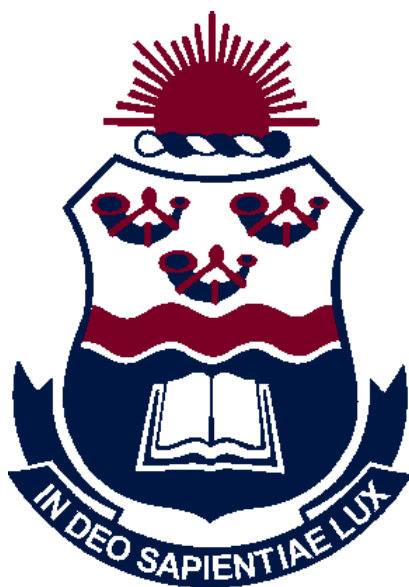


University of the Free State



Annual Report 2008

Annual Report to the Minister of Education 2008

University of the Free State



The submission of the 2008 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.
01 REPORT OF THE CHAIRPERSON OF COUNCIL	7
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)	7
01.02 A summary of attendance by members at meetings of the Council: 2008	8
01.03 Matters of significance considered by the Council during the period (2008)	10
01.04 Operational information	18
01.04.01 Changes in operational structures	18
01.04.02 New senior appointments	20
01.04.03 Academic research achievements	20
01.04.04 Operational sustainability	23
01.04.05 Prestigious awards to staff and students	23
01.04.06 Changes in the permanent infrastructure e.g. new plant and buildings	24
01.04.07 Achievements in meeting social responsibility commitments, including composition of staff and student bodies	28
01.04.08 Financial health/viability, including funding sources and material changes	28
01.04.09 Sub-committees of the Council	28
01.04.10 Significant student data and relevant statistics including realisation of transformation targets	31
01.04.11 Campus development	34
01.04.12 Facilities and major capital works	34
01.04.13 Events	34
01.04.14 Student Services: Vision and mission statement of Student Affairs in 2008	35

01.04.15	Distance learning: E-Learning at the UFS	35
01.04.16	Working with industry/Research Commercialisation	36
01.04.17	Significant changes that have taken place	38
02	THE COUNCIL'S STATMENT ON CORPORATE GOVERNANCE	39
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	39
02.02	Council – Council Committees	40
02.02.01	Audit Committee	40
02.02.02	Finance Committee	51
02.02.03	Remuneration Committee	51
02.03	Statement on conflict management	52
02.04	Statement on worker and student participation	52
02.05	Statement on code of ethics/code of conduct	52
03	SENATE REPORT TO THE COUNCIL	52
03.01	Changes in academic structures	52
03.02	Composition of Senate	52
03.03	Significant developments and achievements in	53
03.03.01	Instruction	53
03.03.02	Research	78
03.03.03	Funding	78
03.04	Composition and size of student body	79
03.05	Access to financial aid and provision thereof	85
03.06	Changes in tuition fees charged	87
04	INSTITUTIONAL FORUM	88
04.01	Instances of advice sought by and the advice given to the Council	88
05	REPORT OF PRINCIPAL ON MANAGEMENT/ADMINISTRATION	90
05.01	Managerial/administrative aspects of the operations of the institution	90

	including new senior executive/administrative structures and resources, both personnel and systems, assessed in terms of realistic expectations	
05.02	The adequacy of staffing levels, particularly in critical areas	94
05.03	The extent to which equity targets in the workplace have been realised	94
05.04	The quality of information available to management and the administrative processes	100
05.05	Student services and extra-curricular activities	100
05.06	Relationships with the community, both academic and service	103
05.07	Changing patterns in providing academic courses	105
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)	108
06	REPORT ON INTERNAL ADMINISTRATIVE/OPERATIONAL STRUCTURES AND CONTROLS	116
07	REPORT ON RISK EXPOSURE ASSESSMENT AND THE MANAGEMENT THEREOF	118
07.01	Identification, assessment and management of risk	118
08	ANNUAL FINANCIAL REVIEW - REPORT OF THE CHIEF DIRECTOR: OPERATIONS	122
09	POLICIES AND OTHER DOCUMENTS	126
09.1	Council-delegated signing powers and related aspects	126
09.2	Proposed guidelines: Honorary Professor, Professor Extraordinary, Visiting/Affiliated Professor and Visiting/Affiliated Lecturers	138
09.3	Teaching-learning Policy	140
09.4	Recognition of Prior Learning (RPL) Policy	168
09.5	The Institutional Response and Strategic Plan of the UFS for the HIV and Aids pandemic	174
	• The further refinement of the Khula Xhariep Partnership (KXP) as part of the Free State Rural Development Partnership Programme (FSRDPP)	175
	• The School Support Programme of the UFS	175
	• The relationship between the Griqua National Council (GNC) and	176

the UFS

10	CONSOLIDATED ANNUAL FINANCIAL STATEMENTS	214
----	--	-----

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)

