

# University of the Free State



## Annual Report 2005

# **Annual Report to the Minister of Education 2005**

## **University of the Free State**



The submission of the 2005 Report of the University of the Free State to the Minister of Education complies with the format and content of the annual report of a higher education institution to the Minister as prescribed by the Minister in the Regulations for Annual Reporting by Higher Education Institutions in terms of section 41 of the Higher Education Act, 1997 (Act No. 101 of 1997), as amended.

# INDEX

		Page No.
<b>01</b>	<b>REPORT OF THE CHAIRPERSON OF COUNCIL</b>	6
01.01	Statements of self-assessment of the achievement of the Council in attaining objectives set for the period under review with summary detail of realised achievements (self-evaluation)	6
01.02	A summary of attendance by members at meetings of the Council	10
01.03	Matters of significance considered by the Council during the period	12
01.04	Operational information	16
01.04.01	Changes in operational structures	16
01.04.02	New senior appointments	18
01.04.03	Academic research achievements	18
01.04.04	Operational sustainability	20
01.04.05	Prestigious awards to staff and students	20
01.04.06	Changes in the permanent infrastructure e.g. new plant and buildings	20
01.04.07	Achievements in meeting social responsibility commitments, including composition of staff and student bodies	21
01.04.08	Financial health/viability, including funding sources and material changes	22
01.04.09	Sub-committees of the Council	22
01.04.10	Significant student data and relevant statistics including realisation of transformation targets	26
01.04.11	Campus development	28
01.04.12	Facilities and major capital works	28
01.04.13	Events	28
01.04.14	Student Services	29

01.04.15	Distance learning	29
01.04.16	Working with industry	31
01.04.17	Significant changes that have taken place	33
<b>02</b>	<b>THE COUNCIL'S STATEMENT ON CORPORATE GOVERNANCE</b>	<b>34</b>
02.01	An account of the Council's governance by means of a separate corporate governance statement in which detail of governance structures, responsibilities and procedures are provided	34
02.02	Council	35
02.02.01	Council Committees	35
02.02.02	Audit Committee	35
02.02.03	Finance Committee	48
02.02.04	Remuneration Committee	48
02.03	Statement on conflict management	48
02.04	Statement on worker and student participation	48
02.05	Statement on code of ethics/code of conduct	48
<b>03</b>	<b>SENATE REPORT TO THE COUNCIL</b>	<b>49</b>
03.01	Changes in academic structures	49
03.02	Composition of Senate	49
03.03	Significant developments and achievements in	49
03.03.01	Instruction	49
03.03.02	Research	61
03.03.03	Funding	61
03.04	Composition and size of student body	62
03.05	Access to financial aid and provision thereof	65
03.06	Changes in tuition fees charged	66
<b>04</b>	<b>INSTITUTIONAL FORUM</b>	<b>67</b>
04.01	Instances of advice sought by and the advice given to the Council	67

<b>05</b>	<b>REPORT OF PRINCIPAL ON MANAGEMENT/ADMINISTRATION</b>	<b>68</b>
05.01	Managerial/administrative aspects of the operations of the institution including new senior executive/administrative structures and resources, both personnel and systems, assessed in terms of realistic expectations	68
05.02	The adequacy of staffing levels, particularly in critical areas	74
05.03	The extent to which equity targets in the workplace have been realised	74
05.04	The quality of information available to management and the administrative processes	80
05.05	Student services and extra-curricular activities	80
05.06	Relationships with the community, both academic and service	81
05.07	Changing patterns in providing academic courses	95
05.08	A statement of self-assessment of the achievement of the principal in attaining objectives set for the period under review with summary detail of realised achievements (self-evaluation)	95
<b>06</b>	<b>REPORT ON INTERNAL ADMINISTRATIVE/- OPERATIONAL STRUCTURES AND CONTROLS</b>	<b>97</b>
<b>07</b>	<b>REPORT ON RISK EXPOSURE ASSESSMENT AND THE MANAGEMENT THEREOF</b>	<b>98</b>
07.01	Identification, assessment and management of risk	98
<b>08</b>	<b>ANNUAL FINANCIAL REVIEW - REPORT OF THE CHIEF DIRECTOR: OPERATIONS</b>	<b>102</b>
<b>09</b>	<b>POLICIES</b>	<b>104</b>
09.01	Internationalisation	105
09.02	HIV and AIDS	111
09.03	The Provision of Medical Emergency Services on the Bloemfontein Campuses	123
09.04	Employment Equity Policy	125
<b>10</b>	<b>CONSOLIDATED ANNUAL FINANCIAL STATEMENTS</b> <i>[Numbered separately:]</i>	

## 01 REPORT OF THE CHAIRPERSON OF COUNCIL

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

During an annual strategic planning summit held in January 2005 the Executive Management of the University of the Free State, with due consideration of the internal and external environments of the UFS, reconsidered the five strategic priorities for the institution which were identified in 2003 and recommended to Council that these remain the strategic priorities for the University for the period 2005 – 2007. Council approved the following five strategic priorities mentioned above for the UFS to be directive for 2005 – 2007:

- i. **Quality and excellence**
- ii. **Equity, diversity and redress**
- iii. **Financial sustainability**
- iv. **Regional co-operation and engagement**
- v. **Outward thrust nationally and internationally**

Although the UFS has already achieved much in terms of transformation, and is recognised as a leader in transformation in South Africa, a next phase of transformation was deemed necessary to maintain the momentum – also because not all the internal and external expectations of higher education transformation have yet been met. The dream of the “new” UFS has not yet realized.

A comprehensive transformation plan was initiated to be drafted to articulate the transformation challenges faced by the UFS. It was also to provide the context within which the strategic priorities identified above, and the actions proposed to address the priorities, are to be understood.

The next phase of transformation also required a systematic exposition of the different dimensions and areas of transformation, in order that a well designed set of purposeful steps could be taken to achieve the necessary objectives in a systematic and planned fashion, so as to achieve thorough and comprehensive transformation.

Within this context, the UFS therefore understands transformation to be a continual and persistent process of realizing what we wish to be:

- ☞ A truly South African university of excellence, equity and innovation;
- ☞ A high quality equitable non-racial, non-sexist, multi cultural, multi-lingual university and place of scholarship for South Africa and Africa.

This encompassing definition covers many dimensions and aspects of a university, including academic focus and practice, institutional culture, staff and student affairs, financial matters, community engagement, governance and management, and others.

The above-mentioned strategic priorities of the UFS were to be driven by recognition that there is an urgent need to intensify and deepen the transformation process at the UFS, as well as a sincere commitment to addressing these further transformation challenges.

Specific challenges were identified that emanate from the five strategic priorities, as well as from national policy imperatives. Some of the challenges, as indicated below, were addressed by means of actions, which were mostly implemented in the relevant line functions and managed by line managers concerned.

## **STRATEGIC PRIORITY: QUALITY AND EXCELLENCE**

### **In terms of achieving research excellence and engagement:**

- ☞ The UFS strategic research framework was deployed and operationalized.
- ☞ A major multi-disciplinary project, addressing local and national priorities as set out in the Presidents' imperatives, was launched to develop strategically focused clusters of research excellence.
- ☞ Joint partnership funding with the national equipment programme of the NRF was established to provide for expensive apparatus in chemistry.
- ☞ A strategic alliance regarding chemistry was also formed with Sasol.
- ☞ An internationalization strategy was approved by Council.

### **To move towards achieving teaching and learning excellence amidst diversity, the following were inter alia achieved:**

- ☞ Culture sensitive programme planning and the diversification of teaching methods to provide for students with different learning styles was promoted by providing additional funding with which teaching and learning managers were appointed in faculties.
- ☞ A unit for the development of rhetorical and academic writing was established to support postgraduate students.

### **To establish excellence in physical resources aligned with academic planning and to support academic functions:**

- ☞ Several projects were completed in line with the UFS structural plan and 5 year project for campus upgrading.

### **To move towards achieving excellence in human resources:**

- ☞ A performance management project was undertaken. A head: performance management and staff development was appointed while a roll out plan for implementing this project has been approved leading to implementation of a performance management system for the UFS.

- ☞ A staff wellness program has been developed accompanied by the establishment of a wellness forum and a wellness office to roll out the program.
- ☞ Extended staff development opportunities were created and financial support provided to almost 200 staff members for personal development.

### **To promote excellence in governance and management:**

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

### **TO MOVE TOWARDS MEETING THE CHALLENGE OF EQUITY, DIVERSITY AND REDRESS:**

- ☞ An employment equity policy and plan was approved, an equity committee constituted and equity committees established in all faculties and groupings of support services departments. All committee members underwent training and are in the process of developing employment equity plans on the meso (faculty) and micro (departmental) levels.
- ☞ The “Grow our own timber” programme currently have 20 post graduate fellows in the Mellon programme and 7 in the Atlantic programme to prepare academically deserving black students for eventual appointment in academic positions. This programme is also being expanded to include support staff members.
- ☞ Language proficiency courses for staff have been developed to surmount obstacles that the parallel medium teaching and administrative language policy of the university may present for employment equity.

### **To establish and develop a new institutional culture in order to move towards fulfilling the vision of the university to be an “excellent, equitable and innovative university”:**

- ☞ A multi-cultural orientation programme for first year students has been developed.
- ☞ A project to promote consciousness of transformation related issues through academic discourse was launched and implemented.
- ☞ Effect has been given to the language policy by erecting multi-lingual signposts on campus.

### **TO MAINTAIN FINANCIAL SUSTAINABILITY INTER ALIA THROUGH THIRD STREAM INCOME:**

- ☞ An entrepreneurial office and entrepreneurial friendly policies and procedures have been put in place.



- ☞ An internationalization policy has been finalized.

## **IN TERMS OF THE STRATEGIC PRIORITY OF REGIONAL COOPERATION AND ENGAGEMENT THE FOLLOWING WERE ACCOMPLISHED DURING 2005:**

- ☞ The management of the Qwaqwa Campus has been optimized to integrate this campus fully with the Main Campus thus establishing complete substantive incorporation.
- ☞ In order to integrate the incorporated Vista Campus with the UFS main campus, a harmonization process of service benefits has almost been completed and all Vista staff has been integrated with academic and support service departments of the UFS.

In order to promote community engagement:

- ☞ Service learning modules have been integrated into academic programmes within the Faculties of Humanities, Economic and Management Sciences, Natural and Agricultural Science, Health Sciences and Theology and community service coordinators have been appointed in four faculties.
- ☞ A cooperation agreement with the National Institute for Higher Education in the Northern Cape has been developed. The UFS offers subjects up to third year level within two programmes at the Institute in Kimberley.

Other, more complex challenges were tackled at a management level and required a project-based approach. The following urgent and strategic projects were identified:

- ☞ *Quality assurance and programme self-evaluation* projects which entailed the following:
  - Preparation for institutional audit in 2006. The following were established in 2005: preparation of policies, plans, procedures, etc. which need to be in place before the audit; communicating audit requirements to faculties and departments; auditing quality assurance mechanisms and procedures in faculties and departments.
  - Implementing a programme self-evaluation framework for all undergraduate programmes in all Faculties in a staggered process, which was completed by December 2005.
  - Implementing a programme self-evaluation framework for all structured Master's programmes.
- ☞ *Growth management* project encompassing the development of a growth management and enrolment plan for the UFS.
- ☞ *Optimise student learning* project which resulted in developing and implementing an open learning plan (introducing new modes of learning, new teaching/learning technologies, flexible learning opportunities); establishing a service for language proficiency development; and establishing a service for postgraduate academic writing skills development.

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

☞ *Optimising capacity-project*

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

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

<b>Key:</b>	✓	=	Present
	x	=	absent with apology
	-	=	absent without apology/not yet member/no longer member

### Group 1

Non-personnel members:

	<u>Mrt</u>	<u>Jun</u>	<u>Sep</u>	<u>Nov</u>	
1. Judge S.P.B. Hancke	✓	✓	✓	✓	
2. Dr C.M. Nwaila	✓	✓	✓	✓	
3. Dr N Bagarette	x	✓	x	✓	
4. Mr J.C. Crowther	✓	x	x	✓	
5. Mr D.C.M. Gihwala	x	x	✓	✓	
6. Mr C.J. Grobler	✓	✓	✓	✓	
7. Mrs W.F. Hoexter		✓	✓	✓	✓
8. Dr F. de K. Kotze	✓	✓	✓	✓	
9. Mr E.C. Kieswetter	✓	✓	✓	x	
10. Mr W.F. Lubbe	✓	✓	✓	✓	
11. Dr J.M. Laubscher	✓	✓	✓	✓	
12. Dr G.P.V. le Roux	x	✓	✓	✓	
13. Mr M.J. Matlole	✓	-	-	-	
14. Dr M.D. Mosimege	✓	x	x	✓	
15. Mr J.D. Steenkamp	✓	✓	✓	✓	
16. Mrs B.S. Tshabalala	✓	✓	✓	✓	
17. Dr S Vosloo	x	✓	✓	✓	
18. Prof. S.C. Walters	✓	x	x	x	

## **Group 2**

Executive staff members

19. Prof. F.C.v.N. Fourie	✓	✓	✓	✓
20. Prof. M Fourie	✓	✓	✓	✓
21. Dr R.E. Moraka	x	✓	✓	x
22. Prof. T Verschoor	✓	✓	x	✓

## **Group 3**

Non-executive staff members

23. Prof. G.W. de Klerk	-	✓	✓	x
24. Dr C.R. Dennis	✓	✓	✓	✓
25. Prof. D.J. De Waal	✓	✓	✓	✓
26. Prof. D.F.M. Strauss	✓	-	-	-

## **Group 4**

Students

27. Mr A Geldenhuys (2004-09-01 – 2005-06-11)	x	✓	-	-
28. Mr T.A. Motloun (2005-06-12 – 2005-09-17)	-	-	✓	-
29. Mr G Bradley (2005-09-18 – 2006-09-17)	-	-	-	✓

## **Group 5**

In advisory capacity

30. Mr V.F. Collett	✓	✓	x	x
31. Mr A Fisher	✓	✓	✓	✓
32. Mr L.S. Geyer	x	✓	✓	✓
33. Rev C.D. Jaftha	x	✓	x	✓
34. Mr C.R. Liebenberg	x	x	x	✓
35. Mr W.S. Malherbe	x	x	x	✓
36. Ms E Pelzer	✓	✓	✓	✓
37. Mr P.M.B. Ramahlele	✓	✓	✓	✓
38. Prof. I.N. Steyn	✓	✓	✓	✓
39. Mr A van der Bijl	✓	✓	✓	✓
40. Prof. D.A. Viljoen	✓	✓	✓	✓

Secretariat

41. Mrs E.C. Bezuidenhoudt

✓      ✓      ✓      ✓

### **01.03 Matters of significance considered by the Council during the period**

#### **ELECTION OF A CHAIRPERSON AND VICE-CHAIRPERSON OF THE COUNCIL**

##### **Chairperson**

Judge S.P.B. Hancke was re-elected as Chairperson by a majority of votes for a term of three years.

##### **Vice-chairperson**

Dr C.M. Nwaila was elected by a majority of votes as Vice-Chairperson for a term of three years.

#### **TRANSFORMATION PLAN: PROCESS PLANNING AND BRIEF**

The process planning and brief as recommended by the Executive Management and the Senate (22 February 2005) was approved by the Council.

#### **EMPLOYMENT EQUITY POLICY**

The purpose of the Employment Equity Policy is to provide the guiding principles, the institutional framework and basic strategies for the development and implementation of the University's employment equity programme.

The Employment Equity Policy was approved as recommended by the Executive Management, the Executive Committee of the Council and the Senate. **(Refer to 10.04 – Employment Equity Policy)**

#### **INTERNATIONALISATION POLICY**

The influence of globalisation and internationalisation on the economic, social, political and cultural life of nations should not be underestimated. The UFS identified internationalisation as part of its strategic priorities. In order to maintain and strengthen the position of the UFS as a member of the corps of leading South African universities, a constant and more intense focus on effective internationalisation was needed.

The Internationalisation Policy was approved as recommended by the Executive Management, the Executive Committee of the Council and the Senate. **(Refer to 10.01 – Internationalisation Policy)**

## **HIV AND AIDS POLICY**

The UFS recognizes the seriousness of the HIV and AIDS pandemic and the potential impact this disease can have on both the University and the wider society and is committed to participate actively in the fight against the disease.

The HIV and AIDS Policy was approved as recommended by the Executive Management, the Executive Committee of the Council and the Senate. **(Refer to 10.02 – HIV and AIDS Policy)**

## **EM SUMMIT: STRATEGIC PLANNING DOCUMENT**

The Strategic planning document compiled by the Executive Management was approved as broad guideline for the University's activities for the period 2005 to 2007.

## **UFS STATUTE AND UFS REGULATIONS WITH REGARD TO STUDENT DISCIPLINE**

The technically edited Statute was approved for submission to the Minister of Education for publishing in the Government Gazette.

The UFS Rules on Student Discipline that were being moved from the Statute to the Rules, were approved.

## **CONSTITUTION OF THE STUDENT REPRESENTATIVE COUNCIL AND STUDENT PARLIAMENT OF THE UNIVERSITY OF THE FREE STATE, MAIN CAMPUS**

The constitution of the Student Representative Council of the UFS Main Campus was approved.

## **CONSTITUTION OF THE CENTRAL STUDENT REPRESENTATIVE COUNCIL OF THE UNIVERSITY OF THE FREE STATE**

The incorporation of the Qwaqwa campus of the University of the North and the Bloemfontein campus of the Vista University entailed the establishment of a central student representative council to serve the interests of all students from the various campuses.

The constitution of the Central Student Representative Council of the UFS was approved.

## **BUDGET PARAMETERS**

The budget parameters were approved as recommended.

## **MEMBERSHIP AND SUBSIDISING OF STAFF IN RESPECT OF THE UFS MEDICAL SCHEME**

It was approved that the medical fund subsidy be replaced with a non-pensionable medical allowance. The maximum allowance should be limited in two ways:

- as a percentage of the total remuneration package of the employee; and it is recommended that this limit be set at 15 %;
- in addition subject to a maximum of R15 766 per annum. This amount is adjusted annually during salary increase negotiations.
- That a monthly allowance of R250 be paid from 1 July 2005 to all staff members who do not currently have a medical subsidy, subject to the limits as specified above. As funds are made available, the allowance of these persons can be increased over time until parity is reached.

## **REMUNERATION COMMITTEE FOR SENIOR PERSONNEL**

The establishment of a remuneration committee for senior personnel was approved.

The brief of the Committee is to determine the remuneration and conditions of service of the:

- i) Vice-Chancellor, Vice-Rectors, Chief Directors and Deans;
- ii) other senior management personnel on remuneration levels equal to and higher than Registrars; and
- iii) all staff members who report directly to the Rector.

## **DEVELOPMENT OF A CONFERENCE CENTRE ON THE UFS MAIN CAMPUS**

It was approved that the project to develop a conference centre on the UFS Main Campus be continued.

## **BUDGET AND OPERATIONAL BUDGET 2006**

The budget for provisioning and services for all three campuses was approved.

The budget for the Main Campus, the Qwaqwa Campus and the Vista Campus was approved.

The "Apportionable surplus: Funds that can be appropriated for strategic objectives" was approved.

## **POLICY WITH REGARD TO THE PROVISION OF MEDICAL EMERGENCY SERVICES ON THE BLOEMFONTEIN CAMPUSES**

The draft policy for the provision of medical emergency services on the Bloemfontein Campuses was approved. **(Refer to 10.03 – The Provision of Medical Emergency Services on the Bloemfontein Campuses Policy)**

## **HONORARY DEGREES**

In June 2005 it was approved that an honorary degree, D.Th. (h.c.), may be conferred on Prof. WH Neuser during the September graduation in 2005.

In November 2005 it was approved that honorary degrees could be conferred on Mr Pieter Vogel Cox and Mr Terry Moss.

## **UNITS AND SCHOOLS**

The following recommendation with regard to units and centres was approved:

- **Unit for Legal-Historical Research**

The establishment of the Unit for Legal-Historical Research, as well as the regulations of the Unit, was **approved**, as recommended by the Executive Management.

- **Name change and amendment of the ULFE constitution**

The change of the name of the Unit for Language Facilitation and Empowerment (ULFE) to the Unit for Language Management (ULM), as well as the amendment of the constitution, was approved.

- **Faculty of Theology: Centre for Assisting Spiritual Leaders**

The business plan and constitution of the Centre were approved.

- **DiMTEC programme: Change to centre**

Approved that the Disaster Risk Management Programme that was currently part of the Department of Agricultural Economics could be changed to a centre. The constitution of the centre was approved.

## 01.04 Operational information

### 01.04.01 Changes in operational structures

#### Organisation chart

#### Rector and Vice-Chancellor

[Prof Frederick Fourie](#)

- ▣ Registrar: General
  - [Prof Izak Steyn](#)
- ▣ Director: Physical Resources & Special Projects
  - [Ms Edma Pelzer](#)
- ▣ Director: Diversity
  - [Mr Billyboy Ramahlele](#)
- ▣ Director: Strategic Communication
  - [Mr Anton Fisher](#)
- ▣ Campus Principal: Qwaqwa Campus
  - [Prof Peter Mbatj](#)
- ▣ Head/Principal: Vista Campus - Vacant

#### Vice-Rector: Academic Operations

[Prof Teuns Verschoor](#)

- ▣ Deans of Faculties:
  - Economic & Management Sciences
    - [Prof Tienie Crous](#)
  - Humanities
    - [Prof Gerhardt de Klerk](#)
  - Natural & Agricultural Sciences
    - [Prof Herman van Schalkwyk](#)
  - Health Sciences
    - [Prof Leticia Moja](#)
  - Law
    - [Prof Johan Henning](#)
  - Theology
    - [Prof Hermie van Zyl](#)
- ▣ Registrar: Student Academic Services
  - [Mr Vernon Collett](#)
- ▣ Director: Research Development
  - [Prof Frans Swanepoel](#)

#### Vice-Rector: Academic Planning

[Prof Magda Fourie](#)

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



## Vice-Rector: Student Affairs

[Dr Ezekiel Moraka](#)

- ▣ Student Affairs
  - [Dr Natie Luyt](#)
- ▣ Director: Koviesport
  - [Mr James Letuka](#)
- ▣ Acting Director: Kovies Counseling & Development
  - [Ms Refiloe Seane](#)
- ▣ Accommodation Services
- ▣ Kovies Health

## Chief Director: Community Service

[Rev Klepie Jaftha](#)

- ▣ Director: MUCPP
  - [Prof Basie Wessels](#)
- ▣ Protection Services
- ▣ Logistical Services

## Chief Director: Operations

[Prof Niel Viljoen](#)

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

#### 01.04.02 New senior appointments

NAME	PERSNO.	RANK	DEPT	DATE
Dr WP Vergeer	94888	Director	Nat Control Laboratory for Biological Products	1Aug'05-31Jul'06
Prof PA Mbatl	823617	Principal: Qwaqwa Campus	Top Management	1 Aug'05-31Des'05
Prof JC du Preez	3749	Senior Professor	Microbial	1Jan'05
Prof JU Grobbelaar	4226	Senior Professor	Plant Sciences	1Jan'05
Prof L Scott	4242	Senior Professor	Plant Sciences	1Jan'05
Prof L Cilliers	4283	Senior Professor	English and Classical Languages	1Jan'05
Prof DJ vd Berg	1149	Senior Professor	History of Art	1Jan'05
Prof PJ Nel	828	Senior Professor	Afro-Asiatic Studies	1Jan'05
Prof HC Janse v Rensburg	1271	Senior Professor	SGSN&O	1Jan'05
Prof DA Louw	63313	Senior Professor	Psychology	1Jan'05
Mr IB Janse v Rensburg	852551	Director	Computer Services	1Jan'05-31Des'09
Dr KC Makhetha	711531	Deputy Dean: Student Services	Kovsie Support	1Jan'05
Dr N Luyt	16816	Dean: Student Services	Kovsie Support	1Jan'05-31Des'09
Mr LJ Letuka	405571	Director	Kovsie Sport	1Feb'05-31Jan2010

#### 01.04.03 Academic research achievements

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

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

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

In order to assess progress made with the implementation of this strategic framework during the past three years a **formative review** was commissioned. The review also serves as preparation for the Higher Education Quality Committee (HEQC) Audit scheduled for October 2006. The major finding within the review was that the Directorate has established itself well and is performing

satisfactorily with significant progress having been made on the path towards attaining the objectives set in the strategic framework. Further, a **post-graduate support centre** has been proposed and will be the first of its kind at the UFS. Considering the emphasis placed by government on post-graduate students, concerted effort should be made to creating an optimal environment in which they can strive towards quality and excellence.

Two additional **NRF B-rated researchers** joined ranks at UFS. The UFS now boasts with 11 staff members in this category of world class researchers. Further, two young researchers were placed in the Y<sub>1</sub> category. The Faculty of Theology also obtained their first evaluated researcher. This brings the total number of NRF-rated researchers at UFS to 79.

**Research outputs** increased from 328 in 2003 to 345 in 2004. *Figures for 2005 are not available yet.*

The UFS was one of only nine applications funded in 2005 by the National Equipment Programme of the NRF and received an amount of R1.85 million. These funds, designated for infrastructure and **equipment**, were used to purchase a resonance (NMR) spectrometer.

In line with international and national research trends the UFS has initiated the process to develop **academic strategic clusters** and research niche areas. By consolidating research in this multi-disciplinary manner and developing areas of excellence, research activities will not only improve academic understanding but enable community engagement and service related activities. The five clusters are the following:

- Enabling technologies / Technology for the future
- Food production, quality and safety for Africa
- Regional community development
- Social transformation
- Water resource and ecosystem management.

An **Intellectual Property policy** for managing and directing issues relating to intellectual property at the university is the "Policy for the Management of Intellectual Property". This document was approved in principle by Senate in October 2005 and is currently being finalised for approval.

The University has taken the decision in principle to integrate, where appropriate, all aspects of **internationalisation** to strengthen its focus and make optimal use of opportunities. This is based on the strengthening and support of existing internationalisation activities at the University in collaboration with faculties – particularly with regard to research, as well as the optimal use of the International Students' Office. Council approved an Internationalisation Policy during March 2005. Subsequently, a "Business Plan for the Strengthening of Internationalisation" was approved for implementation in 2006.

The **research information management system**, University Office, has been operationalised at the UFS. The system dramatically reduces time required to acquire up-to-date, accurate and applicable research information. In addition, the University has joined an **international funders' database** called ResearchResearch. The system allows directed and targeted searches for funding opportunities across all disciplines, as well as sponsor profiles providing in-depth guidance on the funding agencies.

The UFS hosted the annual **SARIMA** (Southern African Research and Innovation Management Association) during May 2005. The Conference, *Managing Research and Innovation for Development*, was attended by more than 150 delegates, many of whom were international.

