reasonable assurance to the University and Council regarding an operational environment that promotes the safeguarding of a public higher education institution's assets, and the preparation and communication of reliable financial and other information.

The internal control systems include documented organisational structures setting out the division of responsibilities, as well as established policies and procedures, including a code of ethics that is communicated throughout the organisation to foster a strong ethical climate and the careful selection, training and development of its people.

Information systems utilising information technology are in use throughout the University. All of these have been developed and implemented according to defined and documented standards to achieve efficiency, effectiveness, reliability, and security. Accepted standards are applied to protect privacy and ensure control over all data, including disaster recovery and back-up procedures. Password controls are strictly maintained, with users required to change passwords on a regular basis. Regular (monthly) reviews are conducted to ensure that there are no clashes of user-access rights, and that the basic internal control concept of division of duties is maintained. Where, for capacity reasons, an occasional clash does occur, sufficient manual controls are in place to ensure that these clashes are mitigated. Systems are designed to promote ease of access for all users, and the systems are sufficiently integrated to minimise duplication of effort and ensure minimum manual intervention and reconciliation procedures. The development, maintenance and operation of all systems are controlled by competent, sufficiently trained staff.

The utilisation of electronic technology to conduct transactions with staff and third parties ensures that control aspects receive close scrutiny and that procedures are designed and implemented to minimise the risk of fraud or error.

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

There are inherent limitations to the effectiveness of any system of internal control, including the possibility of human error and the circumvention or overriding of controls. Accordingly, even an effective internal control system can provide only reasonable assurance with respect to financial statement preparation and the safeguarding of assets. Furthermore, the effectiveness of an internal control system can change according to circumstances.

The University assessed its internal control systems as at 31 December 2013 in relation to the criteria for effective internal control over financial reporting described in its financial policy documents. Based on this assessment, the University believes that, on 31 December 2013, its systems of internal control over operational environment, financial and information reporting and safeguarding of assets against the unauthorised acquisition, use or disposal of assets met these criteria.

A study has been made of the third Report on Governance in South Africa (King III). The University strives to comply with the recommendations of the King III report as far as possible.

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

GJ van den Berg
Director: Internal Audit

EC Kieswetter
Chairperson: Audit and Risk Management Committee

7. REPORT ON RISK EXPOSURE ASSESSMENT AND THE MANAGEMENT THEREOF

7.1 Identification, assessment and management of risk

Council and management are committed to good corporate governance and compliance with King III which includes a renewed focus on risk management.

Effective risk management is imperative to the University with reference to its risk profile. The realisation of our strategy depends on our ability to take calculated risks in a manner that does not jeopardise the direct interests of stakeholders. Sound management of risk will enable the University to anticipate and respond to changes in the environment, as well as to make informed decisions under conditions of uncertainty.

The risk policy of the UFS includes an embedded risk-management model, which implies that the management of risk is the responsibility of every manager at the University. It is understood that all faculties, schools, support functions, processes, projects, and entities under the control of the University are subject to this process. This process strives to enable the University to formulate appropriate risk strategies and action plans to mitigate and address these risks.

Through the risk management cycle of 2013 exposure of the University to specific institutional risks that would negatively impact on the strategic plan of the University was assessed, advisory and decision-making structures established, line management responsibilities and accountabilities allocated, and monitoring mechanisms created.

The University's assessment and management of its institutional risks is briefly described by the following Institutional Risk Management Report.