A new phase of strategic planning for the next four year period (2009-2012) was embarked upon at the end of 2008. This process, and the subsequent plan, purposely built upon the successes and ongoing priorities of the previous phase of strategic planning (2005 to 2008). In this planning process the University of the Free State is more than ever aware that it should operate within a set of challenges common to all universities and must forge its own unique path through them, taking advantage of its particular goals and institutional strengths. Common environmental challenges and opportunities such as:

- Increased demand for public trust and accountability
- Increased globalisation of higher education
- Rising costs of education and changing patterns in funding
- Greater competition for staff, students, and financial resources
- Changing methods of teaching and learning
- Rapidly changing means of information access
- Political uncertainties (at national, provincial and institutional levels) and
- Declining global economy has also occupied the mind of the Council and Management during 2008.

The University itself also has its own set of challenges, many of which were in the forefront of our attention during 2008. However, with its diverse range of academic programmes, good and growing links with industry and the community and an impressive record in research, the University recommitted itself to:

- Continual improvement of the quality of the educational experience we provide to our students.
- Significant increase of our commitment to quality teaching and learning at both undergraduate and postgraduate levels.
- Making a commitment to significantly developing our research performance and reputation.
- Creating a university community that genuinely thrives on scholarship, research and innovation.
- Continuing sustainable growth in funding and resources.
- Seeing and presenting ourselves always as being integral to the community and economy, contributing to public policy, social justice and economic development.
- Strengthening a service culture by refocusing and streamlining our business processes and services.

During 2008 the UFS also participated in the ACU Benchmarking Project, which took place at the Gold Coast Sun in Australia. Focus areas on which the participating institutions had to compile a self-evaluation report were governance and management, e-learning and internationalisation.

We were invited to present the UFS strategic plan at the workshop. Our approach and accompanying documents were well received and assessed. Stemming from the benchmarking exercise the University management would like to strengthen its governance and management model and plan to have more interactions with Council. Another positive outcome of the Benchmark Workshop was that an E-learning strategic plan was drafted also addressing the shortcomings that were identified through the exercise.

Give the unfortunate Reitz incident the management took decisive measurements to deal with transformation issues on campus. It is foreseen that the to-be-established Institute for Diversity will play an important role to not only contribute a scholarly input towards transformation but also to the UFS community.

01.02 A summary of attendance by members at meetings of the Council: 2008

Key: ✓ = Present
 x = absent with apology
 - = absent without apology

Group 1

Non-personnel members:

		<u>Mrt</u>	<u>Jun</u>	<u>Sep</u>	<u>Nov</u>
1.	Judge SPB Hancke	✓	✓	✓	✓
2.	Dr CM Nwaila	x	✓	x	-
3.	Dr N Bagarette	✓	x	✓	x
4.	Mr JC Crowther	✓	x	x	x
5.	Mr DCM Gihwala	✓	✓	Term expired	
6.	Mr N de Klerk	Elected from 5/07			
7.	Mrs WF Hoexter	✓	✓	✓	✓
8.	Mr EC Kieswetter	✓	x	✓	x
9.	Dr F de K Kotzé	✓	✓	✓	✓
10.	Mr MC Mokitlane	x	✓	x	-
11.	Dr MD Mosimege	✓	✓	✓	✓
12.	Adv MD Randlehoff	✓	✓	✓	✓
13.	Mr JD Steenkamp	✓	✓	✓	✓
14.	Father P Towe	✓	x	x	✓
15.	Mrs BS Tshabalala	✓	✓	✓	x
16.	Judge CHG van der Merwe	✓	✓	✓	✓
17.	Dr S Vosloo	x	✓	✓	✓

Group 2

Executive staff members

18.	Prof FCvN Fourie	✓	On	Leave	
19.	Prof HR Hay	✓	✓	✓	✓
20.	Dr RE Moraka	✓	✓	✓	✓
21.	Prof T Verschoor/Acting VC from 15/05	✓	✓	✓	✓
22.	Prof MJ Crous		Acting VR from 15/05	✓	✓