#### **01.04.04 Operational sustainability**

After the successful installation of the new PeopleSoft computer programs, the focus has now shifted to utilising their potential to develop best practice in accordance with international benchmarks.

After the disruption caused by the incorporation of the Qwaqwa and Vista Campuses and the significant growth in student numbers, the further major challenge for 2006 and the next couple of years will be to make significant progress towards strengthening a culture that is service- and quality-orientated.

#### **01.04.05 Prestigious awards to staff and students**

Research excellence has been recognised by the promotion of nine academics to the rank of "Senior Research Professor" during 2005. This brings the total number of academics in this distinguished category to 23.

The nine professors include Proff Louise Cilliers (Department of English and Classical Languages), James du Preez (Department of Microbial, Biochemical and Food Biotechnology), Johan Grobbelaar (Department of Plant Sciences), Dingie Janse van Rensburg (Centre for Health Systems Research and Development), Dap Louw (Department of Psychology), Philip Nel (Department of Afro-asiatic Studies and Language Practice and Sign Language), Louis Scott (Department of Plant Sciences), Dirk van den Berg (Department of History of Art) and Andries Raath (Department of Constitutional Law and Philosophy of Law).

The S2A3 Bronze Medal for the most outstanding Masters Degree student in a scientific discipline was awarded to Mr OM Sebolai for the degree MSc in Microbiology.

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

Several projects were completed in 2005 or are in different stages of planning.

The improvement of academic buildings and lecture venues in particular is regarded as an important priority. With regard to the Main Campus, much time was devoted to the planning of major and expensive upgrading projects such as those with regard to the Chemistry Building, the Mathematical Sciences Building, the Benedictus Kok Building and the Flippie Groenewoud Building.

A few smaller projects with regard to academic facilities were completed. Thus the outside of the Geography Building was renovated, the structural problems of the Microbiology and Biochemistry Building were also addressed and new lecture venues constructed in the Francois Retief Building. A new area was also built onto the inner court of the Francois Retief Building to house a medical museum.

Shortcomings regarding the traffic network led to the extensive Wynand Mouton Avenue project. The increase in traffic flow on the campus and surrounding streets resulted in major congestions. Large-scale replanning was essential regarding the south-western entrance and the parking area in the vicinity of the Francois Retief Building. Construction work started towards the end of 2005.

The growing vehicle numbers were also taken into account and 39 new covered parking bays were erected beside the Johannes Brill Building.

The endeavour to make the campus accessible to pedestrians resulted in various smaller projects. Among others, the Centenary Complex was connected to the Callie Human Hall. A start was also made with the construction of a small square in front of the Flippie Groenewoud Building to accommodate the flow of students who attend lectures in the Flippie Groenewoud Building. It is, simultaneously, a continuation of the south-north pedestrian route which will ultimately connect the campus from south to north, from the Francois Retief Building to the Agriculture Gate.

The taking into use of the upgraded Main Building was an important milestone in 2005. The Rector, Vice-Rectors, Chief Directors and other senior personnel, as well as the Planning Unit and the Strategic Communication Division were moved to the historical Main Building. After the moving of the Rectorate, the vacated third floor of the George du Toit Building was furnished for senior administrative managers.

This year money was also spent on sport facilities. The tennis clubhouse and squash courts were upgraded and the building of an astro hockey field is far advanced.

The air-conditioning system of the Odeion was replaced and essential reinforcements of the stage floor were effected. The auditorium was refurbished simultaneously.

Essential finishing work was done in the Centenary Complex, specifically in the Reitz Hall and the art gallery.

Work also commenced on the construction of a new wing for the FarmovsParexel Building. The extension is being constructed at the request of Parexel and will be leased by the international business enterprise to accommodate an additional part of their activities. The project will be completed at the end of February 2006.

Great progress was made with regard to the Owaqwa Campus. In addition to the major residence upgrading project, the lecture halls were improved, computer laboratories equipped and planning to improve academic and administrative spaces was completed.

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

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

Refer to par. 5.6

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

With regard to **Student Services** refer to par. 1.4.14

Par 5.5 will deal with **extra-curricular activities**.

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

Refer to par. 5.5 and 5.6

**D) Employment Equity Situation**

With regard to **UFS Student Profile** refer to par. 1.4.10 and 3.4

**Staff profile in 2005**

Refer to par. 5.3

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

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

**01.04.09 Sub-committees of the Council**

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

(i) Chairperson of the Audit Committee

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

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

The switch to PeopleSoft changed the governance processes drastically and the governance processes must be understood, implemented and measured against existing governance principles.

**The following recommendations were made to the Council:**

That the Council takes cognisance of increased focus on governance, according to which management is requested and to consider the following:

- Training of financial officers in the implementation of existing policy and their consequent role in elevating the level of governance on the campus.
- All heads of departments should attend a high-level workshop on governance to complement the training indicated above and to help them assume co-ownership of the level of governance on campus.

- The UFS's proud record of good governance must be maintained, but also developed further as a cornerstone of an institution of excellence.
- This strategy should be implemented in the course of the next two years with feedback to the Council via the Audit Committee regarding the final action plan and performance measurement.

c) Summaries of attendance

**Summary of attendance of the Audit Committee: 2005**

**ATTENDANCE OF MEMBERS TO AUDIT COMMITTEE MEETINGS**

<b>MEMBER</b>	<b>DATE</b>	<b>DATE</b>	<b>DATE</b>	<b>MEETING</b>	<b>MEETING</b>	<b>SPECIAL MEETING</b>	<b>MEETING</b>
	<b>APPOINTED</b>	<b>REAPPOINTED</b>	<b>RESIGNED</b>	<b>24/02/2005</b>	<b>2005/07/06</b>	<b>2005/10/06</b>	<b>2005/10/11</b>
<b>Members of the committee</b>							
Dr. J.M. Laubscher (Chairperson)	19-Jun-00	19-Jun-04		<b>Present</b>	<b>Present</b>	<b>Present</b>	<b>Present</b>
Dr. C.M. Nwaila	29-Nov-02		June 2005	Absent	Absent	Absent	Resigned
Dr. F de K Kotze	11-Jun-01	19-Jun-04		<b>Present</b>	<b>Present</b>	<b>Present</b>	<b>Present</b>
Dr N Bagarette	01-Nov-04			<b>Present</b>	<b>Present</b>	Absent	<b>Present</b>
Me W.F. Hoexter	01-Nov-04			<b>Present</b>	<b>Present</b>	<b>Present</b>	<b>Present</b>
<b>UF Personnel (advisory)</b>							
Prof. F.C.v.N. Fourie				Absent	Absent	Absent	Absent
Prof. D.A. Viljoen				<b>Present</b>	<b>Present</b>	<b>Present</b>	<b>Present</b>
Mr. C Liebenberg				<b>Present</b>	<b>Present</b>	<b>Present</b>	Absent
Mr. A van der Bijl				<b>Present</b>	<b>Present</b>	<b>Present</b>	<b>Present</b>
Mr. G van den Berg				<b>Present</b>	<b>Present</b>	<b>Present</b>	Absent
Mr. H Blom				<b>Present</b>	<b>Present</b>	<b>Present</b>	<b>Present</b>



<b>MEMBER</b>	<b>DATE</b>	<b>DATE</b>	<b>DATE</b>	<b>MEETING</b>	<b>MEETING</b>	<b>SPECIAL MEETING</b>	<b>MEETING</b>
	<b>APPOINTED</b>	<b>REAPPOINTED</b>	<b>RESIGNED</b>	24/02/2005	2005/07/06	2005/10/06	2005/10/11
<b>External auditors</b>							
Mr. L Rossouw (PWC)				<b>Present</b>	<b>Present</b>	<b>Present</b>	<b>Present</b>
Mr. G Nel (PWC)							<b>Present</b>
Mr. H Leach (Gobodo)				<b>Present</b>	<b>Present</b>	<b>Present</b>	<b>Present</b>

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

**UFS STUDENT PROFILE 2005: TOTAL HEAD COUNT**

**First Time Entering Undergraduate**

	White		Coloured		Indian		Black		Male	Female	Total
	Male	Female	Male	Female	Male	Female	Male	Female			
Economic and Management Sciences	272	215	44	36	23	18	316	311	655	580	1235
Health Sciences	42	142	7	14	4	2	37	39	90	197	287
Law	68	68	8	20	2	7	42	39	120	134	254
Natural and Agricultural Sciences	239	164	9	15	5	3	200	125	453	307	760
The Humanities: Arts & Social sciences	87	170	10	15	0	5	98	129	195	319	514
The Humanities: Education	15	145	3	7	0	3	100	258	118	413	531
Theology	13	7	0	0	0	0	6	3	19	10	29
<b>Total</b>	<b>736</b>	<b>911</b>	<b>81</b>	<b>107</b>	<b>34</b>	<b>38</b>	<b>799</b>	<b>904</b>	<b>1650</b>	<b>1960</b>	<b>3610</b>

**Total Undergraduate**

	White		Coloured		Indian		Black		Male	Female	Total
	Male	Female	Male	Female	Male	Female	Male	Female			
Economic and Management Sciences	1011	704	138	135	101	88	1140	1318	2390	2245	4635
Health Sciences	228	685	19	47	15	14	159	232	421	978	1399
Law	239	265	40	54	7	11	150	127	436	457	893
Natural and Agricultural Sciences	719	395	31	41	26	11	658	561	1434	1008	2442
The Humanities: Arts & Social sciences	273	628	27	102	3	14	467	833	770	1577	2347
The Humanities: Education	104	646	20	204	1	10	588	1341	713	2201	2914
Theology	43	14	0	1	4	0	19	6	66	21	87
<b>Total</b>	<b>2617</b>	<b>3337</b>	<b>275</b>	<b>584</b>	<b>157</b>	<b>148</b>	<b>3181</b>	<b>4418</b>	<b>6230</b>	<b>8487</b>	<b>14717</b>

**Postgraduate Diploma or Certificate**

	White		Coloured		Indian		Black		Male	Female	Total
	Male	Female	Male	Female	Male	Female	Male	Female			
Economic and Management Sciences	2	7	0	0	0	0	5	2	7	9	16
Health Sciences	11	76	3	24	4	2	72	372	90	474	564
Law	737	334	41	24	101	29	126	63	1005	450	1455
Natural and Agricultural Sciences	8	4	0	1	0	0	1	0	9	5	14
The Humanities: Arts & Social sciences	0	1	0	0	0	0	2	1	2	2	4
The Humanities: Education	23	59	9	27	0	4	286	774	318	864	1182
Theology	1	0	0	0	1	0	14	0	16	0	16
<b>Total</b>	<b>782</b>	<b>481</b>	<b>53</b>	<b>76</b>	<b>106</b>	<b>35</b>	<b>506</b>	<b>1212</b>	<b>1447</b>	<b>1804</b>	<b>3251</b>

## Postgraduate (Honors, Masters and Doctoral)

	White		Coloured		Indian		Black		Male	Female	Total
	Male	Female	Male	Female	Male	Female	Male	Female			
Economic and Management Sciences	275	172	26	17	40	30	336	225	677	444	1121
Health Sciences	167	132	12	8	11	3	44	48	234	191	425
Law	30	22	1	3	1	0	20	11	52	36	88
Natural and Agricultural Sciences	404	222	22	15	15	11	363	214	804	462	1266
The Humanities: Arts & Social sciences	107	270	18	16	5	7	211	150	341	443	784
The Humanities: Education	40	110	27	43	1	4	420	971	488	1128	1616
Theology	84	22	6	0	18	1	32	5	140	28	168
<b>Total</b>	<b>1107</b>	<b>950</b>	<b>112</b>	<b>102</b>	<b>91</b>	<b>56</b>	<b>1426</b>	<b>1624</b>	<b>2736</b>	<b>2732</b>	<b>5468</b>

## Occational Study

	White		Coloured		Indian		Black		Male	Female	Total
	Male	Female	Male	Female	Male	Female	Male	Female			
Economic and Management Sciences	45	13	19	16	2	4	112	175	178	208	386
Health Sciences	1	4	0	1	0	0	3	10	4	15	19
Law	1	1	0	0	0	0	1	1	2	2	4
Natural and Agricultural Sciences	16	11	3	5	3	2	83	98	105	116	221
The Humanities: Arts & Social sciences	36	60	8	33	4	6	175	363	223	462	685
The Humanities: Education	7	22	0	0	0	0	3	4	10	26	36
Theology	1	1	0	0	0	0	0	0	1	1	2
<b>Total</b>	<b>107</b>	<b>112</b>	<b>30</b>	<b>55</b>	<b>9</b>	<b>12</b>	<b>377</b>	<b>651</b>	<b>523</b>	<b>830</b>	<b>1353</b>

## UFS Total

	White		Coloured		Indian		Black		Male	Female	Total
	Male	Female	Male	Female	Male	Female	Male	Female			
Economic and Management Sciences	1333	896	183	168	143	122	1593	1720	3252	2906	6158
Health Sciences	407	897	34	80	30	19	278	662	749	1658	2407
Law	1007	622	82	81	109	40	297	202	1495	945	2440
Natural and Agricultural Sciences	1147	632	56	62	44	24	1105	873	2352	1591	3943
The Humanities: Arts & Social sciences	416	959	53	151	12	27	855	1347	1336	2484	3820
The Humanities: Education	174	837	56	274	2	18	1297	3090	1529	4219	5748
Theology	129	37	6	1	23	1	65	11	223	50	273
<b>Total</b>	<b>4613</b>	<b>4880</b>	<b>470</b>	<b>817</b>	<b>363</b>	<b>251</b>	<b>5490</b>	<b>7905</b>	<b>10936</b>	<b>13853</b>	<b>24789</b>

**01.04.11 Campus development**

(Refer to par. 1.4.6)

**01.04.12 Facilities and major capital works**

(Refer to par. 1.4.6)

**01.04.13 Events**

**DEVELOPMENTS, ACADEMIC AND OTHER, THAT INFLUENCE PROGRESS TOWARDS THE ATTAINMENT OF THE MISSION AND OBJECTIVES OF THE INSTITUTION: 2005**

**UFS Marketing** is responsible for a number of activities that contribute towards the mission and objectives of the University of the Free State.

These include:

- student recruitment, with a clear objective towards realization of transformation targets;
- open days on the Main and Qwaqwa campuses of the University;
- a number of road shows were held, e.g. Kimberley, Welkom/Kroonstad, Bethlehem and in Qwaqwa; and
- involvement in a number of Career Exhibitions.

Recruitment of new first year students was done primarily by personal visits by a dedicated marketing team who visited close to 500 identified schools. There is a definite focus on schools in previously disadvantaged communities, demonstrated by the fact that more than 240 different schools from this segment was included. The overall student composition also reflects the success in this regard.

Open Days were held on the Bloemfontein and Qwaqwa campuses of the UFS. All faculties and many individual departments of the UFS have displays and exhibits and they provide maximum information to potential students. Up to 60 per cent of the learners visiting the Open Days were black. This event is a highlight on the marketing calendar which serves as a vital forum to provide the maximum possible information to learners.

The above stand out as the main points of the integrated approach of UFS Marketing to inform potential students about the academic programmes of the UFS, as well as all the bursaries and financial aid schemes available at and via the institution. Transformation and accessibility are two of the cornerstones of the approach.

#### **01.04.14 Student Services**

##### **STUDENT SUPPORT SERVICES**

The UFS Support Services set itself the following goals for 2005:

- Promotion of an academic campus atmosphere;
- To provide a peaceful, co-operative and multi-cultural campus atmosphere; and
- To offer our students the opportunity of developing their full potential through training and facilitation.

In order to achieve the above-mentioned goals, an impressive 286 projects were undertaken, of which the majority (242) were community-service orientated. Sixteen projects entailed student leadership training and 14 projects were aimed at multicultural development.

#### **01.04.15 Distance learning**

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

The UFS has also in partnership with Riverbend Learning Systems been engaged in e-learning in particularly the Faculties of Economic and Management Sciences and the Faculty of Law.

#### **FACULTY OF LAW**

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

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

#### Centre for Financial Planning Law

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

## **FACULTY OF ECONOMIC AND MANAGEMENT SCIENCES**

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

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

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

## **FACULTY OF NATURAL AND AGRICULTURAL SCIENCES**

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

### **Statistical data for distance students in 2005**

FACULTY	OCC	PGRD	UGRD	TOTAL
Economic and Management Sciences	10	247	550	807
Humanities	10	0	2	12
Law	5	1820	206	2031
Natural & Agricultural Sciences	1	27	88	116
TOTAL	26	2094	846	2966

### **Computer supported learning and teaching**

During 2005 the implementation of strategic and workflow documentation enabled streamlining and more effective development of pedagogically driven computer supported academic offerings. Refinements in staff and student support initiatives contributed to the achievement of greater effectiveness and efficiency in this regard. The computer supported blended model of instruction on campus was substantially expanded and some niche academic offerings were implemented as computer supported distance offerings, or online offerings.

In May 2005, 79 computer supported course modules were registered on the institutional learning management system. Planning for 2006 indicates that 180 modules will be registered during the first semester and a further 50 modules during the second semester of next year. Indications are that the presentation of such courses will involve 10 000 students.

Apart from the full, blended teaching and learning approach, and the online distance approach, many departments use computer assisted learning and teaching in order to make electronic content available to students. In most cases, it is additional to the face to face contact. Interactivity between the lecturer and the student is improved by synchronous and asynchronous computer assisted learning tools.

In contrast to 2004, where only two faculties were involved in presenting computer supported course modules, 2005 has been marked by the involvement of five faculties,

namely Economic and Management Sciences, Health Sciences, Humanities and Natural and Agricultural Sciences. Penetration is such that all departments in the Faculty of Economic and Management Sciences currently offer computer supported course modules.

#### **01.04.16 Working with industry**

The University is closely **working with industry** in various areas. It is impossible to reflect all activities in this report. The following are examples:

- **Agriculture**

The University plays an important role on the National Task Team of the Agricultural Research for Development (ARD) Initiative, conceptualised by ICRA (International Centre for Development-oriented Research in Agriculture). The Agricultural Research Council (ARC) partnered with ICRA, to initiate the institutionalisation process of ARD in the South African research and tertiary education system.

Breeding of soft wheat cultivars for biscuit-making (GWK), frost damaging in wheat (ARS), disease control in the bird industry (Country Bird, Bedson Africa, Avriproducts, ICA International Chemicals, Countrybird, Kemklean), diet problems in wild animals (Marakele Park and Molatek), problems with dairy cows (VIRBAC), grading of lucern hay (Senwesko), evaluation of frost on wheat (Agri Risk Specialists), improvement of canola production (Protein Research Trust).

Strategic Planning, i.e. industry wide and firm specific (Fruit SA, RPO, Agro-processing companies, farmers), Information Services (DFPT), Production costs (Grain SA, Senwes, GWK), Industry Reviews (Commercial Banks, Milling Companies, Feed Manufacturers, Intensive Livestock Producers), Regular Presentations (Farmers days), Popular Scientific Publications aimed at industry, i.e. farmers and agribusiness (SA Corp, Landbouweekblad, Dairy Mail, Food and Beverage Reporter, Grain SA), Economic interpretation of Canola trial data (Protein Research Trust), Integrated irrigation water salinity modeling for regional sustainability (Urban Econ, Water Resource Planning Consultants, Water User Associations, and Irrigation Farmers)

- **Physical and Mathematical Sciences**

Surface Investigations on steel (ISCOR), oxidation of pure titanium and titanium alloys (SOMCHEM), risk analyses and the influence of chemical compounds or elements on the physical properties of aluminium (Eskom), development of an anti-cancer drug (Astra Zeneca).

- **Groundwater Studies**

Projects on coal geohydrology and pollution monitoring for Anglo Coal, Ingwe, Sasol, Iscor, Xstrata, Coaltech, Eskom, and Necsa.

- **Biological Sciences**

Insect control on new crops (INCrop and NOK), holistic health management on pistachio nuts and walnuts (INCrop and Green Valley Nuts), chromosome numbers in Lachenella (ARC), cactus pear (South African Cactus Pear Association) and kenaf

(Sustainable Projects Development Group, United Kingdom); a wide variety of biotechnology projects for BHP Billiton, Mintek, Sappi, SABMiller, ICA Laboratories, Des-O-Germ, Bedson Africa..

- **Earth Sciences**

Geological Dating (McKnight Geotechnical Consultation) and a wide variety of geological projects for the mining industry.

- **Environmental Management**

Environmental Assessment, Water Quality Assessment and Biomonitoring of water bodies; Environmental Management Systems, State of the Environment Reports, Environmental Training courses, for various levels of government as well as for mining, chemical and other industry.

- **Building Sciences**

Training programmes, short courses and continuous professional development programmes for the SA Property Owners association, the Association of SA Quantity Surveyors, Telkom and the Gauteng Master Builder Association.

- **Food Sciences**

Improvement of cheeses (Clover, Parmalat, survival of probiotics in yoghurts (Woolworths), milk standards (The Dairy Standard Agency), quality of organic beef (Benchmark Bonsmara), quality of poultry by-product meal (Country Bird). Implementing continuous quality control through certification on edible oils in S.A.

- **Public Management**

International links with the Flemish Government in respect of the Local Governance Unit in collaboration with the Free State Provincial Government. Education and training of provincial and local managers in the Free State Province, Northern Cape, Limpopo and Kwazulu Natal.

- **Centre for Development Support**

Research projects for Eskom, National Housing Finance Corporation, EON Solutions, the Built Environment Support Group on municipal cost recovery and payment for services issues. Research, capacity building and training for Harmony Gold, Sol Plaatjie Housing Company, De Beers Mining Company and the United Nations Office for Project Support on local economic development, affordable housing and social impact assessments. Research for international donor organizations i.e. USAID, DFID, Open Society Foundation and GTZ.



**01.04.17 Significant changes that have taken place**

Refer to par. 1.3

.....  
**Mr Justice S. P. B. Hancke**  
**Chairperson of Council**

## 02 THE COUNCIL'S STATEMENT ON CORPORATE GOVERNANCE

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

#### AUDIT COMMITTEE

The Audit Committee whose chairperson and members are members of Council, was established eleven years ago. Both the internal and external auditors have unrestricted access to the Audit Committee, which ensures that their independence is in no way impaired. Meetings are held at least twice a year and are attended by the internal and external auditors and appropriate members of the executive management. The Audit Committee operates in accordance with written terms of reference, confirmed by the Council, which provides assistance to the Council with regard to:

- ensuring compliance with applicable legislation, the code of business conduct of the University, and the requirements of regulatory authorities;
- matters relating to financial and internal control, accounting policies, reporting and disclosure;
- internal and external policies;
- activities, scope, adequacy and effectiveness of the internal audit function and audit plans;
- assessment of all areas of financial risk and the management thereof;
- review and approval of external audit plans, findings, problems, reports and fees;
- compliance with the Code of Corporate Practices and Conduct; and
- compliance with the HEI's Code of Ethics.



**Dr. J.M. Laubscher**

Chairperson: Audit Committee

## 02.02 Council

### 02.02.01 Council Committees

### 02.02.02 Audit Committee

#### **REGULATIONS OF THE AUDIT COMMITTEE**

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

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

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

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

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

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

The Committee has the following goals among others:

3.1. To assist the Council in fulfilling its supervisory responsibilities.

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

3.3. To review the financial and non-financial reporting process.

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

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

##### **4. COMPOSITION**

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

4.2 The majority of these members need to be financially literate.

4.3 The Audit Committee is appointed by the Council.

4.4 The Chairperson of the Audit Committee will be nominated by the Council.

- 4.5 The Council reserves the right to remove any members from the Committee and to fill any vacancies created by such removal.
- 4.6 Meetings of the Audit Committee may, as arranged by the Chairperson, be attended by representatives of the external auditors, the Executive Committee and its officers and the Internal Auditor.
- 4.7 If the Chairperson of the audit committee is absent from a meeting, the members present will appoint a chairperson from among themselves.
- 4.8 The **University of the Free State** will manage the secretarial duties of the Audit Committee meetings.
- 4.9 The Audit Committee meets on a regular basis with a minimum of two meetings a year. The Committee determines the dates of meetings taking into consideration the dates on which interim and final reports of the external auditors become available.
- 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 via the Executive Committee of the Council as soon as possible thereafter.
- 4.12 Members present at a meeting form a quorum with a minimum of three members of the board, provided that the majority of the members present must be persons who do not occupy an executive position at the University.
- 4.13 Matters are decided by a majority of votes and, should a tie of votes occur, the Chairperson does not have a casting vote.

## **5. AUTHORITY**

- 5.1 The Audit Committee, under direction of the Chairperson, as authorised by the Council, has the power :
- 5.1.1 to conduct interviews with other Council members, the Executive Committee, executive officers, advisers or staff members of the University;
  - 5.1.2 to liaise directly with the external and/or internal auditors;
  - 5.1.3 to investigate matters that it considers necessary and to obtain advice from external experts;
  - 5.1.4 to co-opt suitable persons to serve on the Audit Committee where specific expertise is required; and
  - 5.1.5 to seek any information from external parties.
- 5.2 the Audit Committee

- 5.2.1 may lay claim to the required resources that it may find necessary to perform its duties properly and that are reasonably affordable; and
- 5.2.2 have access to records and information of the University.
- 5.3 Vacancies
- 5.3.1 If a vacancy occurs on the Audit Committee, the Chairperson of the Audit Committee must inform the Council without delay.
- 5.3.2 The Council must fill the vacancy on receipt of such notification or within a reasonable period of time thereafter.

## **6. ROLES AND RESPONSIBILITIES**

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

### **6.1 External audit matters**

- 6.1.1 Assessment of the proposed audit scope and approach of the external audit and assurance that all critical risk areas are addressed in an effective way.
- 6.1.2 Verifying and evaluating the effectiveness of the external auditors' performance.
- 6.1.3 Ensuring that the external audit is not limited or handicapped to any extent.
- 6.1.4 Supervising Management's evaluation of the external auditors' independence.
- 6.1.5 Considering the acceptability of the essential levels that have to be applied in decision-making on the scope of audit procedures and the level of errors that have to be reported.
- 6.1.6 Recording the dates on which reports must be handed in and on which annual financial statements and other applicable requirements have to be finalised.
- 6.1.7 Identifying steps that must be taken to avoid problems encountered in the previous year in order to avoid unnecessary auditing work.
- 6.1.8 Considering the following aspects:
  - (i) The effectiveness of the internal accounting control as identified during the external audit and the Management's follow-up.
  - (ii) Significant differences of opinion between the external auditors and the Management.
  - (iii) Any material unsolved accounting and audit problem that was identified during the external audit.
  - (iv) Changes in the scope or approach of the external audit in response to changing circumstances or problems experienced as against that contained in the original audit plan.
- 6.1.9 Recommendations to the Council on the appointment and/or re-appointment of the external auditors and consideration of the budgeted audit fees and remuneration paid to the external auditors.
- 6.1.10 After completion of the audit, a review of the audit results and the quality and contents of the financial information presented before the annual financial statements are issued, and submission of a report in this regard

6.1.11 Ensure that management responds to recommendations by the external auditors.

## **6.2 Financial reporting**

### **6.2.1 General**

- (i) Identification of important risks to which the University is exposed and confirmation that the internal control systems involved are adequate and function effectively.
- (ii) Considering, with the internal and external auditors, of any fraud, illegal acts, deficiencies in internal control or other similar issues.
- (iii) Review of significant accounting and reporting issues, including recent professional and regulatory pronouncements, and understand their impact on the financial statements.
- (iv) Ask management and the internal and external auditors about significant risks and exposures and the plans to minimise such risks.
- (v) Review any legal matters which could significantly impact the financial statements.