Table 70: UFS – INSTUTIONAL RISK MANAGEMENT REPORT

Ref	Risk	Description of Risk	Internal Control	Residual	Action Plans / Mitigation Strategies	Responsible member of	Key role players
nce				Risk		Rectorate	
1.1	Failure to attract	The profile of academic and support staff in terms of diversity and	• Creation of a class of senior professors.	Very High	• Further building of a class of senior professors.	Prof Morgan	• Faculties
	and retain highly	professional excellence is essential to the success of the academic	• Benchmarking of salary packages		• Implementation of new criteria for staff promotion.		• Human Resources
	qualified and	and human project of the UFS. Currently the equity profile of	• Advertisement strategy		• New procedure for the appointment of academic staff.		• International office
	diverse academic	academic staff is unsatisfactory. High quality teaching and research	• Exit interviews		• Systematic investment in the development of top young academics to		
	staff	staff are unequally distributed across programmes.	• Work environment indices		become professors.		
					• Review of succession planning strategy at faculty level.		
					• Develop career planning strategy.		
					• Analysis of internal obstacles to the attraction and retention of diverse		
					staff.		
					• Review the advertisement strategy		
					• Review strategy for internationalisation		
					• Develop "on-boarding" package		
1.2	Failure to attract	Additional: balance between required skills of current staff profile	• Benchmarking of salary packages	Medium	• New procedure for the appointment of support staff.	Prof Morgan	• Support departments
	and retain highly	versus required.	• Advertisement strategy		• Systematic investment in the development of support service staff.		• Human Resources
	qualified and		• Exit interviews		• Review of succession planning strategy.		
	diverse support		• Work environment indices		• Develop career planning strategy.		
	staff				• Analysis of internal obstacles to the attraction and retention of diverse		
					staff.		
					• Review the advertisement strategy		

Ref	Risk	Description of Risk	Internal Control	Residual	Action Plans / Mitigation Strategies	Responsible member of	Key role players
2	Failure to attract excellent and diverse under-graduate students	For its academic and human projects to succeed the UFS needs to attract a large number of good students from a variety of environments. Currently the UFS is losing some of its white undergraduate students. Non integrated response. Disconnected planning.	• Academic admission criteria	High	• Develop "on-boarding" package	Prof Jansen	• Marketing
			• Enrolment plan		• Raising of academic admissions criteria.		• Housing and residence affairs
			• Student financial support systems		• Providing alternative access point for students with potential but insufficient points.		• International office
			• Student financial incentive systems		• Use of National Benchmark Test results to place students.		• Student Academic Services
			• Marketing drive to recruit excellent students from top schools		• Targeted intense marketing of the University nationally, regionally and internationally.		• Faculties
			• Procedure on turnaround time of response to prospective students		• Monitoring of performance in teaching and learning through agreed upon indicators.		
			• Functioning international office		• Identification of targeted interventions at programme level.		
			• Well structured academic support programmes.		• Focussed bursary strategy.		
					• Review procedure on turnaround time of response to prospective Students		
					• Review strategy for internationalisation		
3	Failure to attract excellent and diverse post-graduate students	The UFS has indicated its intention to become a top research intensive university. Currently it is not attracting sufficient numbers of master's and doctoral students to attain this objective by 2016.	• Academic admission criteria	Very High	• Develop "on-boarding" package	Prof Jansen	• Marketing
			• Enrolment plan		• Employment of 21 senior professors who will be supervisors and mentors		• Housing and residence affairs
			• Student financial support systems		• Development of a strategy for recruitment of postgraduate students		• International office
			• Student financial incentive systems		• Ongoing activities of the Postgraduate School		• Postgraduate School
			• Marketing drive to recruit excellent students		• Re-establishment of the Higher Degrees Committee of Senate		• Faculties
					• Focused bursary strategy.		

Ref	Risk	Description of Risk	Internal Control	Residual	Action Plans / Mitigation Strategies	Responsible member of	Key role players
			from top schools		• Review strategy for internationalisation		
			• Procedure on turnaround time of response to		• Develop "on-boarding" package		
			prospective students				
			• Functioning international office				
			• Successful application for 3 DST/NRF Research				
			Chairs				
4	Quality and	In order to successfully compete for good students all the UFS	• Quality assurance processes	Very High	• Embed the activities of Centre for Teaching and Learning in all teaching	Prof Hay	• Centre for Teaching and Learning
	quantity of teaching	undergraduate programmes must be recognised as operating at the	• Conceptualisation and establishment of the		activities		• Directorate for Institutional Research and
	outputs	cutting edge of both disciplinary and professional fields and	Centre for Teaching and Learning		• Development and implementation of a project for the review of the		Academic Planning
		curriculum. Currently the quality of undergraduate programmes is	• Using technology in teaching activities (e.g.		undergraduate curriculum.		• Faculties
		unevenly distributed across faculties and departments.	BlackBoard)		• Development and implementation of student feedback system at module		
			• Inclusion of the scholarship of teaching and		level		
			learning in the new criteria for staff promotion		• Creation of the Academic Planning and Development Committee of		
					Senate		
					• Develop system of student performance tracking and interventions		