Group 3

Non-executive staff members

23.	Prof GW de Klerk	✓	x	✓	✓
24.	Prof CR Dennis	x	✓	✓	x
25.	Mr WF Lubbe	✓	✓	Term expired	
26.	Prof JJP Verster	✓	✓	✓	✓
27	Me HE Knoetze	Elected from 19/06		✓	✓

Group 4

Students (alternating)

28.	Mr T Mphore	✓			
29.	Mr B Schoonwinkel	✓	✓	✓	
30.	Ms H Jordaan				✓

Group 5

In advisory capacity

31.	Mr VF Collett	✓	✓	x	✓
32.	Mr A Fisher	✓	x	✓	x
33.	Mr LS Geyer	✓	x	✓	✓
34.	Rev CD Jaftha	✓	✓	✓	✓
35.	Mr CR Liebenberg	✓	✓	x	✓
36.	Mr WS Malherbe	✓	✓	x	✓
37.	Ms E Pelzer	✓	x	x	x
38.	Mr PMB Ramahlele	✓	✓	✓	✓
39.	Prof IN Steyn	✓	✓	✓	✓
40.	Prof DA Viljoen	✓	✓	✓	✓

Secretariat

41.	Mrs EC Bezuidenhoudt	✓	✓	✓	✓
-----	----------------------	---	---	---	---

01.03 Matters of significance considered by the Council during the period (2008)

1. Reitz-video

In reaction to the Reitz-video the Council gave Management a mandate to:

1. address the following fundamental issues:
 - The composition of student structures.
 - The role of political parties in student politics and structures.
 - Residence culture, including initiation, race, racialism and racism.
 - Alcohol and drug abuse.
 - The role, place, organisation and management of residences.
 - The physical structure of residences as part of a campus accommodation strategy.
2. address the following immediate challenges:
 - Stabilising the campus.
 - Determining and managing the impact on the academic functioning of the UFS.
 - Continuing with the implementation of the policy to increase diversity in residences.
 - Developing new image-building and marketing strategies.
 - Assessing and managing the impact on the Transformation Plan, other strategic plans and initiatives.
 - Deciding about the future of Reitz Residence:
 - Legal considerations
 - Strategic considerations.

The Council approved the appointment of an external expert agency to assist the University in:

- 1) understanding and identifying the current obstacles related to the implementation of the residence integration policy;
- 2) supporting the university management and making recommendations on how to enhance the process of implementation.

The Council delegated the selection and appointment of an expert agency to the Executive Committee of Council (ECC).

Council confirmed its commitment to transformation.

The following motion was adopted:

"We, the members of the Council of the UFS

- recognising the incident at Reitz Residence as an incident that was racially motivated,
- recognising that it was in protest to the integration policy adopted during 2007,
- recognising that it further showed disrespect towards fellow human beings who were not only black, but were older women and socially and economically disadvantaged,
- recognising that the students' behaviour in this incident does not represent the way every other student, regardless of race, feels towards black people,
- recognising that the unruly acts of vandalism can under no circumstances be condoned and does not reflect the way that all those who are aggrieved by the racial abuse would respond, and
- express, unequivocally our disgust at the action of the four students. We condemn it without any qualification. We express our complete antipathy towards any person, however motivated,

who condones in any way the action of these students. We reject any notion that these actions were simply examples of boyish pranks.

While we disassociate completely from the perpetrators of this shameful action, we, being associated with the University in respect of governance accountability, cannot disassociate ourselves from their action. We therefore apologise unreservedly and sincerely to those who were violated. We apologise to those who identify themselves with the violated group.”

Council gave its full mandate to Management to investigate whether, in addition to disciplinary steps, further steps should be taken in respect of Reitz Residence, including the possibility of closing the residence or converting it into a beacon of transformation, hope AND liberation, whether as a residence or otherwise. The possibility of closing the residence or converting it into a different facility would only be considered after all stakeholders had been given an opportunity to state their side of the matter. Council should be kept informed on progress made in this regard.

The Management was requested to maintain law and order at all costs in order to create and promote an orderly environment in which undisrupted, excellent academic teaching could be continued. Council also condemned the incidents of 20 February 2008 and afterwards in the strongest possible terms and appealed to Management to take the necessary disciplinary steps against the perpetrators. Recognition was given to the Management for the steps already taken in this regard.