### **6.2.2 Annual financial statements**

- (i) Review the annual financial statements and determine whether they are complete and consistent with the information known to committee members; assess whether the financial statements reflect appropriate accounting principles.
- (ii) Pay attention to complex and/or unusual transactions such as restructuring charges and derivative disclosures.
- (iii) Focus on judgmental areas, for example those involving valuation of assets and liabilities; warranty, product or environmental liability; litigation reserves; and other commitments and contingencies.
- (iv) Meet with management and the external auditors to review the financial statements and the results of the audit.
- (v) 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 Audit matters**

- (i) Review the activities and organisational structure of the internal audit function and ensure no unjustified restrictions or limitations are imposed.
- (ii) Evaluate the suitability, qualifications and abilities of the internal auditing staff and concur in the appointment, replacement, reassignment or dismissal of the Internal Auditor.
- (iii) Provide a forum for direct reporting of the findings of the Internal Auditor.
- (iv) Evaluating the efficiency and effectiveness of the Internal Audit function.
- (v) Meet separately with the Internal Auditor or discuss any matters that the committee or auditors believe should be discussed privately.
- (vi) Ensure that significant findings and recommendations made by the internal auditors are received and discussed on a timely basis.

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

#### **6.2.4 Performance audit**

- (i) Evaluate whether management is setting the appropriate “control culture” by communicating the importance of internal control and the management of risk and ensuring that all employees have an understanding of their roles and responsibilities.
- (ii) Consider how management is held to account for the security of computer systems and applications, and the contingency plans for processing financial information in the event of a systems breakdown.
- (iii) Gain an understanding of whether internal control recommendations made by internal and external auditors have been implemented by management.
- (iv) Review the effectiveness of the system for monitoring compliance with laws and regulations and the results of management’s investigation and follow-up (including disciplinary action) of any fraudulent acts or non-compliance.
- (v) Obtain regular updates from management and the institution’s legal counsel regarding compliance matters.
- (vi) Be satisfied that all regulatory compliance matters have been considered in the preparation of the financial statements.
- (vii) Review the findings of any examinations by regulatory agencies.
- (viii) Ensure that the code of conduct is in writing and that arrangements are made for all employees to be aware of it.
- (ix) Evaluate whether management is setting the appropriate “tone at the top” by communicating the importance of the code of conduct and the guidelines for acceptable behaviour.
- (x) Review the process for monitoring compliance with the code of conduct.
- (xi) Regularly update the Council about committee activities and make appropriate recommendations.
- (xii) Ensure that the Council is aware of matters which may significantly impact the financial condition or affairs of the institution.
- (xiii) Perform other oversight functions as requested by the full Council.
- (xiv) If necessary, institute special investigations and, if appropriate, hire special counsel or experts to assist.
- (xv) Review and update the charter; receive approval of changes from the Council.
- (xvi) Evaluate the committee’s own performance on a regular basis.

**AUDIT COMMITTEE WORK PROGRAM AND SELF EVALUATION GUIDE:**

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

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

Points refer to charter	Also involved	Done in practice? Yes/No Not applicable	Follow up steps if necessary
<b>2. STATUS</b>			
The Council established an Audit Committee which function as a separate sub committee of the Council.	Council		
Council approves the charter of the Audit Committee and from time to time it are being reviewed and adjusted if necessary. These adjustments are also approved by the Council.	Council		
The committee work according to a written charter in which the tasks and responsibilities had been recorded.			
<b>4. COMPOSITION</b>			
The size of the committee is according to the size of the University. (Between three and six members are optimal, excluding representatives of management).	Council		
[Most of] [All the] committee members are independent from management	Council		
Committee members are being appointed by the Council	Council		
Term of membership are according to the discretion of the Council, but the continuity are being considered while a fresh perspective are being obtained by the committee.	Council		



<b>5. AUTHORITY</b>			
Council gave the Committee authorisation to obtain any information from any councillor, member of management, employee, external and internal auditors or outside parties.	Council		
Council authorised the committee to obtain advice from skilled external sources and to co-opt the suitable candidate if necessary.	Council		
Council has sufficient sources for the execution of their duties and responsibilities.	Chairperson of the committee		
<b>Membership</b> The experience and qualifications of the committee members comply with the duties of the committee and they have the ability to understand financial statements.	Council/ Chairperson of the committee		
From time to time Council reviews the mixture of experience and capabilities of the committee members to ensure that a proper balance are being maintained.	Council/ Chairperson of the committee		
New committee members receive sufficient background information and training to be able to complete their task and responsibilities sufficiently.	Chairperson of the committee/ committee secretary		
<b>6. ROLES AND RESPONSIBILITIES</b>			
The following part of the guideline can serve as an annual work plan.			
<b>External Audit</b>			
Judging of the external auditors proposed audit scope and approach. Enquire on the reasons for changes to the auditplan.	External auditors		
Checking and evaluation of the effectiveness of the work done by the external auditors.	External auditors		
Evaluate the adequacy of the audit procedures that will be executed to determine if it include procedures for	External auditors		

the testing of controls and the controlling of accounting records.			
Ensure that the external auditors are not restricted or handicapped in any way.	External auditors		
Enquire on the degree of coordination between the work of the external auditors and the internal audit function to ensure that it is sufficient in the current circumstances.	External auditors /Internal audit		
Meet regularly private with the external auditor.	External auditors		
Give feedback on the reports of the external auditor to management and ensure that management react on these findings.	External auditors /Management		
Consider the independency of the external auditors, taking into consideration the plans of management to use the audit firm during the year for other services, take into consideration the type of services that will be rendered and the estimated costs.	External auditors /Management		
Consider the acceptability of the materiality levels that would be applied during the making of decisions on the scope of audit procedures and the level of errors that will be reported.	External auditors		
Noting of dates when reports should be submitted and when financial statements and other applicable requirements should be finalised.	External auditors /Management		
Identifying of steps that should be taken to avoid problems that occurred in the previous year to prevent unnecessary audit work.	External auditors /Management		
Consider the effectiveness of the internal accounting controls as identified by external audit and the follow thereof up by the	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	Council		

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

accounting practise and other prescriptions during the compiling of the financial statements.			
After completion of the audit review the audit results, and the quality and contents of the financial information presented prior to the issuing of the financial statements and submission of a report in this respect to the Council for consideration on a meeting where the financial statements will be approved.	Management		
Annually compile a summarised report on the activities of the audit committee during the year as well as any recommendations made by the committee and decisions taken by the committee. This report should be submitted to the Council prior to the approval of the annual financial statements.	Management		
Enquire from management and external audit on the effectiveness of the accounting principles followed by the University and changes in accounting principles.	Management/ External auditors		
Focus for instance on the valuation of assets and liabilities, large accounting accruals, reserves or other estimates done by management which will have a material impact on the financial statements.	Management		
Focus on complex and/or unordinary transactions.	Financial services		
Enquire from management and external auditors if there were any accounting or reporting matters and how it had been resolved.	Management/ external auditors		
Judge if the other information in the financial year end report clear is and if it agrees to the information in the financial statements.	Management/ external auditors		
Preliminary announcements, interim statements and analysis			
Review the development by management on the preliminary results, interim reports and analysis. Determine the extent of the involvement of external audit.	Management/ internal audit/ external auditors		
Judge the preliminary results and interim financial	Management/		

statements prior to release.	external auditors		
<b>Internal audit</b>			
Review the activities and structure of internal audit and approve the charter of internal audit.	Internal audit		
Judge personnel provision, training and the budget of the internal audit function	Internal audit		
Supply a forum for direct reporting from the Internal Auditor.	Internal audit		
Evaluation of the effectiveness and efficiency of the internal audit function.	Internal audit		
Ensure that internal audit actively involved is with the financial reporting process.	Internal audit		
Review the internal audit plan with the internal auditor especially in respect of the involve ness in control systems and the drafting of financial reports.	Internal audit		
Look at the changed internal audit plan.			
Look at findings from internal audit and ensure that management react on these findings.	Internal audit/ management		
Meet regularly in private with the internal auditor.	Internal audit		
<b>Performance audit</b>			
Judge the measures and procedures for proper implementation of economic, efficient and effective management.	External and internal audit		
Review the findings of the Internal and External auditors in respect of Performance audit.	External and internal audit		
Revise the reporting in the financial statements on economic, efficient and effective application of the University's resources.	External and internal audit		
<b>Complying with laws and regulations</b>			
Judge the procedures of management for the	Management		

monitoring of laws and regulations at the University. When this review is being done by another committee of management, it should be considered what implication the applicable laws and regulations will have on the financial statement.			
Together with management and the legal advisor, judge as applicable the findings of any regulating investigations and consider the implications on the financial statements.	Management/ Legal advisor		
<b>Complying with Code of conduct</b>			
From time to time the evaluation of the program for monitoring the complying with the code of conduct that were implemented by management.	Management		
<b>7. FUNCTIONING OF THE COMMITTEE</b>			
<b>Meetings</b>			
The Audit committee meets on a regular basis at least twice a year. The dates of the meetings are determined by the committee, taking into consideration the dates at which the interim and final reports of the external auditors will be available.			
Special meeting if circumstances require it.			
Agendas of the meetings are compiled in writing.	Secretary		
Agendas of the meetings are sent out prior to the meetings with sufficient background information on the items listed on the agenda. This is being done that he committee members can prepare for the meetings.	Secretary		
All the proceedings of the meetings are recorded in the minutes.	Secretary		
The committee regularly give feedback to the council on its activities.	Council		

<b>Maintaining of quality</b>			
<b>The committee has sufficient resources for the execution of their duties and responsibilities</b>	Chairperson of the committee		
The continuing training needs of the committee members receive the necessary attention.	Chairperson of the committee		
The chairperson evaluates the efficiency of each of the individual committee members.	Chairperson of the committee		
From time to time the performance of the committee is being evaluated.	Chairperson of the committee		

Sources:

1. Charter of the Audit Committee
2. Audit Committees – good practices for meeting market expectations van PricewaterhouseCoopers

### **02.02.03 Finance Committee**

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

The Audit Committee assesses financial statements from a risk perspective.

### **02.02.04 Remuneration Committee**

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

## **02.03 Statement on conflict management**

Refer to 2.4 below.

## **02.04 Statement on worker and student participation**

### **Worker participation**

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

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

### **Student participation**

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

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

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



### 03 SENATE REPORT TO THE COUNCIL

#### 03.01 Changes in academic structures

No substantial changes in academic structures were brought about in 2005. On the level of units and centres the following developments were approved:

- ***Unit for Legal Historic Research***

A unit for Legal Historic Research was established within the Faculty of Law.

- The name of the ***Unit for Language Facilitations and Empowerment*** was changed to the ***Unit for Language Management***.
- The establishment of the ***Centre for Assisting Spiritual Leaders*** was approved. The Centre is situated in the Faculty of Theology.
- The ***Disaster Risk Management Programme*** developed into the ***Centre for Disaster Risk Management***.

#### 03.02 Composition of Senate

- Rector and Vice-Chancellor
- Vice-Rectors
- Registrars
- Two members of the Council elected by the Council.
- The Deans of the faculties
- The full professors of the University
- Academic employees (two representatives of the Lectorate and one (1) representative of the Associate Professors)
- Administrative employees (in advisory capacity)
- Two members of the Central Students' Representative Council elected by the CSRC.

#### 03.03 Significant developments and achievements in

##### 03.03.01 Instruction

In 2005 all new first-year students on the main campus and the Qwaqwa Campus wrote the PTEEP (Placement Test in English for Educational Purposes) and the ATV (*Afrikaanse Taalvaardigheidstoets*) of the University of Cape Town in the medium of instruction of their choice.

Kovsie Counselling assume responsibility for the conducting of the tests during the orientation week for new first-year students.

Students identified with inadequate language skills on the basis of the test results and not placed in extended programmes will be compelled to register for language skills modules. The conferring of a qualification was to be made dependent on the passing of such modules. Kovsie Counselling would advise students in this regard.

All international students will write the language skills tests of the UFS and be compelled to undergo language skills development should their language skills be identified as inadequate.

## UFS SUCCESS RATES: 2005

### First time entering undergraduates

	White	Coloured	Indian	Black	Total
Economic and Management Sciences	74.60%	67.67%	73.73%	51.84%	<b>63.09%</b>
Health Sciences	97.96%	83.29%	78.80%	78.49%	<b>90.50%</b>
Law	72.84%	59.87%	74.87%	54.80%	<b>65.73%</b>
Natural and Agricultural Sciences	81.77%	71.27%	70.25%	53.30%	<b>68.26%</b>
The Humanities: Arts & Social sciences	82.54%	80.97%	76.21%	69.40%	<b>78.04%</b>
The Humanities: Education	90.10%	67.73%	60.13%	67.84%	<b>75.46%</b>
Theology	94.90%	0.00%	0.00%	57.59%	<b>82.21%</b>
<b>Total</b>	<b>81.48%</b>	<b>71.96%</b>	<b>73.52%</b>	<b>58.41%</b>	<b>70.86%</b>

### Total contact and distance undergraduates

	White	Coloured	Indian	Black	Total
Bureaus	0.00%	0.00%	0.00%	0.00%	<b>0.00%</b>
Economic and Management Sciences	71.08%	58.08%	63.63%	52.40%	<b>60.15%</b>
Health Sciences	96.87%	87.13%	93.03%	82.87%	<b>92.23%</b>
Law	72.36%	55.50%	53.23%	51.76%	<b>62.09%</b>
Natural and Agricultural Sciences	81.30%	56.11%	61.65%	57.22%	<b>67.74%</b>
The Humanities: Arts & Social sciences	80.62%	69.47%	68.66%	66.14%	<b>73.46%</b>
The Humanities: Education	87.89%	91.96%	84.68%	74.19%	<b>80.71%</b>
Theology	87.86%	100.00%	69.64%	72.21%	<b>81.32%</b>
<b>Total</b>	<b>80.54%</b>	<b>67.92%</b>	<b>66.39%</b>	<b>60.39%</b>	<b>69.92%</b>

### Distance Undergraduates

	White	Coloured	Indian	Black	Total
Economic and Management Sciences	69.38%	70.07%	68.29%	59.98%	<b>66.55%</b>
Law	64.05%	62.03%	62.18%	36.30%	<b>58.77%</b>
Natural and Agricultural Sciences	70.33%	64.39%	53.82%	65.21%	<b>67.76%</b>
The Humanities: Arts & Social sciences	91.52%	100.00%	75.87%	96.78%	<b>92.94%</b>
<b>Total</b>	<b>69.35%</b>	<b>67.87%</b>	<b>66.94%</b>	<b>59.67%</b>	<b>66.34%</b>

### Contact Undergraduate

	White	Coloured	Indian	Black	Total
Bureaus	0.00%	0.00%	0.00%	0.00%	<b>0.00%</b>
Economic and Management Sciences	71.19%	57.44%	63.04%	52.18%	<b>59.84%</b>
Health Sciences	96.87%	87.13%	93.03%	82.87%	<b>92.23%</b>
Law	72.88%	54.92%	52.63%	52.04%	<b>62.24%</b>
Natural and Agricultural Sciences	81.54%	55.98%	61.86%	57.13%	<b>67.74%</b>
The Humanities: Arts & Social sciences	80.56%	69.32%	68.58%	66.07%	<b>73.38%</b>
The Humanities: Education	87.89%	91.96%	84.68%	74.19%	<b>80.71%</b>
Theology	87.86%	100.00%	69.64%	72.21%	<b>81.32%</b>
<b>Total</b>	<b>80.84%</b>	<b>67.92%</b>	<b>66.35%</b>	<b>60.40%</b>	<b>70.00%</b>

# UFS GRADUATES AND GRADUATION RATE: 2005

## Output of Graduates

	White	Coloured	Indian	Black	Total
<b>Undergraduate</b>	<b>1045</b>	<b>82</b>	<b>23</b>	<b>1278</b>	<b>2428</b>
Undergraduate Diploma or Certificate	25	21	1	620	667
General Academic 1st Bachelo's Degree	610	42	18	536	1206
Professional 1st Bachelor's Degree	410	19	4	122	555
<b>Postgraduate</b>	<b>1151</b>	<b>110</b>	<b>77</b>	<b>1433</b>	<b>2771</b>
Postgraduate Diploma or Certificate	418	42	34	519	1013
Postgraduate Bachelor's Degree	31	6	0	94	131
Honours Degree	387	36	13	586	1022
Masters Degree	280	25	29	206	540
Doctoral Degree	35	1	1	28	65
<b>Total</b>	<b>2196</b>	<b>192</b>	<b>100</b>	<b>2711</b>	<b>5199</b>

## Contact Graduation rate

	White	Coloured	Indian	Black	Total
<b>Undergraduate</b>	<b>17.76%</b>	<b>9.28%</b>	<b>8.47%</b>	<b>17.13%</b>	<b>16.79%</b>
Undergraduate Diploma or Certificate	21.37%	9.81%	9.09%	33.08%	30.09%
General Academic 1st Bachelo's Degree	18.91%	9.46%	8.43%	12.13%	14.48%
Professional 1st Bachelor's Degree	16.18%	8.24%	8.51%	10.15%	13.89%
<b>Postgraduate</b>	<b>36.63%</b>	<b>34.44%</b>	<b>23.20%</b>	<b>31.30%</b>	<b>32.89%</b>
Postgraduate Diploma or Certificate	66.44%	65.85%	10.00%	41.46%	44.50%
Postgraduate Bachelor's Degree	55.32%	26.09%	0.00%	31.10%	33.78%
Honours Degree	64.59%	47.37%	60.00%	37.28%	45.00%
Masters Degree	23.59%	20.35%	20.55%	15.08%	19.08%
Doctoral Degree	10.36%	5.88%	4.76%	15.91%	11.78%
<b>Total</b>	<b>22.96%</b>	<b>15.70%</b>	<b>13.57%</b>	<b>22.46%</b>	<b>22.15%</b>

## Distance Graduation rate

	White	Coloured	Indian	Black	Total
<b>Undergraduate</b>	<b>11.84%</b>	<b>11.86%</b>	<b>6.98%</b>	<b>4.69%</b>	<b>9.27%</b>
Undergraduate Diploma or Certificate	0.00%	0.00%	0.00%	100.00%	100.00%
General Academic 1st Bachelo's Degree	12.74%	10.53%	8.33%	3.38%	8.99%
Professional 1st Bachelor's Degree	10.09%	14.29%	0.00%	6.98%	9.44%
<b>Postgraduate</b>	<b>31.34%</b>	<b>22.22%</b>	<b>27.46%</b>	<b>10.53%</b>	<b>27.07%</b>
Postgraduate Diploma or Certificate	30.27%	24.19%	25.38%	4.97%	26.36%
Postgraduate Bachelor's Degree	38.46%	0.00%	0.00%	0.00%	21.74%
Honours Degree	21.43%	0.00%	33.33%	50.00%	25.00%
Masters Degree	44.83%	16.67%	55.56%	21.05%	32.99%
<b>Total</b>	<b>27.14%</b>	<b>17.56%</b>	<b>22.70%</b>	<b>8.18%</b>	<b>22.28%</b>

▪ **Awards and achievements**

**Faculty of Law**



- a) New senior appointments  
None
  
- b) Prestigious awards to staff and students

<b>AWARDS, BURSARIES AND PRIZES</b>	<b>NUMBER OF STUDENTS</b>
UFS Bursaries	3
Absa Prize	1
Bar Prize	1
Butterworths Prize	1
Gildenhuis v/d Merwe Prize	1
Jacobus Buys Prize	1
Hofmeyer Herbstein Gihwala Prize	1
Honey and Partners Prize	1
FPI Prize	1
Joos Hefer Prize	1
Juta Prize	1
McIntyre and V/D Post Prize	1
Naude Prize	1
Naude Prize	1
Symington & De Kok Prize	1
FT Preller Prize	1
Law Society Prize	1
Rentmeester Insurers Prize	1
Rosendorff and Reitz Barry Prize	1
Spoor & Fisher Prize	1
Appie Steenkamp Prize	1
D H van Zyl Prize	1
PPS Prize	2
Moritz Bobbert Medal	6
Adams + Adams Prize	1
Society of Holders of the M Bobbert Medal	1

## Faculty of the Humanities



### a) New senior appointments

Prof L Cilliers, Senior Professor, English and Classical Languages  
Prof D J vd Berg, Senior Professor, History of Art  
Prof P J Nel, Senior Professor, Afro-Asiatic Studies  
Prof H C Janse van Rensburg, Senior Professor, Centre for Health Systems Research and Development  
Prof D A Louw, Senior Professor, Psychology

### b) Prestigious awards to staff and students

- The Department of Drama and Theatre Arts made a clean sweep with the Sanlam Prize for Afrikaans Theatre: *Zollie* was nominated best new drama (Prof. Nico Luwes), Lulu Botha, a student, was nominated best actor, while the whole team received the award for best production. Gerben Kamper (staff member), who was nominated best director.
- In striving towards excellent artistic standards at the professional level and towards financial sustainability, the Department Drama and Theatre Arts acquired more than R1.3m from the National Lottery to produce three professional productions with postgraduates and graduati over the next three years.
- Hanlie Beukes, a third-year student in German, was the recipient of a DAAD bursary to attend a winter school at the University of Tübingen in Germany.
- Sanri le Roux, tutor and student assistant in German was invited to visit the University of Tübingen and also the Herder-Institut in Leipzig for a training workshop for lecturers in German as a foreign language.
- A third-year student in French, Mianda Erasmus, was awarded a bursary by the French Embassy to enable her to attend an intensive language course in Réunion.
- Students of the Department of Music were responsible for many achievements. The Odeion Student Trio, comprising Danré Strydom (clarinet), JC Jacobs (cello) and Lesley-Ann Mathews (piano, was invited to Farnham, outside London by the British pianist and chamber music player, Clifford Benson, where they attended master classes in chamber music. They were awarded full academic colours for their particular contribution towards taking the reputation of the Department of Music and that of the UFS beyond our borders.

- JC Jacobs and Danré Strydom also progressed to the final round of the Sasol Competition where JC Jacobs won first prize.
- Thabo Makhebesela (vocal) and Danré Strydom (clarinet) competed in the Muziq Competition in Pretoria, while Hanlie Louw (vocal) won the Mimi Coetse Prize.
- Nationally, the expertise of Dr. Derik Coetzee (Department of Human Movement Science) was acknowledged when he was seconded to SARFU as principal conditioning coach of the Springboks.
- Prof. J.S. Naudé (Afro-Asiatic Studies, Sign Language and Language Practice) was elected to the Ecclesiastical Advisory Committee which has to plan and manage the announced Afrikaans Bible translation by the Bible Society. On the strength of his expertise on the theory of translation, the Polish Academy of Science invited him to act as guest speaker.
- Mr. Philemon Akach of the Department Afro-Asiatic Studies, Sign Language and Language Practice, was elected to the position of Vice-President of the World Association of Sign Language Interpreters. He is also involved in a nationwide empirical research project in collaboration with a Belgian research team from the Universities of Gent and Brussels concerning a cross-linguistic study of South African and Belgian Sign Language.
- Particularly noteworthy was an invitation for a working visit to Russia by Prof. Nico Luwes (Drama and Theatre Arts) during which he also directed a production of Romeo and Juliet in Pavlodar, Kazakhstan.