Table 71: UFS – INSTITUTIONAL RISK MANAGEMENT REPORT

Ref	Risk	Description of Risk	Internal Control	Residual Risk	Action Plans / Mitigation Strategies	Responsible member of Rectorate	Key role players
nce				Risk		Rectorate	
5	Quality and quantity of research outputs	The UFS goal to become a research intensive university requires greater number, visibility and impact of all research outputs. Currently the UFS must increase both the number and impact of its publications and increase the number and quality of its postgraduate graduates	• Increased funding for post docs • Establishment of senior professors • Review of research clusters • Successful application for 3 DST/NRF Research Chairs	Very High	• Appointment of Senior/Research Professors • Optimisation of current rated researchers • Support of research clusters / centres of excellence • Monitoring of research publications • Monitoring of the number of postgraduate student enrolments and graduations. • Promotion Policy focused on publications' visibility and impact • Capitalise on PSP scholars project	Prof Witthuhn	• Directorate for Research Development • Faculties • Postgraduate School
6	The depth of institutional transformation	Since 2009 the UFS has undergone rapid change. A large number of interventions were put in place to shift aspects of the institutional culture that acted as obstacles to the realisation of the academic and human projects. Much visible change has taken place since; however, it is necessary to ensure that change is sufficiently rooted and widespread in the institution	• Employment equity committee • Establishment of Institute for Reconciliation and Social Justice	High	• Creation of a transformation desk at the Institute for Reconciliation and Social Justice • Monitoring of the transformation of the core functions of the university by Directorate for Institutional Research and Academic Planning (DIRAP) • Develop tools / methodology to determine institutional culture and determine appropriate action plans.	Dr Makhetha	• All units • Institute for Reconciliation and Social Justice • Directorate for Institutional Research and Academic Planning
7	The association of	Since 2009 the UFS has attracted growing number of students, donor	• Functioning strategic communication	Very High	• Identify areas and individuals of excellence and incorporate in	Prof Witthuhn	• Support Service Departments

Ref	Risk	Description of Risk	Internal Control	Residual	Action Plans / Mitigation Strategies	Responsible member of	Key role players
	the UFS	funding, academics and media attention due to the status and	department		communication strategy to promote visibility		• Faculties
	perfor-mance with	charisma of the Rector as a public intellectual. This creates the risk of	• Communication strategy in place		• Public debates led by prominent academics and individuals		
	Prof Jansen	an association between the quality of the UFS with the Rector and					
		not with the institution					
8	Appropriate	The success of the University's strategy depends to a large extent on	• Creation of Enrolment Planning Forum	Very High	• Development of sustainability model for faculties	Prof Hay	• Directorate for Institutional Research and
	manage-ment and	its ability to integrate management, administrative and academic			• Incorporating Enrolment Planning Forum into Academic Planning		Academic Planning
	integration of	processes and to manage its management information effectively.			Committee of Senate		• Faculties
	processes	Although some steps have been taken in this regard, much remains			• Adoption of integrated reporting		• Finance
		to be done for the University to achieve its goal			• Optimisation of ICT infrastructure		• Student Academic Services
					• Communication of relevant information and decisions and circulating		• Information Technology &
					minutes of meetings		Communication Services
					• Creating overall system platforms for integration		
					• Reviewing terms of reference of current integrated stakeholder		
					committees		
					• Architecture for integrated workflow management		
9	Appropriate	The maintenance of strong and reliable financial, physical and	• DHET Infrastructure Grant	Medium	• Development and implementation of a model of institutional	Prof Morgan	• Directorate for Institutional Research and
	infrastruc-ture	ecological environments as the foundation of a healthy and	• Strategic funding of capital expenditure and		sustainability		Academic Planning
		sustainable university, and the required physical expansion of	maintenance		• Review of the ICT strategy		• Physical Resources & Maintenance