The staff of the UFS, students, their parents and other stakeholders were assured that drastic action, if necessary with the full force of the law, would be taken against persons guilty of disorderly behaviour, intimidation, disruption or similar actions.

The Council appealed to all stakeholders at the UFS to respect, maintain and develop the high values of the Constitution in an orderly and peaceful environment.

The Council also requested that all necessary emotional and counselling assistance be provided for the affected persons, also with regard to the current criminal case that was being investigated or the possible civil action they might institute.

Simultaneously the University was requested to provide counselling for current first-year students of Reitz who were not present during the filming of the video.

2. FILLING OF VACANCIES ON THE COUNCIL

2.1 Vice-Chairperson

Mr EC Kieswetter **was appointed as Vice-Chairperson of Council** for a period of three years as from 1 June 2008 until 31 May 2011.

2.2. Vacancies in the category “Appointed by Council”

Five persons were appointed for a term of four years during the meeting on 7 March 2008.

Dr N Bagarette
Mr N de Klerk
Dr F de K Kotzé
Ms BS Tshabalala
Dr SM Vosloo

It was approved by a majority of votes during the meeting on 21 November 2008 that the terms of both Mr J Crowther and EC Kieswetter be extended by an additional term of four years. The new terms would cover the period from 27/11/2008 to 26/11/2012.

3. RULES AND REGULATIONS OF THE CENTRE FOR AFRICA STUDIES

The establishment and Rules and Regulations of the Centre for Africa Studies were approved.

4. PROMOTION TO SENIOR PROFESSOR: DEPARTMENT OF MATHEMATICS AND APPLIED MATHEMATICS

It was approved that Prof JH Meyer be promoted to Senior Professor.

5. APPOINTMENT OF A DEAN: THEOLOGY

Prof DF Tolmie was appointed as Dean: Faculty of Theology for a term of five years.

The appointment as Dean was subject to the following condition:

That Exco conduct a strategic session with the newly appointed Dean and the Faculty Board as soon as possible in order to investigate the future positioning of the Faculty. Should the Faculty be repositioned or restructured as a result of these discussions, the term of office could be shortened.

6. EXTENSION OF THE TERM APPOINTMENT OF THE DEAN: NATURAL AND AGRICULTURAL SCIENCES

It was approved unanimously that the appointment of the Dean: Natural and Agricultural Sciences, Prof HD van Schalkwyk be extended for a further term of five years.

7. COUNCIL REPRESENTATIVES ON THE INSTITUTIONAL FORUM

It was approved that Judge CHG van der Merwe and Father Patrick Towe would represent Council on the IF for the next term which would cover the period 1 July 2008 until 30 June 2012.

8. ANNUAL REPORT OF THE LANGUAGE COMMITTEE

The Annual Report of the UFS Language Committee for 2007 was accepted as recommended by the EM (5 May 2008) and Senate (20 May 2008).

9. RENOVATION OF THE QWAQWA CAMPUS

The allocation of R1,5 million for the further renovation of the Qwaqwa Campus was approved as recommended by the ECC on 8 May 2008.

It was further approved that the Management Committee of the Qwaqwa Campus make a recommendation regarding the appropriation of these funds.

10. REPORTS by the Audit Committee

7 March 2008

Approved that the result of the audit investigation, as conducted by PriceWaterHouseCoopers, be accepted so that EDU-Loan could be contracted for the collection of outstanding debts on loans granted by the UFS.

6 June 2008

Cognisance taken that an unqualified audit report had been received.

Cognisance taken of the auditing by EDU-Loan for the year ending 31 December 2007. The audit report was approved.

The report by the Audit Committee of 6 May 2008 was approved.

12 September 2008

Cognisance taken of the report and recommendations of the Audit Committee. The Audit Committee was thanked.

21 November 2008

The report was accepted.

11. CONSOLIDATED FINANCIAL STATEMENTS: 2008

The consolidated financial statements for 2008 were **approved**.

12. APPOINTMENT OF IGUBU LEADERSHIP AGENCY

Cognisance taken that, following thorough consideration, the agency was appointed by the ECC on 8 May 2008 as requested by Council.

The following motion was **adopted** with a majority of votes:

Council appealed to Management to deal with the further implementation of the residence placement policy in co-operation with iGUBU with great circumspection, sensitivity and dialogue.