### Faculty of Theology



a) New senior appointments

Prof P G R de Villiers as professor extra ordinarius in Biblical spirituality

b) Prestigious awards to staff and students

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

AWARDS, BURSARIES AND PRIZES	NUMBER OF STAFF
*UFS Research Directorate awards R50 000 per annum for 3 years to prof. R.M. Britz, Department of Church History and Polity, for editing a critical edition of Calvin's commentaries on the Pastoral Letters	1
*Prof P Verster, dept of Missiology, received NRF Rating (C3)	1
* Prof S D Snyman, dept of Old Testament, appointed on the theological advisory board of Radio Pulpit	1
* Prof P J Strauss, dept of Church History and polity: Re-elected as leader-in-chief of <i>Die Voortrekkers</i> . He also received the <i>Afrikoon</i> award of the <i>ATKV</i> for his contribution to the cultural heritage of the town of Reitz. And he was elected moderator (for the second time) of the Free State Synod of the DRC.	1

### Faculty of Economic and Management Sciences

- a) New senior appointments  
Prof. A.E. Loots
- b) Prestigious awards to staff and students

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

AWARDS, BURSARIES AND PRIZES	NUMBER OF STUDENTS
Absa Prize	2
Absa Student Bureau Prize	3
Audi Centre Prize	2
Blade van Zyl Prize	1
Bennie Anderson Prize	1
Bloemwater Prize	1
Brain Books Bookprizes & vouchers	3
Campher Management & Entrepreneurial Award	1
CDS Prize	3
Coronation Prize	1
EDegree Prize	1
Etnique Carlson Wagonlit Travel	1
First National Bank Prize	2



Ernst & Young Prize	2
EW Grunow Prize	1
Fanie Naude Award	1
Finansies en Tegniek Prize	1
HP Langenhoven Prize	2
Kloppers Prize	2
KPMG Prize	1
Lifegro Prize	1
Lindemann's Prize	1
Marais & Crowther Prize	1
MFI Trust Prize	1
Minolta Prize	2
Moore's Rowland Prize	1
Oelofse Ouditeurs Prize	1
PPS Prize	1
PriceWaterhouseCoopers Prize	4
SAICA Prize	2
Sasko Prize	1
Securicor Prize	3
Sherwood Books Book Prizes	5

## Faculty of Natural and Agricultural Sciences

### a) New senior appointments

Prof J C du Preez, Senior Professor, Microbial  
 Prof J U Grobbelaar, Senior Professor, Plant Sciences  
 Prof L Scott, Senior Professor, Plant Sciences

### b) Prestigious awards to staff

- Prof. Herman van Schalkwyk, Dean of the Faculty of Natural and Agricultural Sciences at the University of the Free State (UFS) has recently been elected by the Minister of Agriculture and Land Affairs, Me Thoko Didiza, to serve on the ministerial committee to review the South African agricultural marketing environment.
- Prof. Van Schalkwyk was also recently appointed as vice-chairman of the board of directors of the Matjhabeng Municipality's Marketing and Investment Company (MMIC).
- Prof. Daan de Waal, departmental chairperson of the Faculty of Natural and Agricultural Sciences at the University of the Free State (UFS), has recently been appointed as member of the South African Statistics Council. It is the first time that a staff member of the Faculty is appointed as member of the Council. The appointment was made for a term of three years by Mr Trevor Manual, Minister of Finance.

c) Prestigious awards to students

<b>AWARDS, BURSARIES AND PRIZES</b>	<b>NUMBER OF STUDENTS</b>
Prizes of the Free State Institute of Architects	5
South African Institute of Architects Prize	1
Ora Joubert Theory Book Prize	1
Bannie Britz Building Science Book Prize	1
Everite Building Products Prize	1
South African Council for the Architectural Profession (SACAP) Medal	1
Prizes of the Association of South African Quantity Surveyors	4
Bell John Prize	1
David Haddon Prize	1
The Royal Institution of Chartered Surveyors Prize	1
W H Malan Prize	2
Grinaker-LTA Building Prize	1
Chartered Institute of Builders SA (CIOB) Student Prize	1
Branch Prize	1
Billiton Prize	1
Merck Prize and Achievement Medal for Chemistry	1
SASOL Prize and Achievement Medal	1
IMP (Nikon) Prize to Entomology Students	1
IMP (Nikon) Prize to Zoology Students	2
Zoology and Entomology Prize	1
Siemens Prize	2
Geography Award	2
J S le Roux Floating Trophy	1
Brainbooks Prize	1
AngloGold Ashanti Ltd. Prize	1
South African Society of Crop Production Medal	1
Omnia Fertiliser Merit Award	1
Soil Science Society of South Africa Medal	1
Absa Bank Prize	1
Standard Bank Cash Prize	1
Senwes Limited	1
IMP (Nikon) Prize for Microbial, Biochemical and Food Biotechnology	1
Roche Diagnostics Book Prize	1
Merck Prize and Achievement Medal for Microbiology	1
SA Bioproducts Prize	2
J P van der Walt Prize	1
Andries Brink-Sasol Prize	1
SAAFoST (South African Association for Food Science and Technology)	1
SAAFoST Academic Achievement Award	1
SA Association for Dairy Technology Academical Prize	1
VVLU Prize	1
Rama Prize and Floating Trophy	1
Beth Erlank Prize	1
Hofmeyr van Schaik Prize	1
Van Schaik Prize	1

Merck Prize and Medal	1
Botanical Society of South Africa (Free State Branch)	3
Prof E M van Zinderen Bakker Prize	1
Merck Prize and Medal for Plant Sciences	1
Plaaskem Prize	1
Crompton Uniroyal Chemical Incentive Prize	1
The Southern African Plant Breeders' Association Prize	1
McGraw-Hill Prize	6
Centre for Agricultural Management Donors' Award	2
Free State Agriculture Bursary	1
Centre for Sustainable Agriculture Merit Award	2
Hatton & Associates Prize for Housing	1
LMV Prize	2
Wallace van Zyl Prize	2
SAPI Prize	1
Cebo Prize for Environmental Planning	3
Pfizer Cash Prize	1
SASAS Merit Prize	1
SA Stud Book Prize	1
Voermol Foods Prize	1
Farm Vision Merit Award	1
Kynoch Merit Award	1
Grassland Society of Southern Africa Medal	1
De Beers Merit Award	1
First National Bank Merit Award	1
Van Schaik Prize	1
C B van Wyk Prize	2
Quintiles Clin Data Trophy and Certificate	1
Reitsma Prize	1
Statistics Achievement Prize and Floating Trophy	1
Hardus van Rensburg PPS Prize	2
Johan van der Ahee PPS Prize	2
Helgardt Truter PPS Prize	2
Kovsie-Alumni Trust Awards	2
The Chris Small Prize	1
Dean's Award	1

## Faculty of Health Sciences



### a) New senior appointments

Dr W P Vergeer, Director, Nat Control Laboratory for Biological Products

b) Prestigious awards to staff and students

<b>AWARDS, BURSARIES AND PRIZES</b>	<b>NUMBER OF STUDENTS</b>
Kovsie Alumni Award	1
School of Medicine Prize	1
Van Schaik Prize	2
PPS Prize	3
Dr W Grundell Floating Trophy	1
Hitech Therapy Prize	3
Physiotherapy Medal	1
Kagiso Khulani Supervision Food Services Prize	2
Nestlé Prize	2
Abbott Laboratories Floating Trophy	1
Abbott Laboratories Prize	1
Egbert Olivier Prinsloo Prize	1
Community Health Prize	2
Welch Allyn Prize	3
Dirk van Velden Medal	1
Pharmacology Prize	2
J A Olivier Prize	0
McGraw Hill Prize	1
Medsien Medical Bookshop Prize	2
Undergraduate Research Prize	4
Ophthalmology Prize	2
Tyco Medal and Book Prize	1
Helmut Schimpff Prize	0
Medical Society of South Africa: OFS Prize	1
Cornelis Wessels Medal	1
Sanofi-Synthelabo Prize	1
Smith & Nephew Prize	2
Horace Wells Medal	1
Janssen-Cilag Prize	1
Japie Hough Medal	1
Paul Fischer Medal	1
SA Academy of Family Practitioners	1
Theo Arndt Medal	1
Imperial Bank	1
Obstetrics and Gynaecology Medal	1
Psychiatry Medal	1
Medical Physics Floating Trophy	1
P C Minnaar Prize	0
Family Medicie Medal	1
Henrietta Stockdale Floating Trophy	1
Old Mutual Floating Shield	1
Nita Posthimus Wisseltrofee	1
Annelene Schoeman Floating Trophy	1
Pro Mente Sana Floating Trophy	1
General Clinical Practice Floating Shield	1
Medi Nurse Trophy	1

Regional Society of Community Nurses of the Free State Floating Trophy	1
Critical Care Floating Trophy	1
Sarine Fourie Floating Trophy	1
Molly Vermaak Floating Trophy	1
Leon Seymore Floating Trophy	1
C A Loubser Floating Trophy and medal	1
HIV/AIDS Floating Trophy	1
Marlene Viljoen Floating Trophy and medal	1
Solomon Floating Trophy	1
Cura Per Miseri Cordiam Floating Trophy	1
Joubert Floating Trophy	0
Lilly van Rhyn Floating trophy	0

### 03.03.02 Research

Refer to 1.4.3

### 03.03.03 Funding

Research funding from the NRF has increased from R7,7 million in 2004 to more than R10 million in 2005. The research funds allocated by the University increased by 13.2% from R10,8 million in 2004 to R12,2 million in 2005.

In the NRF Thuthuka programme grant holders increased from five in 2003 to 19 in 2005. The NRF's contribution since 2003 towards capacity building in this programme has increased from less than R300 000 to almost R2 million in 2005.

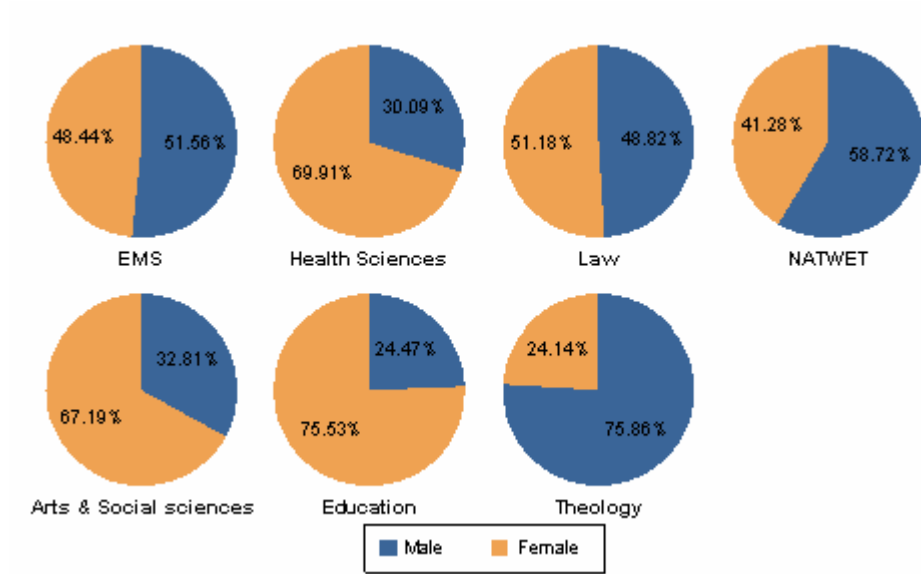
The UFS was one of only 9 applications funded in 2005 by the National Equipment Programme of the NRF and received an amount of R1.85 million. These funds, designated for infrastructure and equipment, were used to purchase a resonance (NMR) spectrometer.

Progress was made to systematise and professionalise contract research, intellectual property and commercialisation in order to increase "third-stream income". A candidate attorney has been seconded to assist with contract management by Phatshoane Henney Inc. from the beginning of 2005. Prof Gerrit van Wyk acted during 2005 as Director for Entrepreneurship and Special Projects and a process has been initiated to appoint a person at a high level within the University to spearhead entrepreneurial and innovative activities in future.

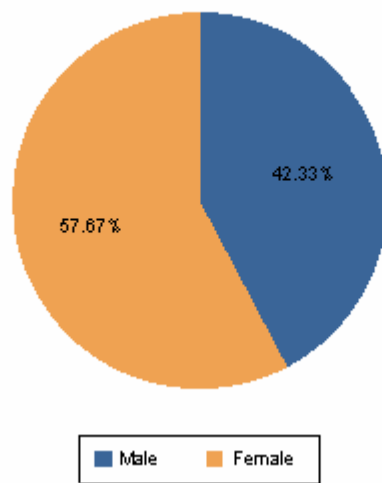
### 03.04 Composition and size of student body

#### STUDENT PROFILE CHARTS: 2005

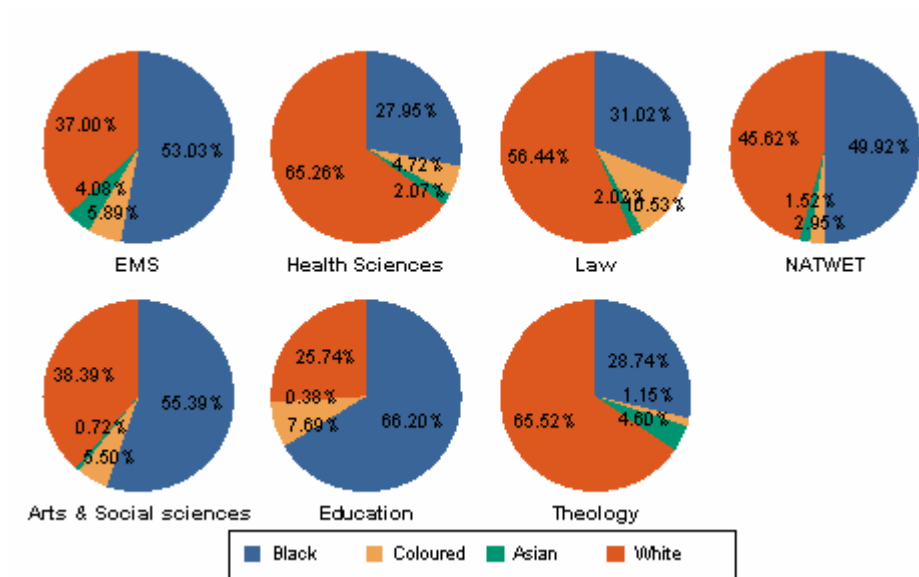
##### Total Undergraduate Headcount by Gender



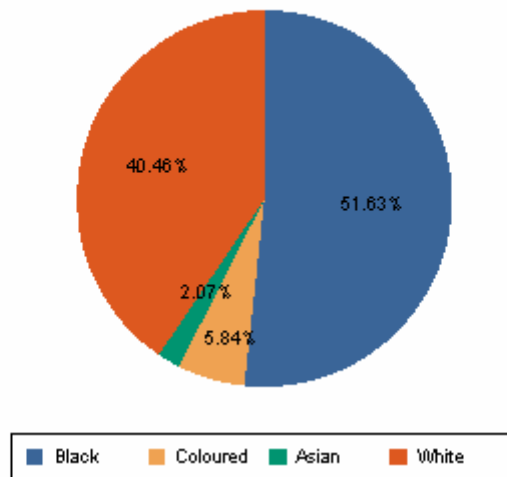
##### UFS Total



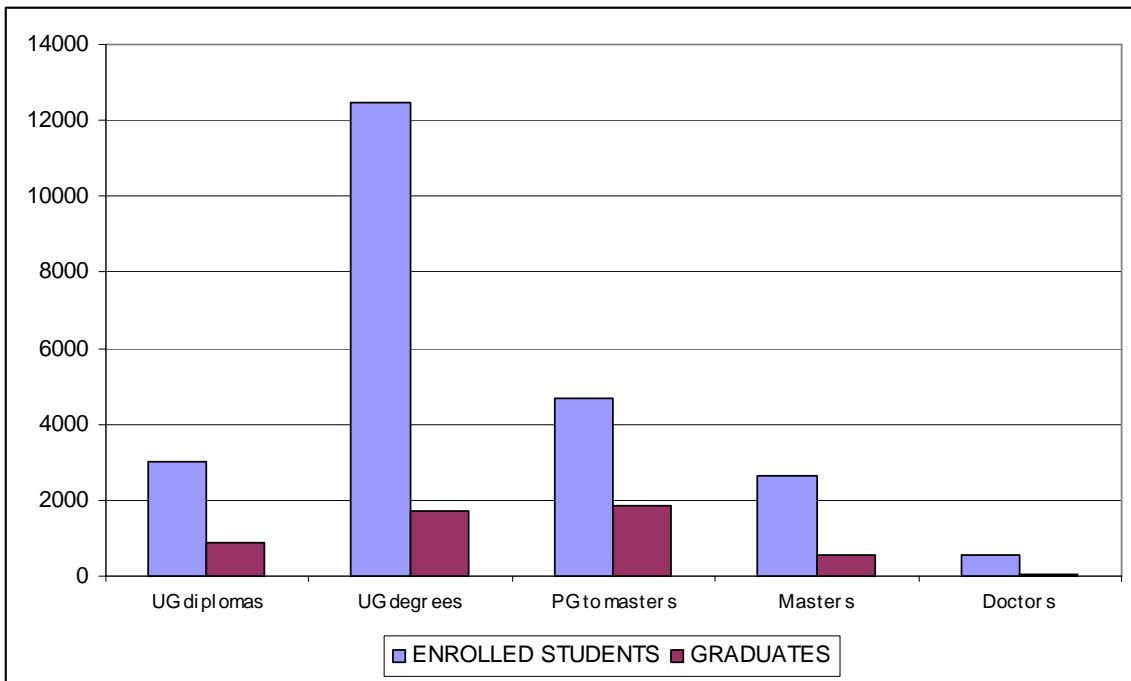
## Total Undergraduate Headcount by Race: 2005



## UFS Total



## 2005 ENROLLED STUDENTS AND GRADUATES





### 03.05 Access to financial aid and provision thereof

#### Main Campus

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

<u>Main Campus</u>		2004		2005
NSFAS/DE	R	14 480 286.00		R 17 622 014.00
NSFAS/ECProv	R	80 000.00		R 49 724.00
NSFAS/NGO	R	142 668.00		R 157 205.00
NSFAS/DE Education	R	1 686 472.00		R 431 117.00
	<b>R</b>	<b>16 389 426.00</b>		<b>R 18 260 060.00</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 to help as many students as possible to register.

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

<u>Qwaqwa Campus</u>		2004		2005
NSFAS/DE	R	7 963 352.00		R 11 510 608.00
NSFAS/DE Education	R	3 432 579.00		R 883 107.00
	<b>R</b>	<b>11 395 931.00</b>		<b>R 12 393 715.00</b>

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

<u>Vista Campus</u>		2004		2005
NSFAS/DE	R	992 155.00		R 1 960 844.00
NSFAS/DE Education	R	72 444.00		R 185 619.00
	<b>R</b>	<b>1 064 599.00</b>		<b>R 2 146 463.00</b>

#### Total allocations to UFS

		2004		2005
NSFAS/DE	R	23 583 900.00		R 33 528 000.00
NSFAS/Irish aid	R	69 948.00		R 0.00
NSFAS/ECProv	R	80 000.00		R 50 000.00
NSFAS/NGO	R	142 668.00		R 157 205.00
NSFAS/National Skills	R	1 776 750.00		R 0.00
NSFAS/DE Education	R	5 429 000.00		R 1 499 843.00
	<b>R</b>	<b>31 082 266.00</b>		<b>R 35 235 048.00</b>

### **03.06 Changes in tuition fees charged**

The increase in tuition fees charged between 2004 and 2005 was 9%.

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

## **04 INSTITUTIONAL FORUM**

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

#### **4.1.1 Composition of the Institutional Forum (IF)**

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

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

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

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

The composition of the Institutional Forum is as follows:

#### **COMPOSITION OF THE INSTITUTIONAL FORUM**

##### **EXECUTIVE MANAGEMENT**

Mnr/Mr LS (Lourens) Geyer (2004/06/30 – 2008/06/30)

Ds/Rev CD (Kiepie) Jaftha (2004/06/30 – 2008/06/30)

##### **COUNCIL**

Dr JM (Kobus) Laubscher (2004/06/30 – 2008/06/30)

Dr GPV (Vicky) le Roux (2004/06/30 – 2008/06/30)

##### **SENATE**

Prof E (Engela) Pretorius (Vice chairperson) (2004/06/30 – 2008/06/30)

Prof NJ (Neil) Heideman (2004/06/30 – 2008/06/30)

##### **ACADEMIC EMPLOYEES**

Dr RH (Roza) van den Berg (2004/06/30 – 2008/06/30)

Dr C (Carlien) Pohl (2004/06/30 – 2008/06/30)

#### **ADMINISTRATIVE EMPLOYEES**

Mnr/Mr TOZ (Thabo) Moeng (2004/06/30 – 2008/06/30)

Mnr/Mr TZ (Zag) Choane (2004/06/30 – 2008/06/30)

#### **SERVICE EMPLOYEES**

Mnr/Mr VS (Simon) Khosana (2004/06/30 – 2008/06/30)

Mnr/Mr LS (Steven) Khunou (2004/06/30 – 2008/06/30)

#### **STUDENT COUNCIL**

Mnr/Mr A (Alfred) Geldenhuys (till September 2004)

Me/Ms A de Kock (till September 2004)

Mr Tello Motloun (3<sup>rd</sup> term 2005)

Mr Graeme Bradley (4<sup>th</sup> term 2005)

#### **UNIONS**

##### **UVPERSU**

Prof JU (Johan) Grobbelaar/Me/Ms A (Anita) Lombard (sekundus)

##### **NEHAWU**

Mnr/Mr MG (Gratitude) Nkungwana

##### **QWAQWA-CAMPUS**

Mnr/Mr MJ (Jack) Vezi

##### **VISTA-CAMPUS**

Mnr/Mr PC (Paseka) Mokoena

##### **CO-OPTED**

Mnr/Mr PMB Ramahlele (Chairperson)

#### **4.1.2 Matters on which advice was given to Council in 2005**

No advice was given to the Council in 2005.

### **05 REPORT OF PRINCIPAL ON MANAGEMENT/ADMINISTRATION**

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

##### **5.1.1 Performance management system**

During 2005 the development and implementation of a performance review system has progressed well and has essentially entailed two simultaneous processes. The first of these was for a technical team, consisting of both internal and external consultants, to undertake a comprehensive study of performance management and review in a higher educational

context and secondly to conduct a series of orientation workshops with employees in order to fully implement a performance review system in 2007.

These processes have resulted in a set of documents that were prepared. These documents include performance management manuals, which were used for purposes of implementing the system.

### 5.1.2 Performance Review System

The review of performance is the centre of a Performance Management System that entails development as well as accountability (e.g. remuneration and incentives for good performance).

The development of a performance review system has, essentially, entailed two simultaneous processes. The first of these was for a technical team, consisting of both internal and external consultants, to undertake a comprehensive study of performance management and review in a higher educational context and secondly to conduct series of participative workshops with pilot group employees in order to formulate the basis for an institutional performance review system. These processes have resulted in a set of documents outlining fundamental principles and proposing the way forward with the review system.

During 2005 six orientation sessions were conducted with the pilot groups with the aim to explain the six steps of the performance review process. These sessions were facilitated by an external consultant and context specific examples were explained. It is foreseen that the PRS process will be rolled out to the wider institution during 2006. New orientation sessions are scheduled for 2006 to firstly provide opportunities for academic and support staff outside the pilot groups and secondly to prepare for implementation of 2007.

### 5.1.3 Staff development

During 2005, various staff development, opportunities (listed below) were provided for both academic and administrative staff at the main campus, in striving towards achieving the mission and strategic priorities of the UFS:

- *Informal Basic, Intermediate and the Advanced Sesotho courses*
- *Beginners Afrikaans course*
- *Advanced labour law*
- *Microsoft end user programme course*
- *Induction for new academics*
- *Induction for new administrative staff*

Staff development opportunities (listed below) were also provided at the Qwaqwa campus during 2005, namely:

- *Occupational Health and Safety in the workplace*
- *Basic computer skills*
- *Emotional intelligence*

In addition, a *Staff Wellness Programme* was launched during 2005. The aim was to empower both organisation and staff to gain power and influence in relation to well-being. At the organisational level, the programme wishes to promote individual well-being and create an organisational climate supportive of a competent, motivated and enabled

workforce in pursuit of achieving the University's vision and strategic priorities. At the faculty, departmental and individual level the programme aims to promote individual empowerment in order to accentuate individual strengths, competence, proactivity and general well-being.

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

#### **5.1.4 FINANCE**

The main feature of the 2005 financial year is that the prediction that the growth in income of the University of the Free State would flatten out, has realised. As always it is going to be more difficult to live with the reality than with the prediction.

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

##### Qwaqwa

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

The result of this is that there was no financial deficit for the first three years of running this campus and that funds have even become available for addressing the accumulated backlog in respect of maintenance. Presumably the Department will not continue this above-normal subsidising indefinitely and this fact will have to be taken into account in the current planning, as well as the later discussions with the Department.

##### Vista

The budgets of the Vista and Main Campuses are interdependent because of the fact that all new students are registered at the Main Campus and that the restriction on the student numbers of the University has been adjusted by 1 860 teaching input units since 2004 to provide for the incorporation of Vista.

Because of the abovementioned and the decision that programmes will not be duplicated between the two Bloemfontein campuses, the 2006 budget for these two campuses has been consolidated. Among others, this implies that the remuneration budgets of the staff of faculties and support services will also be consolidated as from 2006, but additional allocations will be made to cover the costs of the erstwhile Vista staff.

During 2006 an agreement will also have to be reached with every division and faculty concerned regarding the managed phasing in of the additional staff below the ceiling as determined by the consolidated income of the Bloemfontein campuses.

As far as the management of the physical infrastructure of the Vista Campus is concerned, plans are currently being made to get it to a self-financing level.

## **5.1.5 HUMAN RESOURCES**

### **5.1.5.1 Internal audit**

Following the introduction of the new human resources information system (PeopleSoft) a quality control officer (Principal Officer) was appointed to ensure data integrity by eliminating unnecessary mistakes and applying continuous quality control. One of the projects completed successfully was the performing of an audit regarding the following aspects: personal files, Council bursaries, employment equity data, Hemis data (SAPSE), medical and housing allowances and Vista leave.

### **5.1.5.2 Revision of policies and procedures**

The policies and procedures pertaining to Human Resources are revised continuously to adapt to labour legislation and operational requirements. The following policies and procedures were revised during 2005:

- Medical Fund – The policy provides for all staff members now receiving a medical benefit, whether as a medical subsidy or a medical allowance.
- Leave Policy – The leave policy pertaining to special leave was revised.
- Policy on Secretarial Posts.
- Disciplinary Policy and Procedure – The process of switching from an accusatory to an inquisitory procedure is almost completed.

### **5.1.5.3 Consolidation of salary structure**

Good progress has been made regarding the consolidation of the salary structure and ranks of departments.

### **5.1.5.4 Performance Management System (PMP Ke Nako project)**

The following section is only a reflection of progress made with the practical implementation sessions that formed part of the wider PMS/PMP project during 2005. During 2005 six practice implementation sessions, with each of the current Pilot groups, which facilitate implementation and the six steps of the performance review process, were facilitated by the external consultant and explained by context specific examples. The current Pilot groups for the practice implementation phase are: Department of Sociology, Department of Business Management, School of Management, Department of Plant Sciences, Faculty of Law, Department of Human Resources, Library and Information Services, and Academic Student Services.

Implementation took place with the assumption that Performance Management (PM) is an integral part of the line function of Deans and HOD's. It was expected from the pilot groups to submit assignments during the various suggested PM sessions as specified above. An example of this is planning done and completed work arrangements during the first session. During the sessions the external consultant, Technical Committee for PM, Top Management, Staff Development, Quality Assurance and Human Resources will serve as support to members of pilot groups. Quality Assurance reported that the methodology that was followed proved to be successful. Practice implementation took only place with a selected sample from the current pilot groups and other staff members within these

faculties and departments still need to obtain PM training. Two catch-up sessions for these staff members are scheduled for November 2005 and January 2006 .

#### **5.1.5.5 Post grading**

Initially 30 benchmark positions were identified to form the basis of the JE Manager Post-Grading System. After completion of this exercise, a report reflecting the results of these benchmark positions was submitted by the consultants (Renwick Reward). It was obvious that this sample was not sufficient and that a further 500 posts needed to be graded in order to ensure a random sample. An additional 500 posts were therefore graded and the results set to the consultant for auditing. After the results had been received back from the consultant, a preliminary report was compiled. The posts already graded are in the process of being audited by the Auditing Committee.

#### **5.1.5.6 Compilation of competency profiles for programme and subject heads and co-ordinators on the Qwaqwa Campus**

An investigation by the Management of the UFS indicated that it was necessary to determine the requirements for specific posts on the Qwaqwa Campus. The purpose of the compilation of post requirements was linked to a need to ensure that the incumbents would know exactly what was expected of them and to enable every incumbent to identify and address his/her own development needs.

During June 2005 a workshop was held on the Qwaqwa Campus to collect information with a view to compiling competency profiles.

#### **5.1.5.7 Leaving of service interviews and questionnaires**

Over the last year several staff members left the service of the University. In order to determine the reason for this and to keep Management conversant with developments in this regard, every staff member who resigns is requested to complete a leaving of service questionnaire or participate in an interview.

#### **5.1.5.8 Benchmarking**

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

#### **5.1.5.9 Equity, Diversity and Redress "Grow your own timber"**

The Employment Equity Act (Act No. 55 of 1998) requires that the University devote attention to diversity in the workplace. To meet this requirement, it is necessary that existing and future staff members be developed to meet the requirements of specific posts.