Ref	Risk	Description of Risk	Internal Control	Residual	Action Plans / Mitigation Strategies	Responsible member of	Key role players
		facilities to accommodate growth in student numbers, is challenged	• Spacial planning		• Alignment of core and operational functions in relation to strategic goals		• Physical Planning
		by:			• Asset life-cycle management		• Student Academic Services
		• Insufficient effective governance and management frameworks and			• Develop integrated and standardised physical and technology teaching		• Finance
		systems			environment		• Information Technology &
		• Maintenance of effective IT systems			• Create designated spaces for undergraduate and postgraduate teaching,		Communication Services
		• Maintenance of infrastructure			learning and research		
		• Insufficient funding for maintenance and expansion of facilities			• Create flexible and open learning spaces		
					• Develop expensive equipment strategy		
10	Financial and	For the UFS to achieve its mission, it depends on the availability of	• Budget model	Medium	• Development of a strategy to increase third stream income	Prof Morgan	• Support Services
	operational	sufficient funding and appropriate systems to monitor, predict and	• New policies for managing third stream		• Roll-out of Viability model		• Faculties
	sustain-ability	management change.	income		• Develop management information dashboards		
		In order for the University to provide access to growing numbers of	• Salary negotiations model		• Establishment or review of institutional benchmarks and performance		
		students, it requires a committed availability of NSFAS funding. This			indicators		
		is currently not the case, and the situation forces the University to			• Continuous interaction with DHET regarding NSFAS funding		
		draw on its own reserves and turn away students.			• Manage the affordability of post retirement benefits		
		In addition the decrease of block grant funding due to the increase in					
		earmarked funding in the government subsidy impacts on the					
		University's ability to manage financial and operational sustainability					

8. ANNUAL FINANCIAL REVIEW – REPORT OF THE VICE RECTOR: 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, SunMedia (Pty) Ltd, Shimla Foundation and an associate, Farmovs Paraxel.

8.2   Budget process

The compilation of the University's budget for 2013 started two years ago and was finalised towards the end of 2012 to ensure the availability of funding at the beginning of the academic year. The University Management Committee, as a result of identified strategic priorities, challenges, projects and actions, approved the budget parameters for 2013. This part of the budget process also takes the Minister of Higher Education and Training's annual statement on the financing of higher education into account. Owing to a lack of information about long-term government support, it is, however, not possible to compile meaningful budgets for any period longer than the medium (three year) term.

Following the approval of budget parameters, deans and heads of support service departments were informed of these parameters and invited to submit their budget applications for the 2013 calendar year. Specific attention was given to the strategic plan and objectives, the ability of the University to make financial resources available, and an indication of how the activities of their faculties/departments would contribute towards achieving the University's objectives were included.

In considering the applications for funding and the allocation of the financial resources, a significant part of the expected unrestricted income from tuition fees and government subsidy are reserved for specific strategic application, with the aim of ensuring, among others, the long-term sustainability of the University.

The above processes, procedures and the budget were approved by Council.

8.3   Budgetary control

The financial systems were set up in such a way that managers or researchers cannot spend more money than they have at their disposal. Although control is not absolute, it is regarded as sufficient.

8.4   Capital Expenditure

The majority of the University's buildings and land improvements are 30 years or older and are in a cycle of renovation. The capital budget is under extreme pressure owing to the continuous steep increase in student numbers over the last number of years. It is deemed to be extremely difficult to finance this from normal operating income. The Department of Higher Education and Training (DHET) implemented infrastructure funding again in 2012 and the University received R208 million over a three year period from 2012 to 2014. It is however a requirement that the University makes a contribution to DHET infrastructure funding as well as fund the balance of infrastructure needs.

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 of exceeding headline inflation by

a net return of 4% per annum. Although there was a decline in investment income since the global financial crisis, the five-year result is still in line with the investment policy due to subsequent partial recovery of markets. The risk appetite and the associated investment portfolio of the University are managed by the Investment Committee that reports to the Financial Committee of Council.

8.6   Statement of comprehensive income

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

Total income increased by 12%, costs by 4%, investment income, including investment in associate, increased by 6% and, resulting from this, the surplus for the year increased by R159,2 million. It must, however, be pointed out that of the surplus for the year of R290,9 million, R191,7 million is unrestricted and does not account for significant provisions that still needs to be made for the asset life cycle preservation and improvements. This has been allocated and the allocation approved by Council. The unencumbered reserves of the UFS can however only sustain the University for three months and it is necessary that the University ensures growth of its reserves at an appropriate rate. The UFS aims to allocate 2% of its annual income the grow reserves. During the 2013 budget process this goal was met and 2% of the budgeted income was saved into reserves.

8.7   Income and expenditure

The operations of the University are accounted for and disclosed as Council-controlled activities, specifically funded activities and student and staff accommodation. The surplus for the year increased by R159,2 million compared to the 2012 surplus. This increase is mainly attributable to the following:

8.7.1 Income

The composition of the University's income per main component in terms of value and percentage share is shown in Figure 1 and Table 1, with comparable figures for previous years.