Cognisance taken that at a next meeting feedback would be provided to Council regarding the possibility of conversion of present residences into facilities that might prove more effective for the implementation of the integration policy in residences.

13. EXTENSION OF TERM APPOINTMENT: DEAN: HEALTH SCIENCES

It was **approved** unanimously that Prof LM Moja be appointed as Dean: Health Sciences for an additional term of five years.

14. COUNCIL-DELEGATED SIGNING POWERS AND RELATED ASPECTS

The document was **approved** (refer to 09.1 of this document)

Cognisance taken of the sentiments regarding delegated powers. The matter would be investigated to eliminate possible security risks in this regard. The Management was given authority to finalise.

15. UFS PENSION FUND: AMENDMENT OF RULES

The following amendment of the rules of the UFS Pension Fund **was approved**:

- That the rules of the Pension Fund be amended to provide for members of Options C and D being given the choice of purchasing a pension within the Fund, or purchasing it outside the Fund.
- That a pension purchased within the Fund should be subject to the conditions as recommended by the actuary in the appendix.

16. PROVIDENT FUND: MANAGEMENT BOARD

The Provident Fund of the University of the Free State was managed by a management board of eight members. Four of the eight members were appointed by the employer, while the members of the fund elected the other four. The employer also appointed four secundi.

The term of the current management board would expire on 30 November 2008. There were also currently two vacancies.

The following persons were appointed for the rest of Profs Henning and Retief's terms:

Prof MJ Crous
Mr A van der Bijl

As the above-mentioned persons were currently secundi, the following persons were appointed as secundi:

Dr N Bagarette
Ms BS Tshabalala

The members appointed by the University Council were therefore:

Prof JV du Plessis
Prof MJ Crous
Mr A van der Bijl
Prof DA Viljoen

Secundi
Dr N Bagarette
Prof DJ de Waal
Mrs WF Hoexter
Ms BS Tshabalala

Approved that the above-mentioned persons' terms be extended for a further period of two years after 30 November 2008.

Cognisance taken that there was no remuneration associated with the position.

17. MANAGEMENT BOARD: PENSION FUND

Dr N Bagarette was appointed for the remaining part of Prof F Retief's term. The members and secundi were therefore the following persons:

Members:
Prof JV du Plessis
Dr N Bagarette
Prof DA Viljoen

Secundi:
Prof MJ Crous
Prof DJ de Waal
Ms WF Hoexter

Approved that the above-mentioned persons' terms be extended by two years after 30 November 2008.

18. NAME CHANGE – DEPARTMENT OF BIBLICAL AND RELIGIOUS STUDIES TO DEPARTMENT OF RELIGION STUDIES

Approved that the name be changed to Department of Religion Studies.

19. RETIREMENT FUNDS: GUARANTEES FOR HOME LOANS

Approved that par. 3.8 of the Council Resolution of 10 June 2002 granting signing powers to the Director: Human Resources be extended by adding the following par 3.8.3:

Council-delegated signing powers

"3.8.3 Compliance certificates: Home loan guarantees

The Director: Human Resources, as well as the Deputy Director: Human Resources are authorised to sign, on behalf of the University, the compliance certificates required by banks as proof that a person applying for a home loan is in the employ of the University."

20. REINSTITUTION OF CONSUMER SCIENCE

Approved that the Department of Consumer Science be reinstituted.

21. REPORT OF THE AUDIT COMMITTEE, 29 August 2008

Cognisance taken of the report and recommendations of the Audit Committee. The Audit Committee was thanked.

22. EXTENSION OF THE TERM OF THE VICE-RECTOR: ACADEMIC OPERATIONS

It was **approved** by a majority of votes that **Prof T Verschoor's** appointment as Vice-Rector: Academic Operations be extended for a further term of five years.

23. EXTENSION OF THE TERM OF THE VICE-RECTOR: STUDENT AFFAIRS

It was **approved** by a majority of votes that the appointment of **Dr RE Moraka** as Vice-Rector: Student Affairs be extended for a further term of five years.

24. APPOINTMENT OF A DEAN: FACULTY OF THE HUMANITIES

It was **approved** by a majority of votes that **Prof LJS Botes** be appointed as Dean: the Humanities as from 1 January 2009.

25. BUDGET

25.1 BUDGET REVIEW 2007 – 2010

The Budget Review 2007 – 2010, was **approved**.

25.2 BUDGET: 2009

The Long-Term Financial Review, was **approved**.