As far as academic personnel are concerned, the Mellon/Atlantic Fellowships were participated in actively as a member of the Board of the Grow your own Timber Programme. The aim is to provide young persons from the designated group, through



funding and mentorships, with an opportunity to obtain master's and doctor's degrees in order to then develop them to become academics.

As far as support services are concerned, staff members from the designated groups have been identified for development already on the basis of a test battery that determined the potential of every staff member. In order to expose the identified staff members to the necessary development, a mentorship programme was developed for implementation in collaboration with the line managers concerned. The process of formalising this project, as for academics, is almost completed.

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

According to this approach each faculty (6) has its own employment equity committee and there are also 3 employment equity committees representing the support services. All these committees are represented on the newly constituted Central Employment Equity Committee of the UFS. All the committee members have been receiving training in respect of the drawing up of an employment equity plan since July 2005. The committees, together with the Central Committee for Employment Equity, also play a monitoring role in the process.

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

#### **5.1.5.10 Staff Development (Skills Development Plan)**

An Annual Training report and Workplace Skillsplan (WSP) was submitted to the ETDP SETA during May and June 2005. These plans enable the University to gain access to the available levies as specified in the Skill Levies Act. The ETDP SETA confirmed the acceptance of the reports according to legislative requirements. Grants have been disburse on levies.

During 2004-2005 an allocated unit in CHESD was created to take responsibility for provision of the training and development of staff. Funds were made available (from the skills levies) to finance the training programmes. Operation of the unit was aligned with requirements stipulated by legislature, as well as developmental needs resulting from the performance management system.

#### **5.1.5.11 Total package conversion (Cost to Company)**

In November 2002 the Executive Committee (EM) approved a position paper outlining the principles for a conversion from a traditional remuneration structure (basic salary plus "add on" benefits) to a total package remuneration structure for a pilot group of employees consisting of the three top tiers of seniority (approximately 300 employees). The UFS conversion to Total Package focuses mainly on three areas of package restructuring, namely: Bonus, Traveling allowance, and other non-pensionable allowances.

During the implementation phase for the rollout to the rest of the University during 2005, a combined paper driven and IT driven Implementation method was employed and deemed highly successful. Members were offered the following choices: Choice to retain the status quo or to change their remuneration structure with the following possible choices: to spread the tax on bonus over twelve months or to make some or all of the current permanent non-pensionable allowances pensionable.

The Implementation date of conversion was 01 July 2005. The pilot group members have still time till the 28th February 2006 to make relevant choices and the conversion of Vista Staff members to total package is still outstanding pending the finalisation of the conditions of service alignment process.

#### **5.1.5.12 Vista: alignment of conditions of service**

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

Twenty-eight (28) staff members were fully aligned on 1 July 2005 and ± forty-three (43) still have to be aligned.

### **05.02 The adequacy of staffing levels, particularly in critical areas**

The adequacy of staffing levels, particularly in critical areas, remains a challenge and receives continuous attention.

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

#### **Employment equity situation**

##### **“Grow your own timber”**

The Employment Equity Act (Act 55 of 1998) requires that the University must devote attention to diversity in the workplace. To comply with this requirement, it is necessary that existing and future staff members be developed in order to meet the requirements of specific posts.

As far as academic staff members are concerned, the Mellon/Atlantic fellowships were participated in actively as part of the Council's Grow your own timber programmes. The aim is to give young people from the designated groups the opportunity, through funding and mentorships, to obtain master's and doctor's degrees and then develop them into academics.

As far as support services are concerned, staff members have already been identified for development on the basis of a test battery which determined the potential of each staff

member. In order to expose the identified staff members to the necessary development, a mentorship programme was developed for implementation in cooperation with the line managers concerned. The process of formalising this project, as in the case of academics, has almost been completed.

#### Employment Equity Policy and Plan

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

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

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

#### Staff profile

If the staff profile of 2005 is compared with the profile of the previous year, it can be seen that a 5% growth has occurred in the personnel corps. Positive progress, that is higher than 5% growth can be seen clearly in respect of women and especially blacks (9%), Coloureds (15%) and Asians (30%). In total, this growth represents a 7% increase in women. Coloured men (5%) grow at the same rate as the profile, while black men show a somewhat slower increase (4%), white men show a much slower growth (1%) and no growth has occurred in respect of Asian men (0%). The increase in men (2,5%) is lower than the growth in the staff corps of the University (**see Appendix A below**).

**APPENDIX A**

OCTOBER 2004

CATEGORY	MALE				FEMALE				TOTAL
	African	Coloured	Asian	White	African	Coloured	Asian	White	
Top and Snr Management	4	3	0	40	2	0	0	11	60
Academic staff	132	13	6	425	68	6	2	407	1059
Support Services staff	326	23	6	234	324	33	8	620	1574
<b>TOTAL</b>	<b>462</b>	<b>39</b>	<b>12</b>	<b>699</b>	<b>394</b>	<b>39</b>	<b>10</b>	<b>1038</b>	<b>2693</b>

OCTOBER 2005

CATEGORY	MALE				FEMALE				TOTAL
	African	Coloured	Asian	White	African	Coloured	Asian	White	
Top and Snr Management	3	3	0	38	2	0	0	12	58
Academic staff	122	14	8	427	78	2	4	436	1091
Support Services staff	356	24	4	243	351	43	9	648	1678
<b>TOTAL</b>	<b>481</b>	<b>41</b>	<b>12</b>	<b>708</b>	<b>431</b>	<b>45</b>	<b>13</b>	<b>1096</b>	<b>2827</b>

## **Employment Equity Situation**

Having equity, diversity and redress as one of the five strategic priorities of the UFS, an Employment Equity Policy and Employment Equity plan have been developed providing for specific targets being set by each faculty and support services unit. As stipulated by the policy all appointments will also be monitored by the Employment Equity Officer and Human Resources Department, while a central Equity committee and equity committee in Faculties and support services departments have been established to facilitate the roll out of the plan.

## UFS EQUITY STAFF PROFILE 31 OCTOBER 2005

HEMIS Category	Male				Female				UFS Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	
Instruction/Research professionals	49	10	1	273	28		2	224	587
Executive/managerial professionals	7	3		43	3			13	69
Special Support professionals	4	1		23	5	1	1	56	91
Technical Staff	4	3		16				6	29
Non-professional admin staff	64	5	1	64	61	21	3	267	486
Crafts & trades staff		1		12				1	14
Service Staff	131	8		2	155	7		5	308
<b>Permanent Total *</b>	<b>259</b>	<b>31</b>	<b>2</b>	<b>433</b>	<b>252</b>	<b>29</b>	<b>6</b>	<b>572</b>	<b>1584</b>
Instruction/Research professionals	62	4	7	148	47	2	2	199	471
Executive/managerial professionals				3				2	5
Special Support professionals	5			14	4			51	74
Technical Staff	32		2	47	29	5	3	72	190
Non-professional admin staff	91	6	1	57	78	6	2	195	436
Crafts & trades staff				1	1			1	3
Service Staff	28			1	18	3			50
Unknown	4			4	2			4	14
<b>Temporary Total *</b>	<b>222</b>	<b>10</b>	<b>10</b>	<b>275</b>	<b>179</b>	<b>16</b>	<b>7</b>	<b>524</b>	<b>1243</b>
<b>UFS Total</b>	<b>481</b>	<b>41</b>	<b>12</b>	<b>708</b>	<b>431</b>	<b>45</b>	<b>13</b>	<b>1096</b>	<b>2827</b>

### HEMIS PERMANENT/TEMPORARY DEFINITION

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

## % Change in UFS EQUITY PERMANENT STAFF PROFILE: 2005 compared to 2004

PERSONNEL CATEGORY	RACE				
	AFRICAN	COLOURED	INDIAN	WHITE	TOTAL
Instruction/Research Professional	0.00%	9.09%	25.00%	-6.20%	-4.82%
Executive/Administrative/Managerial Professionals	-11.11%	0.00%	-	-9.80%	-9.52%
Specialist/Support Professionals	0.00%	-100.00%	-	8.14%	5.21%
Technical Employees	33.33%	0.00%	-	-15.79%	-3.57%
Non-professional Administrative Employees	-5.04%	-18.18%	-33.33%	-8.52%	-8.24%
Crafts/Trades Employees	-	0.00%	-	0.00%	0.00%
Service Employees	3.70%	-7.14%	-	-16.67%	2.84%
<b>TOTAL</b>	<b>1.16%</b>	<b>-9.09%</b>	<b>-14.29%</b>	<b>-6.01%</b>	<b>-3.73%</b>

### HEMIS PERMANENT/TEMPORARY DEFINITION

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

0% = no change

- = change could not be calculated as either 2002 or 2004 figure blank

In 2004 an audit was done on the classification of staff in the HEMIS personnel categories, therefore persons could have moved between categories. The sub-totals and totals do not reflect these movements.

### HEMIS PERMANENT/TEMPORARY DEFINITION

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

## % Change in UFS EQUITY PERMANENT STAFF PROFILE: 2004 compared to 2002

PERSONNEL CATEGORY	RACE				TOTAL
	AFRICAN	COLOURED	INDIAN	WHITE	
Instruction/Research Professional	178.57%	133.33%	-	-11.05%	-0.51%
Executive/Administrative/Managerial Professionals	14.29%	50.00%	-	18.18%	18.87%
Specialist/Support Professionals	50.00%	0.00%	-	17.81%	19.23%
Technical Employees	75.00%	-25.00%	-	-33.33%	-18.42%
Non-professional Administrative Employees	83.78%	155.56%	200.00%	0.00%	13.09%
Crafts/Trades Employees	-	0.00%	-	0.00%	0.00%
Service\Employees	-7.41%	-42.31%	-	-53.85%	-12.30%
<b>TOTAL</b>	<b>19.14%</b>	<b>15.22%</b>	<b>600.00%</b>	<b>-5.49%</b>	<b>1.67%</b>

### HEMIS PERMANENT/TEMPORARY DEFINITION

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

0% = no change

- = change could not be calculated as either 2002 or 2004 figure blank

In 2004 an audit was done on the classification of staff in the HEMIS personnel categories, therefore persons could have moved between categories. The sub-totals and totals do not reflect these movements.

#### Comments:

- Expenditure on employment equity at the UFS

YEAR	AMOUNT
2002	226,019.00
2003	2,395,241.00
2004	3,397,687.00
2005	1,851,430.00*

- Allocation for employment equity at the UFS

**\* Influenced by the incorporation of Vista Campus staff.**

YEAR	AMOUNT
2002	4,000,000.00
2003	3,000,000.00
2004	3,000,000.00
2005	2,000,000.00

### HEMIS PERMANENT/TEMPORARY DEFINITION

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

0% = no change

- = change could not be calculated as either 2002 or 2004 figure blank

In 2004 an audit was done on the classification of staff in the HEMIS personnel categories, therefore persons could have moved between categories. The sub-totals and totals do not reflect these movements.

## Comments:

- Expenditure on employment equity at the UFS

YEAR	AMOUNT	CUMULATIVE
2002	226,019.00	226,019.00
2003	2,395,241.00	2,621,260.00
2004	3,397,687.00	6,018,947.00
2005	1,851,430.00	7,870,377.00

- Allocation for employment equity at the UFS

YEAR	AMOUNT	CUMULATIVE
2002	4,000,000.00	4,000,000.00
2003	3,000,000.00	7,000,000.00
2004	3,000,000.00	10,000,000.00
2005	2,000,000.00	12,000,000.00

### 05.04 The quality of information available to management and the administrative processes

The University has a small but effective and efficient Management Information office responsible for HEMIS reporting and also for supplying relevant information for strategic planning, rolling plans, quality assurance including programme self-evaluation, monitoring student enrolments, success rates, throughput and graduation rates, etc. The office also handles all *ad hoc* requests for management information from functional units within the University as well as outside *ad hoc* requests for statistical data on the University.

### 05.05 Student services and extra-curricular activities

With regard to Student Services refer to par. 1.4.14

#### Extra-curricular activities: KOVSCOM

##### Purpose

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

##### Projects

- Omega Service Centre for the Aged in Heidedal. (70-80 elderly). The centre qualifies as an Assisted Living for the Aged Centre.
- Faculty and Associations
- Five empowerment clinics in the larger Mangaung area. All clinics focus on building the learners' self-esteem.
- Reading for the Blind students.



- Psychology Student Association – 28 projects at 5 institutions.
- Four Blood donations clinics.
- Residence Projects
- 19 Residences participated in ±110 projects.
- 1 Wall-painting project.
- Therapeutic Horse Riding
- Two schools and Hospice involved - ±25 projects.
- Youth and Differentiated Projects
  - 7 Institutions ± 70 projects.
- Rag Ubuntu Project (Renovation of four schools in the Mangaung area)

## 5.6 Relationships with the community, both academic and service

The following report provide a broad overview of the University of the Free State's engagement with the community and broader society that it serves, and more specifically the quality arrangement strategies that guide these relationships.

### 5.6.1 Background to Community Service

The renewed focus on community service (CS) as a core function of the University of the Free State (UFS), manifested itself in the adoption of a first Community Service Policy in 2002<sup>1</sup>. What was different from the previous commitment to CS was the fresh realisation of the value of integrating CS with teaching, learning and research which thoroughly established it as an indispensable component of its academic work and scholarly activities. Proof that UFS has been heeding the call of government towards the transformation of the higher education (HE) system can be found in the preamble of the policy mentioned above, as well as in other documents that have been produced since 2002. Several papers, presentations and publications<sup>2</sup> of staff members indicated that the UFS endorses the three pillars on which Government's HE transformation agenda rests, namely:

1. *Increased participation*: The democratisation of and increased participation in the HE system by an ever-increasing diversity of interest groups, which aims to eradicate the inequalities of the past.
2. *Greater responsiveness*: The ability and willingness to react to a wide variety of social and economic challenges, as well as a commitment to seeking solutions to societal problems, which in turn require adaptations in respect of teaching and learning methods and curricula.

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<sup>1</sup> Available at <[http://www.uovs.ac.za/community\\_service/Docs/AUG2002-Eng.doc](http://www.uovs.ac.za/community_service/Docs/AUG2002-Eng.doc)>

<sup>2</sup> For example the paper presented at the international conference: EMSU 2002 in Africa, Environmental Management for Sustainable Universities: The Role of Higher Education in Sustainable Development, 11-13 September 2002, Rhodes University, Grahamstown. An thoroughly reworked and updated version of the paper is available at <[http://www.uovs.ac.za/documents/community\\_service/2005-5/2005\\_09\\_Community\\_service\\_sustainable\\_development\\_policy\\_web.pdf](http://www.uovs.ac.za/documents/community_service/2005-5/2005_09_Community_service_sustainable_development_policy_web.pdf)>

3. *Increased co-operation and partnerships:* Increasing co-operation and partnerships between institutions of HE and all sectors of society (i.e. with the community, public and private sectors) for the sake of mutual trust, as well as increased accountability and transparency in the HE sector.

The integrated approach of what was referred to in the first CS policy as "Community Service Learning and Research" (CSL & R) is a response to the goals set out above, as well as to Government's call towards increasing the levels of social responsibility of both the students and HE institutions as a whole. Learning from its experience of over a century of working closely with partners in the Free State region, the UFS currently remains convinced that an approach based on co-operative partnerships is essential, making joint initiatives more conducive to sustainability through the shared responsibility and accountability of all involved. In adopting the above-mentioned Community Service Policy (August 2002) the UFS has officially identified community service as "a strategic priority and a core function, which must progressively be integrated with teaching, learning and research as mainstream activities of the University and its students".

What was unique about the UFS approach from the outset was the high level of institutional commitment that was declared openly by key members of the executive management of the institution. The following are examples of public endorsement and purposeful leadership in this regard:

- The Rector and Vice-Chancellor, has made his commitment to community engagement, and service-learning in particular, public at various occasions, for example during his inauguration speech in February 2003: "One special area to mention is our current approach to community service, i.e. in the form of community service learning and community service research. Pioneering work has been done, in a very inclusive and inquiring process, to develop a solid policy to underpin this approach. This approach has the immense benefit that it doesn't define community service as an "add-on", but as an integral part of the core activities of the university. In the normal course of their studies, students would complete community service modules, learning from applying knowledge in a community service context."
- Both the Rector, the Deputy Vice-Chancellor: Academic Planning, and the Chief Director: Community Service, are often invited to present the University's stance on and progress with academically integrated community engagement at national forums.

The appointment of a Chief Director: Community Service at executive level was another crucial element of the way in which the UFS positioned itself as a civic-minded, socially responsible HE institution intent on playing a meaningful role in the reconstruction and development of the Free State Province. From his position in executive management the Chief Director has been able to steer the process of policy development for and implementation of the objectives set in the first policy document with exceptional success over the past four years.

At this point in time what is required is, firstly, consistent maintenance of what has been achieved and developed thus far and, second, providing clear guidelines about the quality management arrangements (policies, structures, procedures) that will allow the UFS and its stakeholders to monitor and evaluate the outcomes of CS initiatives in order to gauge the impact of such collaborative activities on an ongoing basis. This is in recognition of the fact that the public role that the UFS has deliberately adopted requires that it places an increasingly high premium on public accountability.

What this report wishes to achieve is to provide a brief overview of the state of CS at the UFS, including quality management arrangements that are already in place: to reflect

critically on the gaps that exist within these arrangements; and to describe some of the arrangements that are still being put in place or need to be developed in the near future.

### 5.6.2 Terminology used by UFS

Another point of uniqueness is the fact that the UFS has decided to remain true to the use of terminology that it started off with instead of adapting to the changes that came about in official documentation and via other national forums. The concepts and definitions that the Chief Directorate: Community Service (from now on: CDCS) proposes at this stage are elucidated in full in the draft CS policy document that is currently being discussed by role-players on and off campus. The following puts the choice for the concepts "community service" and "community service learning" into perspective.

Service to, for, with and in the community has different meanings. With our political past that reflects a strong paternalistic approach, community service presents the opportunity:

- to rid ourselves of the legacy of past perceptions, namely that the University have the resources and therefore has a moral obligation to "develop" the community;
- to move beyond a mere "engagement" framework, since "engagement" on its own is not enough;
- to emphasise the importance of mutual service and the value-adding nature thereof. It is by rendering service that both parties can benefit from the interfaces that occur;
- to acknowledge that communities have a broader meaning than just a "township" mindset. Communities can be found everywhere and should be given recognition in every aspect; and
- to approach any partner – and not only residential communities - with a service agenda.

Community Service Learning builds on the above and creates the environment for the University as the "academic" partner to foster the above-mentioned paradigm.

From the above argumentation it follows that UFS (through the CDCS) currently endorses the term "community service" (CS) that has been a HE commitment for a very long time when it chose a name for the Chief Directorate that spearheaded the further integration of CS as a core function. National policy documents have since adopted the term "community engagement". In defining CS in Draft 3 of the CS Policy (available on request) recognition is given to the concept of CE. The proposed definition is the following:

**Community service (sometimes referred to as community engagement):**

Initiatives and processes through which the expertise of the higher education institution in the areas of teaching and research is applied to address issues relevant to its communities. Community service typically finds expression in a variety of forms, ranging from informal and relatively unstructured activities to formal and structured academic programmes directed at particular community challenges (community service learning).

The CDCS also proposes to retain the term "Community Service Learning" (CSL) for what is referred to by others as "service-learning" or "academic service learning". The following definition is proposed in Draft 3 of the CS Policy (under revision):

**Community service learning:** A curriculum-based, credit-bearing (scholarly/academic) educational experience based on a well-structured, organised service activity through a clear connection between course objectives and service activities aimed at meeting identified (service) needs in the community, with due recognition of the indispensable role of the service-sector partner as the primary service provider. It further entails:

- the joint and mutual acquisition of competencies/abilities (knowledge, skills and attitudes);
- a collaborative triad partnership among the UFS, the service sector and the local communities;
- reciprocal teaching and learning among all members of the partnership (lecturers and students, members of the communities and representatives of the service sector);
- a particular form of experiential education that incorporates community service, seeking a balance between effective learning by students and the provision of service to and in the community;
- both community-oriented and community-based education (COE and CBE); academic learning; as well as reflection on the service activity in order to achieve personal growth, as well as a deeper understanding of curriculum content and inter-disciplinary linkages; and
- appropriate formative and summative assessment and collaborative quality assurance.

*Example:*

### **LENGAU AGRI CENTRE: University Partnership Programme for Agricultural Training and Mentorship for Small-Scale and Emerging Farmers in South Africa**

Despite significant progress in addressing the long-standing equity issues in land distribution in South African agriculture, there is evidence from a number of studies that agricultural production and income are not improving among the black smallholder population. Of particular interest are the newly-settled black farmers many of whom experience serious production problems and face insolvency in a large number of cases. Among the possible reasons for this situation are the Apartheid legacy of skewed distribution in infrastructure provision between white and black areas, the fall-outs of recent reform measures instituted since 1994, and the fact that post-settlement support to the land reform beneficiaries have failed to address the urgent capacity constraints of individuals who may be entering farming for the first time in their lives.

The Lengau project, as it is based on the Sydenham experimental farm, aims to contribute to the solution of the capacity constraints of the newly-settled and emerging farmers in order to enhance their productivity, promote rural job creation and stimulate the local economy. In light of this, a comprehensive and integrated strategy based on the philosophy of integrating livelihood processes with higher education has been designed. Such a strategy will also demonstrate the efficacy of the concept of "Agricultural Knowledge Triangle" whereby research, extension and higher education are combined as one comprehensive package tied to systematic mentorship of small-scale and emerging farmers until they are able to stand on their feet. Learnerships are currently being drawn up to provide productive skills which will close the skills gap in the country and enhance opportunities for both self and wage employment.

The project identifies the immediate target population as residents of the informal settlement adjoining the University's Experimental Farm at Sydenham and the newly-settled farmers within the Mangaung Local Municipality and eventually embracing other parts of the Free State Province and the country in a " hub-and-spoke" pattern of spread. Under the leadership of the Dean, Faculty of Natural and Agricultural Sciences, the project

involves a partnership with the Mangaung Local Municipality and the National African Farmers Union (NAFU).

The objective is to simultaneously undertake systematic small farmer training, tackle local development issues, and enrich the curriculum for research and training at the University of the Free State. More specifically, the project will:

Train community members of the Mangaung Local Municipality, particularly the residents of the informal settlement within the immediate vicinity of the experimental farms;

Train small-scale and emerging farmers recently allocated land under the land reform programme but who are unable to make a success of their farming operations due to inexperience and lack of technical support;

Develop short courses in practical agriculture in line with dominant conditions encountered by the target groups;

Undertake research to identify factors that enhance the competitiveness of small farmers;

Strengthen the practical aspects of the curriculum for on-going training of the students on the various campuses of the University of the Free State;

Carry out farm demonstrations;

Undertake an outreach programme through partnerships to extend the clientele through a "hub-and-spokes" framework to different parts of the country.

Community service learning ultimately contributes to students' understanding of community life, concerns and challenges; enhances their professional development; leads to community-building, and fosters a sense of social responsibility among all those who are involved.

The development, implementation and maintenance of its CSL initiatives are regarded by the UFS as key indicators of the effective integration of service with teaching and learning, hence the special emphasis on this component of its CS work that will be clear from the rest of this

In the following explication and description of quality management arrangements the institutional self-evaluation instrument that forms part of the *Good Practice Guide and Self-Evaluation Instruments for the Development and Management of the Quality of Service-Learning* (available on request), will serve as the broad, inclusive framework for both CS generally, and CSL in particular. The discussions will relate to quality arrangements for the four evaluative stages of the core function activities of HEIs, in this instance CS:

- INPUT required for the development of CS
- PROCESS-related arrangements for implementation
- OUTPUT and IMPACT for monitoring and evaluation
- REVIEW for maintenance and sustainability of CS

Indicators recommended in the Guide will be selected with reference to existing quality management arrangements, and examples of evidence will be provided. In such cases where adequate mechanisms do not exist, there will be an indication of what would be required in future.

### **5.6.3 Quality management of INPUT for community service**

The first evaluative stage bears reference to the INPUT that is required for the development of CS, and indicators include how the institution's commitment to CS is reflected in its mission statement and values; policies and regulations; structures;

resources; strategic and action plans. What follows is a concise overview of what is in place and quality arrangements for these input indicators.

The **vision and mission** statements of the UFS refer, respectively, to the institution's commitment "to be an excellent, equitable and innovative university", and "the pursuit of scholarship as embodied in the creation, integration, application and transmission of knowledge by promoting the following within the ambit of financial sustainability: an academic culture, critical scientific reflection, relevant scientific education, pure and applied research, **community service** and development of the total student as part of its academic culture". These statements are available for public scrutiny on website and in publications of the UFS.

The Strategic Plan for 2005 - 2007 mentions a renewed focus on engagement for the UFS: "It must also be a model of an engaged university that uses its academic capacities and functions to make a significant difference to the condition of its region, country and continent, helping to eradicate the legacies of underdevelopment, poverty, colonialism and apartheid."

As far as strategic priorities with a view to **transformation goals** for the near future are concerned, the following quotation from the brief of the Transformation Plan Task Team (of which the Senior Lecturer: CSL of the CDCS is a member) is interpreted by this Task Team as also referring to the role of academically-integrated CS:

*"Academic transformation with emphasis on increased South African and African relevance (teaching and learning modes and methods; academic programmes and curricula; research foci)"*

The widely publicised and distributed first **Community Service Policy** (available on request) can be regarded as a strong point of the approach to CS. An inclusive, participatory development process was followed and the eight objectives for implementation that is contained in the document have served as effective drivers over the past three years. These objectives and strategies are also being revised currently.

The CDCS deliberately took part in discussions on and the development of related policies of the UFS in order to ensure that the commitment to the inclusion of CS in its core activities is reflected in such policies. Examples of policies are the Education Policy (cf. 4.3 of this policy), the Assessment Policy and the Quality Assurance Policy (cf. 5.3 of that policy).

During the past three years in which the number of CSL modules increased considerably, it became apparent that a comprehensive policy and plan for the management of risks and liability is required. Such a policy has not been adopted yet, but important steps towards effective risk management have been taken and the CDCS has committed itself to taken this matter further in the near future.

**Management structures** responsible for CS are being developed as this portfolio grows. CS forms part of the functions of the Chief Director: Community Service who is a member of the Executive Management, which has proven to be a particular strength. A broad, representative forum referred to as the Central Community Service Committee has been created in early 2002. Each faculty has a Community Service Portfolio Committee through which its CS activities are managed and steered. Since 2004 a Community Service Management Committee (CSMC) has been operational. This CSMC will in future include chair persons of Faculty CS Portfolio Committees, and thus form a decision-making body that is also representative of all the faculties.