The average growth in the traditional income base of subsidies, grants and fees was 10.1%. This is mostly attributable to an increase in student numbers and inflationary increase in grants. The approved general increase in tuition and other fee income for 2013 was 9%. The remaining balance of the increase is made up by a mix of modules and number of enrolments.

Table 72:   Total income per main component (excluding investment income)

|	2013 R'000	2012 R'000	Deviation R'000	Deviation %
State appropriations – subsidies and grants	968,706	891,792	76,914	9%
Tuition and other fee income	678,684	604,471	74,213	12%
Income from contracts	33,265	33,325	(60)	0%
Sales of goods and services	131,391	124,933	6,458	5%
Private gifts and grants	90,184	46,279	43,905	95%
Profit on disposal of property, plant and equipment	237	314	(77)	-25%
Gain with revaluation of livestock	506	878	(372)	-42%
Total income	1,902,972	1,701,992	200,980	12%
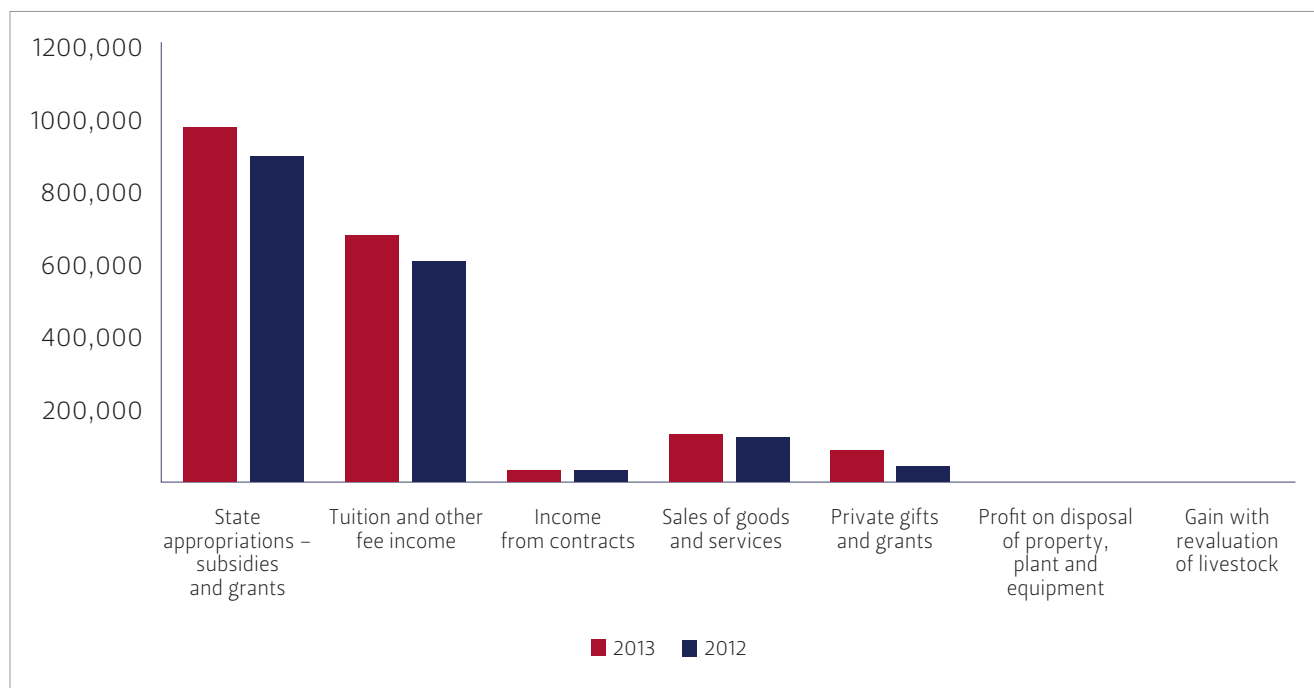
Figure 1: Total income (excluding investment income) per main component (R1,903 million)

8.7.2 Expenditure

The composition of the University's income per main component in terms of value and

The composition of the University's expenditure per main component in terms of value and percentage share is shown in Figure 2 and Table 2, with comparative figures for previous years.

The increase in the staff costs, which accounts for the biggest rand value fluctuation, includes the recognition of actuarial variances in post-retirement employee benefits, the annual salary increase and an increase in the staff establishment.

Table 73: Total expenditure

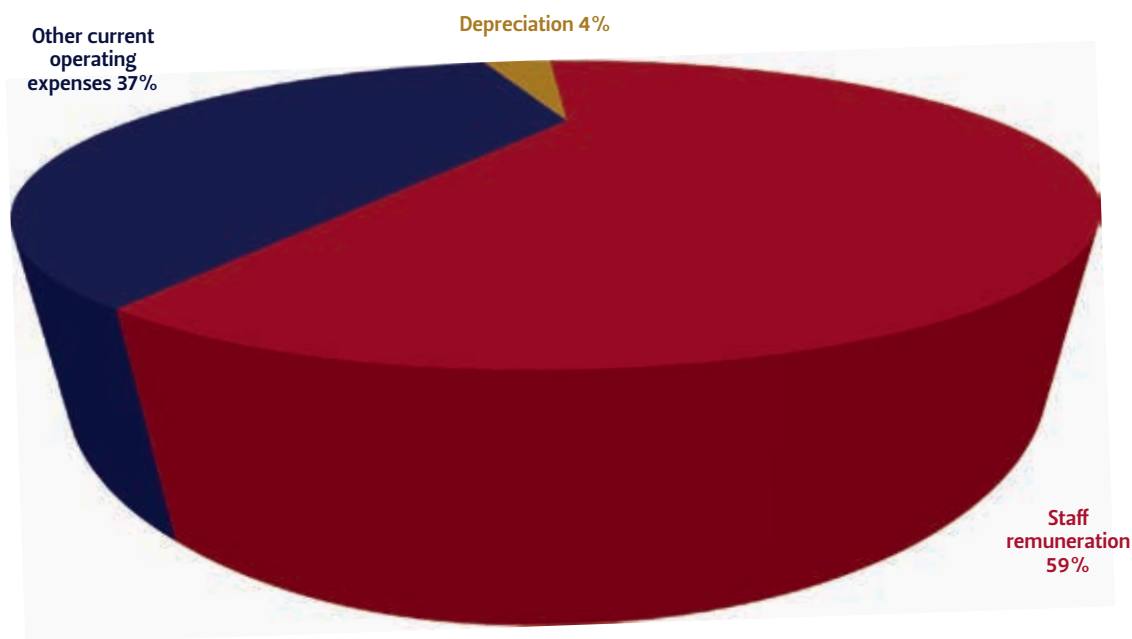|	2013 R'000	2012 R'000	Movement R'000	Deviation %
Staff remuneration	1,042,254	1,038,116	4,138	0%
Other current operating expenses	666,089	612,612	53,477	9%
Depreciation	76,231	70,516	5,715	8%
Loss owing to revaluation of inventory	–	82	(82)	-100%
Total expenditure	1,784,573	1,721,326	63,247	4%

Figure 2 : Total expenditure 2013 (R1,785 million)

Investment income and expenditure

Table 74: Investment income and expenditure

	2013 R'000	2012 R'000	Deviation R'000	Deviation %
Income from investments	193,420	161,607	31,813	20%
Administration costs financial assets	(10,063)	(8,535)	(1,528)	18%
Interest paid on loans	(10,779)	(1,953)	(8,826)	452%
Total	172,578	151,119	21,459	14%

The return on investments is a combination of interest received, dividend income and of profit on realisation of investments. The decrease in investment income is still due to the instability of markets since the global financial crisis.

8.7.3 Cash flows

The net cash inflow from operating activities is R384,365 million and includes investment income to the amount of R112,198 million.

The net cash outflow from investing activities is R427,315 million. This includes investment in mostly academic infrastructure, such as property, plant and equipment of R119,029 million.

This resulted in cash and cash equivalents to the amount of R173,703 million being available at year-end.

8.7.4 Statement of financial position

The asset base strengthened by R872,321 million to R4,4 billion.

The demand for additional property, plant and equipment requires a significant annual investment to provide for the growth in student numbers and the upkeep of infra-structure.

A sound liquidity position is maintained with a liquidity ratio (excluding current investments) of 1.14: 1

Prof NI Morgan

Vice-Rector: Operations

Approved by UFS Council on 6 June 2014.

Mr Justice CHG van der Merwe

Chairman of Council