**Resource allocation** for CS currently includes remuneration packages for the following positions:

- i) Permanent staff  
The Chief Director: Community Service  
The Senior Lecturer: CSL (Development and Implementation)  
The Research and Administrative Assistant  
The Senior Secretary
- ii) Three-year contract positions (partly co-funded by the two faculties)  
The CS Coordinator in the Faculty of Economic and Management Sciences  
The CS Coordinator in the Faculty of the Humanities
- iii) Part-time staff  
The financial and administrative assistant (student)
- iv) "Flagships" (i.e. key implementation sites for CS and CSL)  
  
MUCPP (Mangaung - University Community Partnership Programme)
  - The Acting Director (till 31 March 2006)
  - 4 Project Managers (till 31 December 2005)
  - A new funding formula which will provide for a Chief Operating Officer and 2 project Managers for the period 1 Jan 2006 - 31 Dec 2008.  
FSRDPP (Free State Rural Development Partnership Programme)
  - Part of the package of the Coordinator
  - A Part time student assistant
- v) The Community Development Officer (since February 2006)

As far as the allocation of operation funding is concerned, it can firstly be stated that all the above offices are financially supported to function efficiently. Additional funding is also provided for special projects like the publication of a newsletter, the hosting of conferences and workshops. Special funds are also strategically ring-fenced for CS initiatives/projects which will enforce/enhance the strategic priorities of the UFS, especially focusing on the outward thrust priority.

The UFS has participated in the national CHESP (Community - Higher Education - Service Partnerships) programme of the Joint Education Trust from its inception in 1999. CHESP support for the development, implementation, monitoring and evaluation CSL modules contributed significantly over the period 2001-2004. When this funding phase of the CHESP initiative ended, the UFS resolved to take CSL forward by allocating institutional funding for this purposes. UFS funding for CSL modules currently stands at the amount of R 480,000 which has been allocated for the development and implementation of new modules, as well as for the maintenance of previously existing modules, over the past two years.

A detailed explication of the UFS's approach to the funding of CSL modules in the Faculties for the three-year period 2004 – 2006 is available on request. The matter of how the funding process should be taken forward after 2006 will be under consideration in the course of this year. A sustainable longer-term strategy for the allocation and effective utilisation of funding for the implementation of CSL modules will determine the future of this pedagogy at the UFS.

As has been stated above, the establishment and maintenance of cooperative **partnerships** is a *sine qua non* of CS. In the CS Policy that is currently under revision the CDCS for the first time included a definition of what this often contested term means:

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

- shared philosophy, vision and values;
- a high priority on trust, mutual accountability and responsibility;
- communication, evaluation and feedback;
- reciprocity;
- equality and equity; and
- sustainability.”

It remains to be seen how this definition will be received by the various role-players and stakeholders. A Memorandum of Understanding is currently being negotiated between the UFS and representatives of one of the key implementation areas for CS, referred to as the Free State Rural Development Partnership Project (FSRDPP). In cases where such agreements exist the management of the quality of collaborative CS initiatives truly becomes a shared responsibility of all parties involved. Therefore the CDCS advocates and will increasingly support the formation of such partnerships, inter alia by providing guidelines for partnership agreements such as those proposed in the discussion document entitled "A Checklist for Developing a Community Service Partnership Agreement".

Over the past ten or more years the Mangaung-University Community Partnership Programme (MUCPP) has been one of the key implementation sites for CS. Extensive reporting on the development of this remarkable project was published in *CommTalk 5* which was distributed widely among staff and CS partners. A few funding framework for this initiative has been adopted by executive management recently. There are a considerable number of well-established CS partnerships within each of the faculties of the UFS, inter alia the Lengau Agri Centre (Faculty of Natural and Agricultural Sciences); the Law Clinic (Faculty of Law); partnerships between the Department of Health and the Faculty of Health Sciences; the National KhoiSan Consultative Conference (Faculty of the Humanities), to new but a few. Quality arrangements for the CS activities within all these partnerships are a joint responsibility of the specific faculty and the partners involved. Information about such partnerships should be made available on the University's website by the individual faculties.

Over the past years the need for top management to enter into agreements with executive management of the service sectors has been expressed by many working on "grass-roots" level, such as staff offering CSL modules. The following quotation from the UFS CHESP Narrative Report for 2003 still rings true:



"It is the opinion that the rather ad hoc, fragmented nature of UFS – community – service sector collaboration is not conducive to sustainable partnership building. Fortunately the 'flagship' projects (MUCPP, FSRDPP and Qwaqwa campus) of the UFS hold the promise of finding ways of addressing this challenge. But moreover, an inclusive, overarching regional collaboration agreement among the main stakeholders needs to be negotiated (or re-negotiated since such an agreement actually already exists) at the executive management level. Several staff members involved in S-L and other CS projects have expressed a serious need for some official agreement regarding cooperation and collaboration in the region."

One of the promising developments in this regard is the Tri-campus Project which is currently under discussions by various stakeholders in the region. It is obvious that CS initiatives of the UFS should be link and integrated with the objectives of this Project in future.

#### 5.6.4 Quality management of PROCESS-related arrangements for community service

PROCESS-related arrangements for the implementation of CS include the key indicators of inclusion in management strategies such as effective communication and management information systems; capacity building and support for staff, students and partners; and support for relevance and responsiveness to societal challenges in teaching, learning and research.

It has been acknowledged by the UFS that **effective communication**, both internally and externally, are cornerstones for accountability and transparency with regard to all its CS endeavours. The Community Service webpage that forms part of the UFS website is where much of the information regarding CS is available currently. A database with details of CS projects and CSL modules represents a first effort at providing an inventory. The usefulness of this database for purposes of tracking the progress and growth of CSL in particular has proven to be limited, due to the fact that it has not been designed as a properly coded and tagged for purposes of executing specific queries. Thus, it has become obvious that a comprehensive web-based **management information system (MIS)** is required, especially for the effective management of CSL and tracking its development. Such a database structure has already been designed by an expert and the application is being built by UFS Computer Services during February and March. The following are some of the intended functions and benefits of this MIS for CSL:

- It will be inked with the existing HEMIS and PeopleSoft System.
- Quality management of CSL will be built into it from the outset.
- Queries and cross-tabulation of entries will allow for more effective coordination of CSL efforts.
- Longitudinal comparisons for programme evaluation (annual surveys etc.) will be possible since data will be archived per year.
- The database will be managed jointly by the CDCS and the various faculties, allowing for increasing decentralised of the management of CSL initiatives where relevant.
- Impact studies could be undertaken on an ongoing basis through the effective use of this MIS for CS.

The CS newsletter of the UFS, *CommTalk*, as well as the FSRDPP's *Triangle* and others, form the backbone of communication with staff, external stakeholders and other interested parties. Regular media coverage is achieved with the assistance of the Division: Strategic Communication through the provincial and national printed and electronic media. UFS publications such as *BULT*, *Informa* and the UFS website are also utilised for the

dissemination of information regarding CS activities. One area where improvement is required is representation of the student voice, which could be achieved through closer collaboration with the student newspaper *IRAWA*.

**Support for staff** (inter alia through capacity building programmes, equitable performance management, recognition and incentives) is another area on which the CDCS has been focussing over the past three years.

The dedicated Community Service Learning module (HOS717) offered at the UFS forms part of the Master's Programme in Higher Education Studies. The module enjoys the full support of the Centre for Higher Education Studies and Development (CHESD) at the UFS. This forms the backbone of the **capacity-building programme for staff** that the Senior Lecturer: Community Service Learning has been designated to develop since 2004. Eight UFS staff members successfully completed the module in 2005 and ten more have enrolled for 2006. The CHESD Resource Centre gives access to a growing collection of books, journals and other documents focusing on CSL.

The UFS currently participates in the in the Service-Learning Capacity-Building Programme (SLCBP) of JET-CHESP. Through this Programme funding is allocated by JET Education Services to support eight academic staff of the UFS to form part in the capacity-building programme of the UFS and to develop or refine a CSL module in the process. The *SERVICE-LEARNING CAPACITY BUILDING MANUAL FOR ACADEMIC STAFF* that has recently been developed by CHESP and a small group of, mostly, South African CSL practitioners (which included a UFS staff member from the Department of Psychology), will be the most important resource for the SLCBP.

Another area in which provision has been made for CS and CSL through interventions by the CDCS, is that of **staff performance management**. The current Performance Management System (PMS) document does specify the role of "Community Service" and refers to "service learning" under the Teaching and Learning Role, however, CSL is explicitly excluded in areas where the need is felt by staff (both academic and support) working in the field for it to be included en weighted appropriately. This issue is still under consideration and will be taken further during the course of 2006.

Currently support, development and recognition for CS undertaken by students are mainly coordinated by initiatives not managed by the CDCS, such as KOVSCOM (the volunteer CS programme of the UFS), the Students in Free Enterprise (SIFE) initiative and others. Support and development of students involved in CSL rests with the individual staff members offering such modules. Recognition for excellent contributions to CSL is an area where the CDCS and the various faculties should place more emphasis in future.

Support, development and recognition for partners involved in CS and CSL are currently mostly indirect and has not been monitored or evaluated adequately yet. This aspect of its CS endeavour should certainly receive more focussed attention in future.

Institutional support for **excellence, innovation and relevance in teaching and learning through the pedagogy of CSL** is apparent when taken into consideration that the number of CSL modules officially designated as "Community Service Learning" has increased from around ten (not all the modules were registered in 2004) to twenty four over the past two years. Some of the modules originated from Community-based Education courses, clinical practice or fieldwork activities, but several have been developed from scratch. A complete list of CSL modules that were registered on 31 December 2005, indicating the student numbers involved. By setting minimum requirements for CSL modules to be funded by the UFS the CDCS has been providing some guidelines for the

development and implementation of such modules. It should be noted, however, that the allocation of start-up funding for CSL modules is not a mere "numbers game", but is approached as a collaborative exercise together with partners, with a view to quality, cost-effectiveness and sustainability.

Institutional support and capacity building for **participatory, collaborative, community-oriented research** are undertaken in close collaboration with the Research Development Directorate and the Centre for HE Support and Development (CHESD). Special attention has been given to capacity building in appropriate research designs such as Participatory (PAR) and Action Research. Workshops by specialist in these fields, such as Ortrun Zuber-Skerrit, Jean McNiff and Jack Whitehead, have been organised and supported thus far. The 2003 CS Conference of the UFS was dedicated to the Integration of Research and CSL. From this a special volume of the academic journal *Acta Academica Supplementum* resulted as a joint initiative of the CDCS and Prof. Robert Bringle of Indiana University-Purdue University (Indianapolis). The title of the volume is "Research and (Community) Service Learning in South African Higher Education Institutions". After a protracted process in which some of the articles that were submitted met with exceptionally harsh criticism, from both internal and external reviewers, the volume is now ready for publication. In view of the fact that South African scholars are not quite ready to accept applied research outputs as academic work, this volume may be regarded as an immense achievement in the field, simultaneously adding considerably to the rather limited South African body of peer-reviewed, accredited research articles on CSL.

#### **5.6.5 Quality management arrangements in respect of the OUTPUT and IMPACT of community service**

Continuous **monitoring and evaluation** to gauge the OUTPUT and IMPACT of CS are regarded as of the utmost importance by the CDCS. After the first three-year cycle of policy implementation practitioners at the UFS are ready and willing to refine existing mechanisms for the monitoring and evaluation of CS in general, but with particular emphasis on CSL. A comprehensive quality management system is now provided in the Good Practice Guide of the HEQC and JET-CHESP, which has already been referred to. An example of how the self-evaluation instrument for quality management (QM) at the institutional level may be utilised, is available on request. This Institutional QM Report for the UFS is the result of a first run undertaken by two staff members of the CDCS for purposes of pilot-testing the instrument during the development phase of the Guide towards the end of 2005.

The integration of CS QM arrangements with those of teaching and learning is mainly facilitated through the arrangements that are developed for CSL. The HEQC/JET-CHESP self-evaluation instruments for the faculty, programme and module levels provide comprehensive guidelines for such integration at each of these level. During the pilot-testing phase of these instruments self-evaluation reports were compiled by the Faculty of the Humanities, the B.A. Studies Programme and the CSL in the Humanities module. Two lecturers who offer CSL modules at the Central University of Technology (CUT) also participated in the pilot-testing.

At the micro-level a comprehensive set of instruments for the monitoring and evaluation (M & E) on CSL module level were introduced through the Monitoring and Evaluation Programme (MERP) that was conducted for CHESP by the then Evaluation Research Agency (ERA) of Prof. Johann Mouton of Stellenbosch University. The findings of the MERP have been captured in an article by Wildschut and Mouton that will be published in the volume of *Acta Academica Supplementum* 2005(3) mentioned above. The ERA-run CHESP

M & E regime set the tone for and raised awareness of the need to focus on quality management of CSL activities for and by all participants. UFS module convenors participated in the MERP for three years, and currently updated, refined versions of these instruments are developed for institutional purposes. The original MERP pre- and post-implementation questionnaires for students that were further developed at the UFS to include most indicators of the Good Practice Guide, have recently been included in the SLCBP of CHESP.

Four academic staff members of the UFS who offer CSL modules have been requested to submit their CSL case studies for a publication of JET-CHESP that is due to be published during 2006.

Despite large strides already taken forward by the UFS quality arrangements are still lacking with regard to gauging the impact of CSL on student recruitment, retention and throughput. Arrangements (e.g. collaborative studies) to gauge the impact on external partners are also still rather fragmented and need to be developed further by experts in programme evaluation and development studies. Such future studies will also have to include the development of procedures to evaluate the contribution of CS in response to national, regional and local priorities. More public forums have to be created by the UFS to allow the broader society to take part in discussions around the contribution that the UFS is or should be making, in the form of CS conferences, symposiums, workshops and public hearings.

#### 5.6.6 REVIEW and BENCHMARKING of community service

This evaluative stage provides indicators for the REVIEW of CS aimed at continuous improvement and innovation. In the case of the UFS a formalised cycle of review of the CS policy and implementation plan has been determined at the approval of the first CS Policy. The following is an excerpt from the invitation by the Chief Director: CS to the first CS policy review work seminar:

##### **Community Service Work Seminar: 25 - 26 May 2005**

On 2 February 2005, the UFS's Executive Committee (Exco) granted approval for a work seminar on community service to be held on 25 and 26 May 2005. The title of the seminar will be: **Community Service – the way forward.**

The following serves as background information for this work seminar (we quote from the Exco agenda):

- *As part of the Exco, Senate and Board's approval process of the UFS's Community Service Policy on 12, 13 and 14 August 2002, the Chief Directorate: Community Service undertook to review the policy after three years.*
- *The proposed work seminar creates an opportunity to take stock of the progress made since August 2002, to determine what critical input is needed to facilitate further expansion, development and implementation and how Community Service Learning and Research can take shape within the UFS's strategic plans and priorities for 2005 – 2007.*

The seminar programme is attached. We sincerely hope that it would be possible for you to participate and in as many of the sessions as possible. You are kindly requested to contact Mabel Erasmus (tel.: 401 3732 or e-mail: [erasmusm.hum@mail.uovs.ac.za](mailto:erasmusm.hum@mail.uovs.ac.za)) by **18 May 2005** in order to give her an indication of your availability on these two days. Please indicate on which of the days you will be able to participate and whether you will attend the evening function.

The input of identified UFS personnel members and persons from outside the institution form an essential part of the dialogue and further consultation process that will enable the Chief Directorate to present the revised policy to the Executive Committee, the Senate and the Board of the University in good time. The goal is to do this during 2005 or early in 2006.

All other UFS personnel input is just as important and we would like to extend a hearty invitation to everyone to take part in the pro-active steps to review the current CS policy.

A comprehensive programme was set for the Work Seminar in order to include the full range of high profile to "grass-roots" participation. In the first report that was submitted to the Executive Management of the UFS after the event, the Chief Director: CS stated the following:

The work seminar was a great success. 80 formal files were prepared and handed to participants, although there were even more persons who attended the seminar on an informal basis. The outline of people who attended the seminar is as follows:

Exco:	7
EM:	3 (in addition to the Exco members and deans)
Deans:	3
Qwaqwa:	4
Academic personnel:	43
Support services:	5
SRC Presidents:	2 (Qwaqwa and Vista)
MUCPP:	7
FSRDPP:	4
Students:	6
Other visitors:	10
	-----
<b>Total:</b>	<b>98</b>

The CDCS is convinced that the revised CS Policy will become an important steering mechanism for CS at the UFS period 2006 - 2008.

Improvement strategies are being determined in the course of 2006, during discussions of the Policy and negotiations regarding objectives for future implementation of policy stipulations and goals. The responsibility for taking recommendations forward will largely rest with the CDCS, in close collaboration with CS Portfolio Committees in the faculties, as well as partnership structures such as the FSRDPP, MUCPP and others. A more inclusive management structure will be proposed during the annual CS Work Summit during February 2006, namely a CS Management Committee which will also include Chair Persons of Faculty Portfolio Committees. These CS Work Summits represent an effort to encourage broader participation and are aimed at providing a forum for in-depth discussions of strategic planning and implementation issues.

Benchmarking of CS at the UFS has taken various forms in the past. As far as the broader CS profile of the UFS is concerned, projects and community engagement initiatives of the Centre for Development Support, SIFE (Students in Free Enterprise), MUCPP and FSRDPP and many more, have earned national and international recognition. Regarding CSL in particular, the following may be mentioned:

- In 2004 an Honorary Doctorate was awarded to Prof. Robert G. Bringle (IUPUI) by the UFS for his exceptional contribution to the development of CSL in South Africa. This was a first for South Africa.

- Regular fact-finding visits by colleagues from other HE institutions indicate that the UFS is regarded as one of the leader in the field of CS (and CSL in particular) by peers.
- Visits by lecturers and students from the USA also bear testimony to the significant CS profile of the institution.
- Through consistent participation in CHESP and its national initiatives since 1999 the UFS has been able to compare and benchmark its CSL work on an ongoing basis.

The results of a benchmarking initiative of the Association of Commonwealth Universities (ACU) have been less than favourable with regard to "community engagement" (CE) at the UFS. The initial response of the CDCS to this was that the indicators used in the community engagement benchmarking checklist do not reflect the specific, contextualised CS mission, goals and objectives of the UFS. Closer collaboration with the ACU in future could lead to a more useful and developmental CS/CE benchmarking exercise for the UFS in future.

### 5.6.7 Concluding reflections

It could be stated, without fear of contradiction, that the UFS has been responding well to the need to expand the management structures and procedural arrangements for the delivery of quality CS and CSL. The inclusive, participatory approach to the development of an academically integrated CS agenda that has been followed over the past three years is currently bearing fruit. Considerable progress has been made towards increasing the levels of "buy-in" and ownership among staff members, although it is understood that many academics will never accept that CS could be fully integrated with the (other) scholarly activities of a university.

The CDCS is intent on linking and synchronising CS activities with current and future broad initiatives of the UFS, including the Strategic Priorities, the Transformation Plan, the Focus Group strategy and the Tri-campus Project.

Recruiting adequate support for and participation of the relevant external stakeholders is and will always be a tremendous challenge in an environment where so many demands are made on the time and resources of the public sector in particular. Without their full co-operation and support CS remains a demanding, even risky endeavour. However, the participatory, reciprocal ethos of CS at the UFS requires that it should be based firmly in broad, cooperative partnerships where all parties pull their resources together to build a better province and region.

In conclusion, the following statement which defines the UFS's commitment to quality delivery of academically integrated community service:

"In South Africa we currently need courageous scholars with a firm commitment to the 'common good', as defined democratically by those involved. These scholars should not be afraid either to leave the comfort zones of their laboratory or lecture room, or to give up the hegemonic position of scientific knowledge. They should be brave enough to take outcomes-based education one (inevitable) step further; that is to include the responsive, collaborative and interdisciplinary approach of community service that is fully integrated with teaching, learning and research. In this regard the UFS intends to take incremental steps from policy to practice in order to provide an enabling environment for its staff, students and partners."

## 05.07 Changing patterns in providing academic courses

2005 was really a period of consolidation for the University of the Free State in terms of its formal programme offerings, in line with a request from the Department of Education to merging/incorporating institutions. Three new Master's programmes were provisionally accredited that followed on new Honours programmes accredited in 2004, namely:

- Master of Architecture (Professional) : this represents a substantial revision of a previous programme
- Master of Urban and Regional Planning : this is also a substantial revision of a previous programme where no focused Honours existed
- Master of Land and Property Development Management (Housing) : this is an extension of a programme that caters for the fast-changing housing needs in South Africa

A fourth Master's programme was also approved, namely the Master of Medicine (Family Medicine). This represents a step forward for the training of family practitioners: the M Med (Fam) is now a complete Master of Medicine and brought in line with all similar postgraduate medical qualifications.

A fifth programme is awaiting accreditation – the Postgraduate Diploma in Labour Law. This qualification should professionalize the fast-growing field of labour law issues.

The non-formal programme field has seen substantial growth in 2005 and the stringent quality control instituted bore fruits. A total of 30 credit-bearing and 29 non-credit-bearing short learning programmes had been captured on the university's central database by the end of 2005. All these programmes underwent a robust process of approval and institutional accreditation via all relevant Faculty and institutional structures. Focus areas of these programmes are public sector management, private sector management, labour law, small business development, basic agricultural issues and sign language.

The University of the Free State makes a huge effort to stay in touch with and ahead of societal, political, economic and educational needs of the people it is serving – and tries to ensure the highest level of quality offerings.

## 05.08 A statement of self-assessment of the achievement of the principal in attaining objectives set for the period under review with summary detail of realised achievements (self-evaluation)

The vision of the University is to be an excellent, equitable and innovative university. Given this vision and the mission of the University, the Executive Management has improved its strategic planning significantly during the last few years. Given the diversity of a university, and the varied plans and different functioning of various faculties, this always is quite a difficult task.

However, following a strategic planning 'bosberaad' or 'lekgotla' in January of 2005, a very systematic and comprehensive document was produced, setting out the specific goals and objectives, steps, timeframes and persons or agencies responsible. These related to the strategic priorities of the Executive Management (see section 1.3.6 above):

- Quality and excellence;
- Equity, diversity and redress;
- Financial sustainability;

- Regional co-operation and engagement; and
- Outward thrust, nationally and internationally.

These priorities were to be specified, in the weeks following, in faculty and support services divisional plans for 2005. Specific challenges were identified that emanate from the five strategic priorities, as well as from national policy imperatives. Some of the challenges, within the ambit of each strategic priority, were addressed by means of actions which were mostly implemented in the relevant line functions and managed by the line managers concerned.

The overall strategic plan was subsequently approved by Senate and the University Council.

The outcome of this process was that, to a large extent, strategic *alignment* was achieved between university strategic priorities and planning on the one hand, and faculty and support division priorities and plans on the other. This was done whilst respecting the disciplinary diversity intrinsic to the university, and without unduly constraining the initiatives and creativity of faculty.

This process contributed significantly to the efficient and effective implementation of the plans, avoiding inconsistencies and attaining synergies and efficiencies where possible. At the end of 2005, when reporting back to Senate and Council, it was possible to report significant successes in implementing the plans and projects of January 2005.

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



## 06 REPORT ON INTERNAL ADMINISTRATIVE/OPERATIONAL STRUCTURES AND CONTROLS

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

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

Information systems utilizing modern information technology are in use throughout the University. All have been developed and implemented according to defined and documented standards to achieve efficiency, effectiveness, reliability and security. Accepted standards are applied to protect the privacy and ensure the control over all data including "back-up" procedures. The systems are designed to promote ease of use for all users. The development, maintenance and operation of all systems are under the control of competently trained staff.

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

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

There are inherent limitations in the effectiveness of any system of internal control, including the possibility of human error and the circumvention or overriding of controls. Accordingly, even an effective internal control system can provide only reasonable assurance with respect to financial statement preparation and the safeguarding of assets. Furthermore, the effectiveness of an internal control system can change with circumstances.

The University assessed its internal control systems as at 31 December 2005 in relation to the criteria for effective internal control over financial reporting described in its Financial Policy document. Based on its assessment, the University believes that, as at 31 December 2005, its systems of internal control over financial reporting and safeguarding of assets against unauthorized acquisitions, use or disposition, met those criteria.

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



**Gert van den Berg**  
**Internal Auditor**



**dr. J.M. Laubscher**  
**Chairperson: Audit Committee**

## 07 REPORT ON RISK EXPOSURE ASSESSMENT AND THE MANAGEMENT THEREOF

### 07.01 Identification, assessment and management of risk

“Risk can be defined as a potential threat or possibility that an action or event will adversely or beneficially affect an organisation’s ability to achieve its objectives”.

The exposure of the University to specific “risk events” has been assessed, advisory and decision-making structures established, line management responsibilities and accountabilities allocated and monitoring mechanisms created.

The University’s assessment and management of risk is briefly described by the following categories of risk, risk register (management positions and structures) and actions taken (also refer to par. 6 of the Report).

CATEGORY	RISK REGISTER	RISK ASSESSMENT AND MANAGEMENT
<p>▪ <b>Financial category</b></p> <p>i) Financial instruments:</p> <ul style="list-style-type: none"> <li>- Interest rate fluctuations</li> <li>- Unanticipated loss of capital</li> </ul>	<p>Director: Financial Administration, Executive Management, Director: Budgets, Chief Director: Operations and Audit Committee of Council</p>	<p>Continuous assessment of market fluctuations (i.e. return on investments) and alternatives weighed up accordingly. Interest rate risk, exchange rate risk and credit risk are addressed. Loans are e.g. restructured in order to gain cost benefit. Financial instruments are thereby applied in order to reduce uncertainty over future cash flow arising from movements in interest and exchange rates and to manage the liquidity of cash resources. All interest rate transactions are subject to approval by the Director: Financial Administration before execution. Quarterly financial reports are submitted to and discussed with Exco.</p>
ii) Currency and foreign exchange.	Director: Financial Administration	Monitored on a daily basis.
iii) Fees increase effects	Director: Financial Admin, Director: Budgets	Reconciliation and internal budgetary reallocations if necessary.
iv) Physical disaster – fire, flood	Chief: Director: Community Services and Vice-Chancellor.	Policies and procedures regarding safety risks are put in place and linked to

	Executive Management, Council Committees and Council	evacuation drills. Disaster Fund, administered through the Rector's Office.
v) Uncompleted contracts	Chief Director: Operations and Director: Physical Resources and Special Projects	Risks covered by specific clauses taken up in contracts entered into by the UFS.
vi) Liquidity – inability to raise funds	Presently not a risk.	-
vii) Intake – declining student numbers	Vice-Rector : Academic Planning and Planning Unit Registrar: Student Academic Services and Access Committee	Refer to par. 1.1 of the Report regarding pro-active enrolment planning and management of growth in student numbers as operational plan derived from financial sustainability as strategic priority since 2004.
viii) Fraudulent activities – staff and students/contracts/ tenders	Director: Internal Audit and his Unit	Audits on internal financial procedures/controls and forensic investigations are executed when necessary. Direct reporting to the Rector and Vice-Chancellor and Audit Committee of Council.
ix) Credit – non-payment of amounts due	Director: Financial Administration and his Department	Management of non-payment by different debt collection strategies. In 2003 a significant amount was collected of outstanding monies due since 2001 and 2002.
x) Inadequate or lapsed insurance cover.	Chief Director: Community Service, also responsible for managing health and safety regulations and insurance matters with applicable staff	Continuous assessment of insurance cover versus capital risk areas.
xi) Change: structural	Director: Physical Resources and Special Projects; Resource Committee and Executive Committee and Council	Refer to par. 1.4.6 on “changes in the permanent infrastructure e.g. plant and buildings”. The Structural Plan aims at optimal utilization of existing physical structures in order to accommodate changing needs (upgrading and conversions). Where deemed necessary, new buildings (e.g. the student centre) are erected in association with development companies in order to share risk and benefit between the University and private sector enterprise.

xii) Change: operational (internal and external imperatives)	Chief Director: Operations and Executive Management	Implementation of recommendations of a management capacity audit of especially top management (Coetzee and Koorts audit). Internal reorganization of human capital ensures the best fit between the changing needs of a modern higher education environment and the skills profile available within existing staff.
<b>▪ Non-financial category</b>		
i) Competitive attractiveness	Director: UFS Marketing, Deans of Faculties and Executive Management	Assessment of market forces impacting on the UFS's strategic priorities and operational plans. Also refer to par. 1.4.13.
ii) Campus unrest	Vice-Rector: Student Affairs, Dean of Students and SRC; Rector and Exco (when necessary)	Monitoring Committee, consisting of management and student leaders defusing potentially explosive situations.
iii) Reputation – damage to image	Rector, Exco, Executive Management, Council and every staff member and student of the UFS	The Department of Strategic Communication being the professional advisory unit to management and Council on such risks.
iv) Threats to health and safety	Chief Director: Community Service, also responsible for managing health and safety regulations with applicable staff	The OHS Act and applicable university policies applied.
v) Operational – process inadequacies	Vice-Rector: Academic Planning with the Unit for Quality Assurance	Regular quality assurance audits on institutional policies, procedures and events like student registration, exams and strategic planning exercises. Quality assurance of academic programmes through self evaluation and professional boards (where applicable).
vi) Operational – security inadequacies	Chief Director: Community Service, assisted by a consultancy team	An audit of security risk areas was executed in 2003 by contracting external specialists. Risk areas were identified and plans drawn up and implemented in order to counter such risks. The plans are implemented according to the priority of the UFS's infrastructure plan.

vii)	Personnel – incompetent staff	Director: Human Resources and relevant line managers	Refer to par. 1.4.9 (b) on reporting on Performance Management System and par. 5.1 on Staff Development.
viii)	Compliance – laws, procedures	Registrar: General and Registrar: Strategic Planning	Institutional governance and liaison with Department of Education and Ministry of Education on policy matters. Facilitating the approval of contracts (supervised by a contracted law firm).
ix)	Country local – political/economic/social	Executive Management collectively and every line manager Rector and Vice-Chancellor Planning Unit assessing internal and external forces and imperatives on strategic direction	Annual strategic planning of Executive Management, followed by strategic and operational plans of each unit within the institution – linked to the budgetary process. Monitoring through self- and institutional assessment of progress. Adaptations made where necessary.
x)	Country foreign – political/economic/social	Vice-Rector: Academic Operations with the Director: Research and International Office	Regular international contact through participation in conferences abroad and formal agreements with institutions of international standing.
xi)	HIV/AIDS	Vice-Rector: Student Affairs with the HIV/Aids Unit	Guided by the HIV/Aids Policy and preventative programmes and launching of actions and monitoring of case statistics.
xii)	Operational – process failures, e.g. information	Chief Director: Operations with the Director: Computer Services and his staff Registrar: Information and Computer Services and Registrar: General	A project team is appointed to come up with a proposal on an electronic document management system. Substantial progress has been made during 2005 and a new system will be submitted for approval in 2006.

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

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

### **8.1 General**

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

### **8.2 Budget process**

The University's budget process for 2005 started with the top management's summit towards the end of 2003, which was followed at the beginning of 2004 by the management summit, where the strategic plan (priorities, challenges, projects and actions) for the next triennium was established. The Executive Management was subsequently informed and approved the budget parameters for the following year. This part of the budget process has been enhanced by the Minister of Education's annual statement on the financing of higher education. Due to a lack of information about long-term government support it is, however, not possible to compile budgets for anything longer than the medium (three year) term.

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

In considering the budget applications and the allocation of the financial resources, a significant part (12% in 2005) of the expected unrestricted income from tuition fees and government subsidy was reserved for specific strategic application, with the aim, amongst others of ensuring the long-term sustainability of the University.

### **8.3 Financial Control**

The financial systems have been set up in such a way that managers or researchers cannot spend more money than they have at their disposal. Although control is not absolute, it is regarded as sufficient.

### **8.4 Capital Expenditure**

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

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

## **8.5 Investment Policy**

Funds available for investment were invested in accordance with the University's investment policy, in essence in accordance with the Theory of Irrational Markets and with the long term objective to exceed head line inflation by a net return of 4.5% per annum.

## **8.6 Income Statement**

Recurring income grew by 9.8% to R825.5 million while the growth in recurring expenditure slowed down from 16.3% in 2004 to 5.3% resulting in total expenses of R739.8 million. The operating surplus increased from R48.8 million in 2004 to R85.7 million. Various factors contributed to the surplus: income from specifically funded activities increased by some R18 million while expenditure grew at a more sedate pace, sales of goods and service rose by R7.6 million to R23 million etc.

## **8.7 Balance Sheet**

- 8.7.1 The balance sheet strengthened by R269 million to R1.11 bn. The increase in funds was largely due to the recapitalization of the Vista and Qwaqwa campuses (R25 million), unexpended funds from specifically funded activities (R21 million) and the revaluation of investments on the balance sheet date (R75 million).
- 8.7.2 Assets grew correspondingly with current and non-current investments increasing respectively by R98 million and R195 million.

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**PROF DA VILJOEN**  
**Chief Director: Operations**

**Approved** by UFS Council on 9 June 2006

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**Mr Justice S P B Hancke**  
**Chairperson of Council**

## 9. POLICIES



## **9.1 Internationalisation**

**UNIVERSITY OF THE FREE STATE**

**INTERNATIONALISATION POLICY**

**(Approved by UFS Council on 11 March 2005)**

## **1. The importance of internationalisation for the UFS**

The influence of globalisation and internationalisation on the economic, social, political and cultural life of nations should not be underestimated. It also has bearing on the role of the university as an important national and international role player in the creation of new knowledge and the preparation of the next generation of experts who has to lead nations and communities.

Over centuries the leading role of universities is owed to the scientific, universal and international nature of the development of new knowledge. The nature of research, specifically, means that researchers are excellently equipped to break through ideological, political and geographical limitations and to work together over international and mental boundaries. Various global issues exist to be addressed through research collaboration. Knowledge of a sophisticated nature and shared ideas are needed to develop countries and communities on economic, social, cultural and political levels. Research therefore leads to the sharing of knowledge and the establishment of an international pool of knowledge and expertise that often serves as the driving force of development and the solving of problems in society.

International expertise is critically important to the development of appropriate national and institutional policy directions and strategies on all levels and in various sectors – also in South Africa. If the UFS wants to maintain a national, continental and international profile at all, it is forced to be at the forefront of the development of new knowledge that could help us understand and utilise appropriate globalisation and internationalisation forces and trends to the benefit of the country and its various communities.

Moreover, the UFS should position itself in such a way that it receives maximum benefit from these important worldwide trends. Entering into productive international partnerships for research and teaching cooperation, the mobilisation of funding and the exchange of knowledge could largely enable the UFS to reach its goals and to secure its place in the higher education sector.

The UFS has already identified internationalisation as part of its strategic priorities in the past, and more so in 2004. This is seen in the “outward thrust” that the UFS wants to embark on, specifically also in Africa, and by means of the initiation of and participation in international research projects. The growing number of postgraduate students from Africa and the stimulation of increased research outputs brought on by this, is already a step in the right direction. So also the first applications towards NEPAD funding for research projects relevant to Africa.

## 2. Implications for the UFS of a sharpened focus on internationalisation

The University of the Free State is a member of the corps of leading South African universities. In order to maintain and strengthen this position nationally and internationally, a constant and a more intense focus on effective internationalisation is needed.

The University will therefore have to make a decision in principle to integrate, where needed, appropriate internationalisation actions in all aspects of its policy and strategies and to make use of opportunities optimally.

This means the assigning of realistic resources and the implementation of strategies in order to utilise optimally the potential from the second and third money stream possibilities combined with internationalisation actions. Immediate attention has to be awarded to –

- procuring of international funding, especially for research;
- charging of international student fees; and
- entering into partnerships.

It is essential to avoid at all costs the obstacles that delayed internationalisation at most universities in South Africa until the late 1990s. The most important of these are:

- Neglect of the conceptual aspects and thus an accompanying lack of an appropriate policy and strategies in order to stimulate internationalisation. The result of this is an undynamic “organic” and mere reactive development of internationalisation actions with no developing of its potential at all. This in turn leads to a lack of optimisation of opportunities to benefit from international funding resources, expertise and partnerships.
- A lack of personnel “buying into” and a lack of ownership of activities that promote internationalisation, usually as a result of –
  - (a) a perception that associated bureaucracy was unnecessary;
  - (b) a limited grasp of the importance thereof for the academic sphere; and/or
  - (c) ignorance regarding principles, processes and the sensitivity with which aspects of internationalisation have to be handled.
- A limited focus on the increase of the number of international (usually undergraduate) students only, rather than on an integrated approach to internationalisation on all levels of university existence – and especially international research opportunities and postgraduate studies.
- A focus on the recruitment and assistance of international students, but without granting Support Services authority and resources to enable it to do its duties efficiently. The functions of the current International Office are underestimated for example, and too few staff members have been allocated for the work to be done effectively. This creates a negative attitude with staff members regarding internationalisation and the role of the Support Services.
- A lack of dynamic collaboration with regard to the planning and implementation of strategies between divisions in the faculties and support services working on international matters.
- The implication of changing funding formulas, as well as the general limitation on student numbers by the State.

### **3. Objectives (and steps to make it possible) aimed at research development**

- 3.1 Creating opportunities for and assistance of personnel in order to conduct research overseas, at UFS identified high quality institutions.
- 3.2 Mobilising international funding for the internationalisation of research.
- 3.3 Application of research funding to promote internationalisation in terms of the equity policy.
- 3.4 Expansion and maintenance of international research/teaching/ community service agreements with developed countries:
  - Constant follow-up of existing active agreements.
  - Follow-up and decision-making regarding the continuation of existing inactive agreements.
  - Initiating of new agreements according to need.
- 3.5 Expansion and maintenance of international research/teaching/community service agreements with developing countries – especially this continent within the NEPAD framework:
  - Constant follow-up of existing agreements.
  - Follow-up and decision-making regarding the continuation of existing inactive agreements.
  - Initiation of new agreements according to need.
- 3.6 Establishment of and administrative aid in exchange programmes for postgraduate students with the specific aim to promote research.
- 3.7 Strategic expansion of membership of national and international research and teaching-relevant bodies, including development institutions.
- 3.8 Collaboration and liaising with national initiatives towards internationalisation.
- 3.9 The development of material to promote the expertise of the UFS overseas.
- 3.10 The compilation and maintenance of a dynamic and active web page.
- 3.11 The constant monitoring and evaluation of trends, performance and appropriate information flow regarding all the above objectives and steps.

### **4. Objectives (and steps to make it possible) aimed at assistance to international students, academics and delegations**

- 4.1 General support of international students studying at the UFS.
  - Providing information to prospective and current students.
  - Hosting of welcoming programmes.
  - Hosting of orientation programmes after arrival.

- Liaisoning with faculties on behalf of international students and the sensitising of personnel for processes and multicultural matters.
- Assistance of international students with regard to visas, study permits, accommodation and procurement of funding.
- Management of finances of international students.
- Offering advice on and facilitating socialising.
- Assisting activities of an international students' association.
- Handling of postgraduate international students in accordance with university agreements – in collaboration with the Research Development Directorate.
- Facilitating visits of internationally acknowledged academics to the UFS.
- Facilitating first contact details of research or teaching- relevant international delegations and assuring that all key persons are involved in the visits.

4.2 Marketing actions in Africa and overseas with the aim to (a) lure international students of high quality and (b) to place our own students with internationally acknowledged universities. The optimal objective with regard to the percentage international students should be determined and reached:

- Collaborating with institutions in RSA to do marketing.
- Attending congresses where marketing opportunities could be developed and initiated.
- Targeting marketing in selected countries, as determined from time to time.

4.3 Quality improvement through globalisation of programmes and the hosting of programmes also by means of electronic contact.

- Liaisoning with UFS Marketing in order to fit in with the marketing strategy of the University.
- Strategic planning with CHESP and faculties to globalise courses.

## 5. Management model

- An office for International Relations comes into being, led by a Head of International Relations who takes responsibility for the current International Office and the additional responsibilities as set out in paragraphs 3 and 4 above, in close collaboration with the Research Development Directorate.
- A coordinating committee for the Office for International Relations is to be founded consisting of representatives of all participating/interested faculties, Support Services, departments and units. Representatives from the local authorities and communities that have international liaisons, could be invited.
- The Head reports to the Vice-Rectors: Academic, with the Vice-Rector: Academic Operations, as administrative line manager.
- Staff members are appointed to manage administrative, marketing and international issues:
  - The Head of the Office for International Relations and two additional administrative officials.
  - The current staff member (in the International Office).

- If justified by own generated funds, the Head could make proposals for further appointments.

## **6. Financial model**

- The University grants initially or over time the amount of R1 million, for example, for the establishment of the Office, repayable over five years.
- The Office is run with income procured from a financial allowance for international students and from tailor-made short courses for international students. Class fees can be differentiated on the basis of the students' place of origin within a developing country or a developed country.

**9.2 HIV and AIDS**

**UNIVERSITY OF THE FREE STATE**

**HIV AND AIDS POLICY**

**(Approved by UFS Council on 11 March 2005)**

## CONTENTS

1. PREAMBLE
2. POLICY STATEMENT
3. GOALS AND OBJECTIVES OF THE POLICY
4. CONFIDENTIALITY
5. SCREENING AND TESTING
6. EMPLOYMENT AND PROMOTION
7. EDUCATION
8. CURRICULUM DEVELOPMENT
9. COMMUNITY INVOLVEMENT
10. MEDICAL ASSISTANCE AND TREATMENT
11. EMPLOYEES PROVIDING PROTECTION, HEALTH CARE, CLEANING AND CUSTODIAL SERVICES
12. STAFF AND STUDENT INTERACTION
13. HIV AND AIDS FORUM
  - 13.1 Functions
  - 13.2 Reporting duty
14. HIV AND AIDS CENTRE
15. REVIEW OF POLICY

## SOURCE DOCUMENTS



## **1. PREAMBLE**

The University of the Free State (UFS) recognizes the seriousness of Human Immunity Virus (HIV) and Acquired Immunity Deficiency Syndrome (AIDS) pandemic and the potential impact this disease can have on both the University and wider society and is committed to participate actively in the fight against the disease. For the past ten years, Kovsie Support Services, and later also the HIV and AIDS Centre has led in the development of information campaigns and workshops for students and staff to make them aware of the risks of HIV and AIDS and the necessary measures to ensure their safety. Some departments have also taken the lead in introducing aspects of HIV and AIDS into academic programmes while important research on the HIV and AIDS topic has already been completed and receives continuous attention. Massive escalation in the HIV and AIDS pandemic, the increasing number of HIV and AIDS infected and affected staff numbers, the fact that Kovsie Support Services mostly reach students in residences only, the incorporation of two satellite campuses and the haphazard approach in introducing HIV and AIDS contents in academic programmes, has called for a more co-ordinated policy to be developed. This is accentuated by the marked effect that the HIV and AIDS pandemic will have on student recruitment and enrolment and staff productivity, both directly (through illness) and indirectly (through the general economic and social impact of the pandemic).

## **2. POLICY STATEMENT**

The UFS is committed to addressing HIV and AIDS in a positive, supportive and non-discriminatory approach by providing resources and leadership to implement HIV and AIDS University-based, as well as community outreach programmes.

This policy should be read together with the Statute and policies of the UFS, the Constitution of the Republic of South Africa, and all other relevant legislation including Basic Conditions of Employment Act No 75 of 1997, Employment Equity Act No 55 of 1998, Higher Education Act No 101 of 1997, Labour Relations Act No 66 of 1995, Occupational Health and Safety Act No 85 of 1993, and the Promotion of Equality and Prevention of Unfair Discrimination Act No 4 of 2000.

## **3. GOAL AND OBJECTIVES OF THE POLICY**

**GOAL:** To assist the UFS in responding to challenges posed in relation to HIV and AIDS.

**OBJECTIVES:**

- a) Protect individual rights of confidentiality and freedom from discrimination.

- b) Promote
  - (i) a sustained programme that provides counselling and support and ii) the provision of current accurate information to the UFS community and to the outside community.
- c) Promote behaviours that reduce or minimise the risk of acquiring HIV infection and generally create a safe environment.
- d) Provide leadership in teaching, research and community service on HIV and AIDS and its impact.
- e) Provide leadership in promoting the human rights based approach to HIV and AIDS, and thereby also breaking down the stigma attached to the illness.

#### **4. CONFIDENTIALITY**

- a) The UFS respects the right of staff and students to confidentiality of their HIV and AIDS status, within the limits of the law.
- b) At all times, all UFS personnel with legitimate access to information regarding the HIV and AIDS status of staff and or students, will continually be reminded of the requirement to safeguard the confidentiality of the information.
- c) No medical information will be released without prior written consent from the individual concerned.
- d) All statistics will be confidential unless the disclosure is legally required.

#### **5. SCREENING AND TESTING**

- a) Potential staff and students will not be refused employment or entry to the UFS on the grounds that they test positive for HIV and AIDS. The UFS does not, therefore, test for HIV and AIDS either prior to employment or on application or admission as a student.
- b) The UFS endorses informed consent for individual testing, accompanied by confidential and appropriate counselling, and encourages both employees and students to be aware of their HIV and AIDS status so that they can make appropriate health decisions for themselves.
- c) The UFS provides a testing and counselling service through its HIV and AIDS Centre.

#### **6. EMPLOYMENT AND PROMOTION**

- a) No employment contract will be terminated and no promotion will be withheld on account of HIV status or AIDS alone, provided the staff member is able to work effectively.
- b) Staff members with HIV and AIDS shall be governed without discrimination in the same way as staff with other chronic illnesses or disabilities.

- c) As it does in cases of chronic illness where work is adversely affected and an objective medical assessment has been carried out, the UFS makes every reasonable effort to provide alternative, non-strenuous work to a staff member with AIDS, so as to maximise the earning capacity of the staff member concerned. If the staff member is no longer able to work, and/or no suitable position can be found, the appropriate ill-health or disability income policies are applied.

## **7. EDUCATION**

- a) In promoting awareness, the UFS will ensure that HIV and AIDS awareness programmes are included in orientation, induction, education and training programmes.
- b) Individual awareness  
The UFS (through the HIV and AIDS Centre, Kovsie Health Services, the Student Representative Council (SRC), the Human Resource Department and trade unions) informs staff and students about the nature and transmission of the virus, and precautions that can be taken to reduce the risk of infection.
- c) Social awareness  
The UFS is opposed to any form of discrimination against HIV positive people or persons with AIDS and their partners, family and friends on the basis of their HIV status or AIDS. The UFS therefore commits itself to programmes which address these issues, including the fears that many people have about the virus and the victim-blaming and stigmatising attitudes that ignorance often engenders.
- d) Training counsellors  
On counselling the HIV and AIDS Centre will regularly offer courses on counselling skills to staff and students (e.g. residence wardens, shop stewards, student health workers, members of the SRC) who might be approached for advice, help or support by a colleague or fellow-student living with HIV infection or AIDS. These courses are open to all interested members of the UFS community without charge and without prejudice to earnings.
- e) First-aid officials  
The UFS believes that universal precautions should be adopted by all individuals likely to be involved in administering first aid. The UFS undertakes to educate all first-aid officials rendering services to staff or students in universal precaution techniques and to equip all first-aid kits with the appropriate equipment.

## **8. CURRICULUM DEVELOPMENT**

The UFS will promote, support and initiate an information programme for academic staff to ensure that they have the latest information available on the HIV and AIDS pandemic in

their disciplinary areas, with the aim of improving course development, teaching, research and learning.

## **9. COMMUNITY INVOLVEMENT**

- a) The UFS recognises that the battle against HIV and AIDS is not restricted to the campus and employees and students of the UFS, but that wider community involvement and participation is required to combat the spread of the disease.
- b) The UFS, as a leading institution in the community, shall accordingly establish community partnership and outreach programmes for creating HIV and AIDS awareness and prevention.
- c) The UFS shall also co-ordinate its efforts with other higher education institutions, Non-Governmental Organisation and community organisations.

## **10. MEDICAL ASSISTANCE, PROTECTION HEALTH CARE AND TREATMENT**

- a) Medical assistance will be provided for full-time employees with HIV or AIDS in accordance with the rules and practices of the UFS's medical assistance policy.
- b) Students and staff who have been exposed to infection will receive appropriate assistance from the UFS. This may include the provision of anti-retroviral medication (under medical advice) in an emergency situation. Appropriate charges may be levied.
- c) Employees and students involved in health care are subject to special conditions regarding HIV and AIDS and reference should be made to the specific policies in this regard.

## **11. EMPLOYEES PROVIDING CLEANING AND CUSTODIAL SERVICES**

All employees must be trained and must remain in compliance with the Occupational Health and Safety laws and standards for prevention of transmission of blood-borne pathogens.

## **12. STAFF AND STUDENT INTERACTIONS**

- a) Staff or students who refuse or are reluctant to work with, study with, or be taught by persons living with HIV infection, will be counselled. Refusal to work with, study with or be taught by a person with HIV is not accepted as a valid excuse for non-compliance with academic or work requirements or other reasonable instructions from UFS authorities.

- b) Staff and students are not barred from attending lectures, living in residences, being on campus or involved in any campus activities on account of their HIV status or AIDS alone.
- c) In the case of sports that may carry a higher than normal risk of HIV infection, it is the responsibility of each sport club to adhere to its own code of practice or to put into place appropriate procedures for the minimisation of risk, consistent with this policy.

### **13. HIV AND AIDS FORUM**

To ensure a **co-ordinated** approach to the AIDS pandemic, a HIV and AIDS Forum will be established which will fall within the line function of the Vice-Rector: Student Services.

#### **13.1 *Functions of the HIV and AIDS Forum***

To achieve a co-ordinated approach in close co-operation with other campus services and divisions such as the SRC, UFS library, academic departments, Human Resources, trade unions, Kovsie Counselling and Development and Kovsie Health, the HIV and AIDS Forum may undertake the following:

- a) Suggest and co-ordinate the roles and responsibilities of the Vice-Chancellor, the Executive Management, Deans and Heads of Departments with regard to matters pertaining to the University's response to the HIV and AIDS pandemic.
- b) Initiate and/or facilitate research into knowledge and attitudes about HIV and AIDS among staff and students, their sexual practices and other related issues by collecting HIV and AIDS statistics, conducting surveys etc.
- c) Initiate or co-ordinate the maintenance of a database of all HIV and AIDS related research and other activities being undertaken by departments and divisions of the UFS.
- d) Coordinate support services for students and staff who have HIV and AIDS related concerns.
- e) Make representations to the UFS for inclusion of HIV and AIDS related issues in relevant subject curricula.
- f) Act in an advisory capacity to the UFS and communicate relevant concerns to the wider community.
- g) Liaise with government and non-governmental institutions and other tertiary institutions.

- h) Ensure that education programmes are continuously reviewed and updated to take into account current medical information.
- i) Propose changes in legislation, regulations and/or codes of good practice.
- j) Review this policy and consider new submissions thereto on a continuous basis, and submit such reviewed policies to the Executive Management for approval.
- k) Act as the supervising body of the HIV and AIDS Centre.

13.2 The HIV and AIDS Forum shall report to the Vice-Rector: Student Services on a quarterly basis who liaise with relevant line managers. This report is to be in writing and to cover the various aspects of the Forum's activities for the quarter.

13.3 The constitution of the HIV and AIDS Forum is attached as Annexure A.

#### **14. HIV AND AIDS CENTRE**

A HIV AND AIDS Centre will be established within Kopsie Health as a venue to render HIV and AIDS related support services and initiatives.

- The necessity for a full-time, suitably qualified person employed in this position is of critical importance to the success of the fight against HIV and Aids at the UFS. As such this position needs to be staffed at all times.
- The HIV and AIDS Director is responsible for co-ordinating the activities of the HIV and AIDS Forum.

#### **15. REVIEW OF POLICY**

The HIV and AIDS Forum will review this policy annually and amendments will be routed via the appropriate decision making structures.

## **SOURCE DOCUMENTS**

North West University HIV and AIDS policy (November 2002).  
University of Cape Town HIV and AIDS Policy (September 2000)  
Rhodes University Policy on AIDS.  
Draft HIV and AIDS Policy: University of the Free State (2002)  
University of the Witwatersrand: AIDS policy.

## **LIST OF ABBREVIATIONS**

**AIDS - Acquired Immune Deficiency Syndrome**  
**HIV - Human Immunodeficiency Virus**  
**SRC - Student Representative Council**  
**UFS - University of the Free State**

## **CONSTITUTION OF THE HIV AND AIDS FORUM OF THE UNIVERSITY OF THE FREE STATE**

### **1. Establishment of a HIV and AIDS Forum for the UFS**

A forum, known as the HIV and AIDS Forum of the University of the Free State, is hereby established in accordance with paragraph 13 of the University's HIV and AIDS policy.

### **2. Founding principles**

In the execution of its functions, the Forum will be guided by the following principles:

- People infected with and affected by HIV and AIDS have the right to dignity, respect, and privacy concerning their HIV and AIDS status.
- People living with HIV and AIDS are guaranteed equal protection under the law and will not be discriminated against on the basis of HIV and AIDS alone, in obtaining access to education, scholarships, accommodation, employment and employment benefits at the UFS.
- The UFS has, within its available sources, an obligation to provide access to information, prevention, care and support services for students and staff infected with and affected by HIV and AIDS.
- The UFS has the duty to create a learning and working environment that is supportive, sensitive and responsive to employees and students infected with or affected by HIV and AIDS.

### **3. Objectives and functions of the Forum**

3.1 The Forum advises the Executive Management of the UFS with regard to the development and implementation of the HIV and AIDS related policies and practices of the UFS.

3.2 In meeting its objective, the Forum will exercise the following functions:

- a) Initiate and/or facilitate research into knowledge and attitudes about HIV and AIDS amongst staff and students, their sexual practices and other related issues by collecting HIV and AIDS statistics, conducting surveys, etc.
- b) Initiate or co-ordinate a database of all HIV and AIDS related research and other activities being undertaken by departments and divisions of the UFS.
- c) Co-ordinate support services for students and staff who have HIV and AIDS related concerns.
- d) Make representations to the UFS for inclusion of HIV and AIDS related issues in relevant subject curricula.



- e) Act in an advisory capacity to the UFS and communicate relevant concerns to the wider community.
- f) Liaise with government and non-governmental institutions and other tertiary institutions.
- g) Ensure that education programmes are continuously reviewed and updated to take into account current medical information.
- h) Propose changes in legislation, regulations and/or codes of good practice.
- i) Review the University's HIV and AIDS policy and consider new submissions to it on a continuous basis, and submit such reviewed policies to the Executive Management for approval.
- j) Act as the supervising body of the HIV and AIDS Centre.

#### **4. Membership of the Forum**

The Forum shall consist of the following internal members:

- Deans of Faculties or their nominees
- Directors of Support Services or their nominees
- SRC members entrusted with the HIV and AIDS portfolio and the Women's and Men's Internal portfolios.
- One representative each of Nehawu and UVPERSU
- One representative from the Department of Human Resources
- The Director of the HIV and AIDS Centre
- Representatives from research units or projects on HIV and AIDS
- One representative from Kovsie Health
- One representative from Kovsie Counselling and Development
- One member of the Library Service
- One member each from the Qwaqwa en Vista campuses.

External members

- Representatives from the Free State Department of Health.
- The Forum has the right to co-option.

#### **5. Office bearers**

- 5.1 The Forum elects from among its members a chairperson, a vice- chairperson and a secretary.
- 5.2 When the office of chairperson, vice-chairperson or secretary becomes vacant, a successor is elected by the Forum at its next meeting.
- 5.3 Whenever both the chairperson and the vice-chairperson are absent from a meeting of the Forum, the members must elect a person from among themselves to preside at that meeting.

## **6. Committees**

- 6.1 The Forum may establish committees to perform any of its functions and may appoint individuals, whether or not they are members of the Forum, as members of such committees.
- 6.2 The Forum is not divested of responsibility of the performance of any function delegated or assigned to a committee.
- 6.3 The chairperson, vice-chairperson and secretary form the executive of the Forum to deal with its day to day management.

## **7. Procedure**

- 7.1 The Forum determines its own procedure at meetings with due observance of the generally accepted norms of fair administrative process.
- 7.2 Half the members of the Forum plus one forms a quorum.
- 7.3 Decisions of the work committees do not bind the Forum and no quorum is therefore required at the meetings of these committees.
- 7.4 The secretary keeps minutes of all meetings of the Forum.
- 7.5 At least four working days before each meeting of the Forum, the secretary sends out to each member an agenda with the date, venue and time of the meeting as well as matters for discussion.
- 7.6 Members who wish to place matters for discussion on the agenda must inform the secretary of such matters in writing at least five days before the date of the meeting.
- 7.7 The chairperson can at any time convene an extraordinary meeting with mention of the matters for discussion.
- 7.8 At the written request of at least ten members of the Forum, the chairperson must convene an extraordinary meeting provided that the request is accompanied by a short description and rationale for the agenda points.

## **8. Decision-making**

- 8.1 The Forum preferably takes decisions with full consensus.
- 8.2 Where full consensus cannot be reached, decisions of the Forum will be taken by a majority of the members present.

### 9.3 The Provision of Medical Emergency Services on the Bloemfontein Campuses

#### UNIVERSITY OF THE FREE STATE

#### STUDENT AFFAIRS

#### POLICY WITH REGARD TO THE PROVISION OF MEDICAL EMERGENCY SERVICES ON THE BLOEMFONTEIN CAMPUSES

(Approved by UFS Council on 25 November 2005)

#### AIM

To create, co-ordinate and effectuate a uniform, effective service for the handling of medical emergencies at the UFS Main and Vista campuses.

#### TARGET GROUP

The emergency service is available to all students and personnel at the two Bloemfontein campuses of the UFS.

#### DEFINITION OF A MEDICAL EMERGENCY

Any medical condition as a result of sickness, injury or accident which occurs on campus, and where emergency medical assistance is necessary.

#### PROCEDURE

##### 1. AMBULATORY PATIENTS (Patients who can afford their own transport)

During working hours (07:45 to 16:30 on weekdays), a patient who requires urgent medical assistance must report to Kopsie Health (at present in Kopsie Street, behind the old student centre). The doctor or nurse on duty will apply the emergency treatment, and handle the referral to specialist services.

After hours Kopsie Health can be contacted at their emergency number (401 2603). The telephonic answering service will provide the name of the doctor or hospital which may be contacted for medical assistance. If this is not successful, ambulatory emergency cases must be handled as in 2 below.

##### 2. NON-AMBULATORY PATIENTS (Patients who require transport or on-the-spot emergency treatment)

J & A Emergency Service is the contracted ambulance service of the UFS. In the case of an emergency which requires immediate emergency treatment or transport to a hospital (all hours), they may be directly contacted at 083 300 2921. An emergency vehicle with trained personnel will

be sent to the scene to make a primary assessment and apply emergency treatment. They will then contact the doctor on duty to co-ordinate further treatment. This emergency treatment is paid for by Kovsie Health, following which the fee will be recovered from the medical fund of the patient. The emergency service is thus guaranteed by Kovsie Health in order for all emergency cases to be effectively handled. Tariffs are set out in Annexure A.

### **3. EMERGENCY SERVICES AT SPORTS AND OTHER UFS FUNCTIONS**

The UFS emergency services provides emergency services at sports meetings (residence leagues, club leagues) on request at least 7 days prior to the event. These must be arranged with the person in charge of the emergency services (currently Sis. Riana Johnson, tel. 401 3514). At large meetings or gatherings (Interversity etc.), J & A Emergency Services are contracted to be on standby at the event, and to assist the UFS Emergency Services with emergency treatment and transporting of patients. Kovsie Health is responsible for the costs of this service, and will recover costs from patients who are transported.

After the transporting of patients, they themselves are responsible for the treatment costs. In cases where injuries occur on duty, accounts will be sent by the provider of the service to the Workmen's Compensation Commissioner.

### **RESPONSIBLE PERSONS**

The co-ordination of medical emergency services on campus is controlled by Kovsie Health. The persons who are currently responsible for this are:

Sister Riana Johnson (Senior Nurse)  
Tel. 401 3514

Dr Louis Holtzhausen (Director)  
Tel. 401 2530

The above-mentioned persons co-ordinate the emergency service with Protection Services, Mr Willie Frankim (401 2600); Dr Natie Luyt (Acting Dean of Students, 401 2852); Mr James Letuka (Acting Director Kovsie Sport 401 2475) and Mr Jaco Connaway (J&A Emergency Service 083 300 2921).

### **INFORMATION**

This policy must be communicated to all key personnel in departments at the University, in order to become functional. Letters will be addressed once a year to all departments, and will be placed on the intranet. Posters will be placed on notice boards at strategic places at both campuses, together with emergency numbers, and information will be updated annually.

## 9.4 Employment Equity Policy



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

**EMPLOYMENT EQUITY POLICY**

**(Approved by the COUNCIL on 11 March 2005)**

## TABLE OF CONTENTS

<b>1</b>	<b>Preamble</b>	<b>1</b>
	.....	
<b>2</b>	<b>Purpose of the Policy</b>	<b>3</b>
	.....	
<b>3</b>	<b>Application</b>	<b>3</b>
	.....	
<b>4</b>	<b>Guiding principles</b>	<b>3</b>
	.....	
<b>5</b>	<b>Implementation structures</b>	<b>5</b>
	.....	
<b>5.1</b>	<b>• Human Resources Department</b>	<b>5</b>
	.....	
<b>5.2</b>	<b>• Employment Equity Committee</b>	<b>5</b>
	.....	
<b>5.3</b>	<b>• Faculty and support services equity committees</b>	<b>5</b>
	.....	
<b>5.4</b>	<b>• Faculties and support service departments</b>	<b>6</b>
	.....	
<b>6</b>	<b>Implementation strategies and procedures</b>	<b>6</b>
	.....	
<b>6.1</b>	<b>• Faculty and support services equity plans .....</b>	<b>6</b>
<b>6.2</b>	<b>• Employment Equity Plan</b>	<b>7</b>

	.....	
6.3	• Policy audit	7
	.....	
6.4	• Recruitment	7
	.....	
6.5	• Appointments	8
	.....	
6.6	• Promotions	8
	.....	
6.7	• Staff development and enhancement	9
	.....	
6.8	• Supportive work environment	9
	.....	
6.9	• Reasonable accommodation	10
	.....	
6.10	• Dispute resolution	10
	.....	
7	Reporting	10
	.....	
8	Duration	10
	.....	
9	Amendments and updates	10
	.....	
10	Interpretation	10

.....  
**11 Terms and definitions**

**10**

.....



## 1. PREAMBLE

- 1.1 The employment equity policy of the UFS respects, and is founded on, the UFS's vision and commitment to quality and equity, its mission as a university and an academic institution; its values; its socio-political, cultural and geographical environment; its Statute and its legislative environment, as stipulated in the sections that follow.
- 1.2 The employment equity policy acknowledges and takes into account the constitutional, legislative and education policy framework within which the UFS functions.
  - 1.2.1 Recognising the profound legal and policy changes affecting higher education, the University understands the need to adapt its employment practices and policies to conform with the provisions of the Constitution of the Republic of South Africa, the Employment Equity Act (55 of 1998), the Skills Development Act (97 of 1998), the Basic Conditions of Employment Act (3 of 1983), the Higher Education Act (101 of 1997), the Labour Relations Act (66 of 1997) and other relevant legislation; and to contribute to the realisation of the objectives of the national and provincial human resources development strategy of South Africa.
  - 1.2.2 The employment equity policy of the UFS particularly acknowledges and respects the stipulations and intentions of the Constitution that pertain to diversity, including language diversity, as well as relevant higher education and other legislation.
  - 1.2.3 In terms of the nature and basis of the University, as articulated in its 1999 Statute, the University also acknowledges its multicultural composition and respects the rights of any person not to be subjected to discrimination (on the basis of any of the listed or unlisted grounds in terms of section 9 of the Constitution).
- 1.3 The employment equity policy of the UFS respects and must be implemented with due recognition of the intrinsic nature of a university as a place of scientific practice and scholarship, establishing and requiring a specific context for employment and diversity.
  - 1.3.1 Appropriate professional and job-related proficiency is therefore an integral part of various university activities such as teaching, learning, community service learning, intellectual development, research, scientific analysis, academic discourse in the diversity of disciplinary communities, professional preparation and training, external liaison, as well as academic and administrative management.
  - 1.3.2 The various university activities require a variety of appropriate ways of managing employment practices, skills requirements (general as well as advanced/analytical) and skills development.
  - 1.3.3 To be a good university requires that the requisite workplace skills of staff should be supported, developed and promoted continuously as an integral part of a university's activities, within the framework of financial sustainability.
- 1.4 The employment equity policy of the UFS acknowledges that intrinsically and in terms of its Statute and composition, the University is a multilingual and multicultural institution, within a multilingual and multicultural country, region and province.
  - 1.4.1 Employment equity is pursued and promoted within the larger context of a commitment to a non-racial, non-sexist, multicultural and multilingual institution.

- 1.4.2 This implies that employment policy is a key element in recognising, appreciating, managing and harmonising diversity in a balanced way.
- 1.5 The employment equity policy respects the UFS's values of academic freedom and autonomy, equity, integrity, excellence and a service orientation.
- 1.6 The employment equity policy of the UFS must be understood and implemented in conjunction and in balance with other policy objectives and policy documents of the UFS, in particular those that pertain to diversity and language.
- 1.7 The points of departure, principles and values referred to above, and the objectives below, must guide all interpretations, applications, and extensions of this Policy.
- 1.8 If deemed desirable, an employment equity manual with more specific guidelines and arrangements may be developed and made available.
- 1.9 The employment equity policy recognises the historical context of the UFS's employment practices.
  - 1.9.1 Conscious of South Africa's legacy of discrimination, which has contributed to black people, women and people with disabilities not being able to obtain equal access to employment opportunities, the University is committed to developing and implementing a programme of employment equity that will adequately address the effects of past employment related discrimination in a fair and balanced way.
  - 1.9.2 The current employment policy of the UFS emanates from the institution's accepting various policies and practices to promote diversity in the workplace in the last 15 years, and notably since 1994. This was preceded, from the establishment of this institution in 1904, by various phases of employment practices.
  - 1.9.3 In developing its employment policies after 1994, significant modifications have been made to employment practices in the administrative and academic spheres of the University, while significant financial resources have been spent on improving employment equity and staff development.
  - 1.9.4 The UFS has already made visible progress with transforming its staff composition following a significant change in the composition of its student body (which followed the introduction of a parallel-medium language teaching model since 1993 that was followed by the adoption, in 2003, of a new language policy designed to deal with diversity in ways that display harmony and balance).
  - 1.9.5 However, given the historical context and numerous constraints on the rate of the phasing-in process, existing employment profiles and staff diversity are not satisfactory yet.

- 1.9.6 This historical situation, but especially the UFS's commitment to equity and diversity, requires that the institution further develop and refine its employment equity policy and practices in line with the various contexts that have been outlined above, and that are further specified below.
- 1.10 The University therefore, through its employment equity policy, commits itself to:
- 1.10.1 be an equitable educational institution that offers a nurturing and challenging workplace and employment climate, respectful of human diversity and the human dignity of all, irrespective of race, gender, pregnancy, marital status, family responsibility, ethnic or social origin, colour, sexual orientation, age, disability, religion, HIV/AIDS status, conscience, belief, political opinion, culture, language, and birth;
  - 1.10.2 eliminate all forms of unfair discrimination and to take corrective action, in the form of positive steps to remedy inequitable under-representation of designated groups and the lack of diversity in the composition of its staff, to equitably remedy the legacy of past discriminatory practices and policies;
  - 1.10.3 strive to promote and maintain an environment that empowers all its staff and students to achieve their highest potential without fear of prejudice or bias.

## **2. PURPOSE OF THE POLICY**

The purpose of this Policy is to provide the guiding principles, the institutional framework and basic strategies for the development and implementation of the University's employment equity programme.

## **3. APPLICATION**

This Policy applies to all permanent and non-permanent employees and appointees of the University. Where applicable, "employee" shall include job applicants.

## **4. GUIDING PRINCIPLES**

In order to realise the objective of creating an equitable work environment for all its staff members, this Policy must be interpreted and implemented in accordance with the following principles:

### **4.1 Fairness**

4.1.1 The duty to ensure the equitable representation of designated groups in all employment categories and levels must be fulfilled in a fair and equitable manner, by taking into account and balancing all relevant interests and considerations, which include the employment interests and legitimate aspirations of non-designated groups, the University's commitment to academic excellence, and the need for managerial and administrative efficiency.

4.1.2 The implementation of this principle implies, *inter alia*, that special weight must at all times be accorded to the legal duty to redress employment-related injustice suffered by members of designated groups, as well as the need to progressively address their under-representation in all employment categories and levels, but the University shall not take any decision concerning an employment policy or practice that will establish unnecessary and unfair barriers to the prospective or continued employment or advancement of people who are not from designated groups.

#### **4.2 A culture of respect for human dignity, sensitivity and a sense of belonging**

The equity policy must be implemented to promote a culture of respect for the dignity of all staff members, irrespective of different backgrounds and traditions, and to create an overall sense of belonging.

#### **4.3 Non-marginalisation**

Opportunity for the contribution for all must be enhanced. No staff member must be treated in a way that will sideline and marginalise him or her.

#### **4.4 Empowerment**

Barriers to the full utilisation of the potential of all appointees must be removed.

#### **4.5 Avoidance of tokenism**

The Policy must be implemented with a view to fully integrate all appointees into the University's structures, with real responsibilities and real accountability vesting in such appointees.

#### **4.6 Transparency**

All employment equity measures and decisions must be taken in a transparent manner, which includes the duty to justify such measures or decisions by providing adequate reasons to interested parties.

#### **4.7 Accountability**

Final accountability for the successful implementation of this Policy lies with the Vice-Chancellor and the Executive Committee of the Executive Management. All deans, heads of departments and support staff line managers are responsible for the actual implementation of this Policy and their commitment to its implementation will form part of their performance appraisal areas.

#### **4.8 Consistency**

The employment equity programme must be implemented in balance with other policies of the UFS, including those that pertain to diversity.

#### **4.9 Communication and consultation**

In line with its commitment to transparency, the University must ensure that all policies, programmes and procedures relating to employment equity are developed on a consultative basis with all stakeholders. All interested parties must be afforded a reasonable opportunity to participate in decision-making.

#### **4.10 Resources**

The University shall ensure that adequate financial and other relevant resources are made available to ensure the support and realisation of this Policy, subject to the norm of affordability and financial sustainability.

### **5. IMPLEMENTATION STRUCTURES**

#### **5.1 Human Resources Department (HRD)**

5.1.1 The Human Resources Department (HRD) shall have primary responsibility for the implementation and monitoring of this Policy. In order to perform this function effectively, the Human Resources Department (HRD) must be afforded assistance by all line managers of the University.

5.1.2 The HRD shall be responsible for ensuring the implementation, creating awareness and compliance with this Policy throughout the University, within the context of a broader human resources strategy. The HRD shall establish appropriate organisation structures, compliance procedures and monitoring mechanisms, including the regular collation of information, workforce data and analysis, the conducting of equity audits regarding any aspects of employment at the University and reporting of findings to the Executive Management at least on an annual basis. The HRD shall regularly publish information regarding progress made in respect of employment equity on the website of the University.

#### **5.2 Employment Equity Committee**

The Employment Equity Committee shall be responsible for the monitoring of the implementation of employment equity and the adoption of appropriate initiatives, policies and procedures on a consultative basis. The Employment Equity Committee shall make recommendations to the relevant university bodies on procedures for the effective implementation of this Policy.

#### **5.3 Faculty and support services equity committees**

5.3.1 The University shall ensure that a faculty equity committee for each faculty and a support services equity committee for the support services are established. Faculty equity committees shall report to the relevant dean and the support services equity committee shall report to the Chief Director: Operations.

5.3.2 Both the faculty equity committee and the support services equity committee shall provide regular feedback to the Employment Equity Committee and Human Resources Department (HRD). Faculty equity committees and the support services equity committee shall be responsible to develop operational plans for employment equity at faculty and support service level on an integrated basis and monitor and review faculty and support service plans on a continuous basis.

## **5.4 Faculties and support service departments**

- 5.4.1 Faculties and support service departments are responsible for ensuring that the provisions of this Policy are communicated to staff and applied within their respective areas of responsibility.
- 5.4.2 Deans and the Chief Director Operations must provide consolidated reports to the Executive Management and the Human Resources Department (HRD) on an annual basis regarding the faculties' and support services' progress with regard to implementing employment equity.

## **6. IMPLEMENTATION STRATEGIES AND PROCEDURES**

### **6.1 Faculty and support services equity plans**

- 6.1.1 Each faculty at the University, through its faculty equity committee, and support services, through support services equity committees, shall respectively develop a faculty equity plan and support service equity plan, which shall include the following:
  - i. The workforce composition in the relevant faculty/support service.
  - ii. Equity objectives to be achieved within the faculty/support services.
  - iii. Numerical goals to be achieved within each occupational level and category within the faculty/support services for each year of the plan.
  - iv. Identification of barriers to achieving employment equity and remedial measures to remove those barriers.
  - v. Implementation timeframes within which objectives and goals can reasonably be achieved.
  - vi. Monitoring and communication procedures that will be implemented on faculty/support services level to achieve objectives and goals and provide progress reporting and feedback.
- 6.1.2 The Human Resources Department (HRD) shall provide guidelines and reporting checklists to faculties and the support services to ensure standardisation and understanding of expected requirements by faculties/support services. The faculty equity committees and support services equity committee shall annually update the faculty equity plans and the support services equity plan by July of each year. Deans [and the same person as identified in 5.4] must ensure that updates and amendments to the faculty and support services equity plans are effected immediately without delay and that the availability of the updated equity plans are communicated to all staff.

### **6.2 Employment Equity Plan**

- 6.2.1 The University shall compile an employment equity plan which shall form the overarching plan for the University, and shall be a consolidation of:
  - i. individual faculty equity plans and the support services equity plan;

- ii. the University-wide policy audit;
- iii. affirmative action and other measures to overcome barriers and ensure advancement of designated groups,
- iv. timeframes;
- v. budget allocation to employment equity;
- vi. numerical goals;
- vii. implementation framework.

### **6.3 Policy audit**

6.3.1 The Employment Equity Committee, in collaboration with the Human Resources Department (HRD), shall regularly conduct a policy audit to review all policies, practices and procedures at the University and ensure the development of new policy and the amendment of existing policy to ensure compliance with all law, regulations and best practices relating to employment, employment equity and the employment environment.

### **6.4 Recruitment**

In order to ensure that the University achieves its goals as set out in its Employment Equity Plan, it must ensure that the following minimum conditions are met in relation to any recruitment activity conducted by the University:

- i. All recruitment must take place in accordance with the approved University Policy on Employment and Procedures (Internal and External Appointments in Vacancies).
- ii. Recruitment strategies to identify and encourage responses from designated persons must be implemented.
- iii. Specific guidelines must be provided to personnel recruitment agencies when utilised by the University to inform such agencies regarding University employment equity requirements.
- iv. All recruitment advertisements or communications must indicate the commitment of the University to employment equity and diversity.
- v. Guidelines and training must be provided regarding the implementation of employment equity in recruitment to all selection panels involved in recruitment.
- vi. All responsible persons and selection committees must demonstrate that a reasonable effort was made to recruit suitably qualified members of the designated groups.

## 6.5 Appointments

The University management must ensure that the following minimum conditions are met in relation to any selection for appointment:

- i. Selection committees must, as far as is practicable, be broadly representative. The convener of the selection panel must report to the relevant department or management body regarding the efforts that were made to constitute a representative panel.
- ii. Selection committees must be aware of and give due consideration to the employment equity targets applicable to a specific vacancy;
- iii. Selection committees must motivate all recommendations for appointment in writing. In the case of a recommendation for appointment where the recommended candidate is not from a designated group, selection committees must specifically motivate why no member of a designated group could be appointed. Such written reasons and special motivation must be sent to the HRD (Equity Office), as well as, in the case of appointments above the post level of lecturer/assistant director, to the Executive Management;
- iv. Minimum competencies for all posts must be defined, and when making appointments, consideration must be afforded as to whether candidates from designated groups are 'suitably qualified persons' as specified in the Employment Equity Act (55 of 1998), within the context of clause 1.3 above;
- v. Training and guidance must be provided to selection committees regarding the making of appointments, the conducting of the evaluation process and the impact of employment equity;
- vi. Best practices for evaluation must be developed for guidance to selection committees.

## 6.6 Promotions

The University management must ensure that appropriate guidance is provided to all personnel involved in the evaluation and making of promotions to ensure that the provisions of the Employment Equity Plan is complied with in all aspects of promotions. This requires the University to ensure that:

- i. promotion committees involved in the evaluation and approval of promotions are, as far as is practicable, broadly representative.
- ii. promotions into vacancies that appear on the staff establishment cannot be done from internal staff only in a situation where the designated groups should be underrepresented amongst those qualifying for that position. Such a position must be advertised externally in order to enlarge the pool of applicants. This does not apply to ad personam rank promotions or positions specifically created, in the context of 'grow your own timber' programmes or similar strategies, for the career advancement of persons from designated groups.



- iii. promotion shall be based on an objective performance evaluation system. The system of performance evaluation must be reviewed to ensure that it meets the objectives of employment equity, as set out in this Policy and the Employment Equity Plan. Performance evaluation should highlight further development needs.
- iv. guidelines are provided for the implementation of career pathing and advancement of designated groups;
- v. Barriers to the promotion of designated groups are removed.

## **6.7 Staff development and enhancement**

In order to create a supportive and enabling environment which will empower appointed persons and enhance their job performance, the University will take reasonable steps to :

- i. establish induction programmes for all staff appointed/promoted/transferred to a new position or post within the University;
- ii. provide mentoring and development programmes for staff from designated groups;
- iii. establish internal and competency-based in-service training and learnerships;
- iv. provide training, retraining and progression programmes;
- v. develop guidelines for the reasonable accommodation with regard to work arrangements of employees studying for relevant qualifications.

## **6.8 Supportive work environment**

In order to create and maintain a supportive work environment, the University must:

- i. demonstrate commitment on all levels to the objectives and goals of this Policy and the University Employment Equity Plan;
- ii. develop programmes designed to advance understanding and sensitivity of diversity;
- iii. establish a flexible and accommodating work environment and arrangements;
- iv. develop codes of conduct addressing issues of equity, discrimination and harassment;
- v. develop communication structures which will ensure effective communication by and consultation of all stakeholders and ensure compliance with the disclosure of information principle.

## **6.9 Reasonable accommodation**

In keeping with the University's commitment to diversity and employment equity, the University will make reasonable accommodations for applicants and staff members from designated groups.

## **6.10 Dispute resolution**

The University shall ensure that appropriate dispute resolution and grievance procedures relating to unfair discrimination and employment equity are implemented and communicated to all University staff.

## **7. REPORTING**

Internal and external reporting procedures regarding progress with the implementation of employment equity at the UFS shall be as specified in the Employment Equity Plan.

## **8. DURATION**

This Policy shall have force and effect as of the effective date, and shall remain to apply to the University and individual faculties or support service departments until equitable representation in all occupational categories and levels has been established.

## **9. AMENDMENTS AND UPDATES**

This Policy must be updated and amended as and when required by new developments, and must at least be reviewed by August of each year.

## **10. INTERPRETATION**

In case of any dispute over the interpretation of clauses in this policy, be these in Afrikaans or English, the English formulations of the policy shall be decisive.

## **11. TERMS AND DEFINITIONS**

The following terms and definitions generally apply throughout this Policy:

**"Affirmative action"** means measures designed to ensure that suitably qualified persons from designated groups have equal employment opportunities and are equitably represented in all occupational categories and levels in the workforce.

**"Black people"** is a generic term which includes Africans, Coloureds and Indians.

**"Designated groups"** means black people, women and people with disabilities.

**"Designated person(s)"** means a person(s) from designated groups.

**"People with disabilities"** means people who have a long-term or recurring physical or mental impairment which substantially limits their prospects of entry into, or advancement in, employment.

**“Reasonable accommodation”** means any modification or adjustment to a job or to the working environment that will enable a person from a designated group to have access to or participate or advance in employment;

**“Suitably qualified person”** means a person who is qualified for a job as a result of any one of, or a combination of that person’s –

- i. formal qualifications;
- ii. prior learning;
- iii. relevant experience; or
- iv. capacity to acquire, within a reasonable time, the ability to perform a job.

**10 CONSOLIDATED ANNUAL FINANCIAL STATEMENTS**