The Discretionary Appropriable Funds were **approved**.

Approved that the amount overprovided, would be appropriated for recapitalisation of the residences.

The budget for Provisioning and Services was **approved**.

26. PROPOSED GUIDELINES: HONORARY PROFESSOR, PROFESSOR EXTRAORDINARY, VISITING/AFFILIATED PROFESSOR AND VISITING/AFFILIATED LECTURERS

The guidelines for the categories of Professor and Visiting/Affiliated Lecturer were **approved** (refer to 09.2 of this document).

27. RESTRUCTURING OF THE FACULTY OF THE HUMANITIES

The restructuring of the Faculty, which involved the School of Education once again, as in the past, becoming a fully fledged faculty was **approved**. This involved the following:

1. That the School of Education would be unbundled from the Faculty of the Humanities to form an independent faculty (Faculty of Education).
2. That the new faculty would already start to function as an independent faculty on 1 January 2009.
3. That, immediately following approval by Council, the process for the appointment of a dean for the new faculty would be put into motion.
4. That the current Head of the School of Education, Prof Steve Niemann, who would retire at the end of 2009, be requested to act as Dean until a new dean assumed duties or for a maximum period of six months.
5. That the remaining part of the Faculty of the Humanities (the earlier Faculties of Social Sciences and Arts) would continue to exist as an independent faculty. That the Faculty could, following the appointment of a new dean, decide on a name for the Faculty and submit it to Council for approval.

The staffing needs of the newly formed faculty would be addressed on the basis of the availability of SLEs.

28. REQUEST THAT THE DEPARTMENT OF ENGLISH AND CLASSICAL LANGUAGES BE UNBUNDLED

It was **approved** that the divisions Latin and Greek be separated from the Department of English and Classical Languages to form an independent department of classical languages.

The current Department of English and Classical Languages would henceforth be known as the Department of English.

29. INCREASE IN TUITION FEES

A general increase **of 9,8% for 2010** was **approved**.

Approved that the figure for the phasing in of the adjustment in accommodation fees for the Qwaqwa Campus should be only 2,5% for 2010.

The concession with regard to provisional registration, as well as the condition involved in it 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
 - dr Elias Malete
- Head/Principal: Vista Campus : Acting Administrative Head
 - Rev Kiepie Jaftha

Vice-Rector: Academic Operations

Prof Teuns Verschoor

- Deans of Faculties:
 - Economic & Management Sciences
 - Prof Tienie Crous
 - Humanities
 - Prof Gerhardt de Klerk
 - Natural & Agricultural Sciences
 - Prof Herman van Schalkwyk
 - Health Sciences
 - Prof Letticia Moja
 - Law
 - Prof Johan Henning
 - Theology
 - Prof Francois Tolmie
- Registrar: Student Academic Services
 - Mr Vernon Collett
- Director: Research Development
 - Prof Frans Swanepoel

**Vice-Rector:
Academic Planning**

Prof Driekie Hay

- 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: Kavsiesport
 - Mr James Letuka
- Acting Director: Kavsie Counseling & Development
 - Ms Refiloe Seane
- Accommodation Services
- Kavsie Health

**Chief Director:
Community Service**

Rev Kiepie Jaftha

**Chief Director:
Operations**

Prof Niel Viljoen

- Director: Finance
 - Mr Chris Liebenberg
- Director: Budgets
 - Mr Pieter du Plessis
- Director: Human Resources
 - Mr Lourens Geyer
- Director: Computer Services
 - Mr Sakkie Janse van Rensburg
- Director: UFS Marketing
 - Dr Ivan van Rooyen

**01.04.02 New senior appointments
(* indicate re-appointments)**

NAME	RANK	DEPT	DATE
Prof HR Hay	Vice Rector: Academic Planning	Top Management	2008.01.01 – 2013.12-31
Prof LVM Moja*	Dean: Health Sciences	Faculty of Health Science	2008.12.01 – 2013.11.30
Prof JJ Henning*	Dean: Law	Faculty of Law	2008.03.01 – 2013.02.28
Prof HD v Schalkwyk*	Dean: Natural & Agricultural Science	Faculty of Natural & Agricultural Sciences	2008.10.01 - 2011.09.30
Prof FCvN Fourie*	Rector	Top Management	2008.01.01 – 2008.11.30
Prof DF Tolmie	Dean: Theology	Faculty of Theology	2008.07.01 – 2013-06-30
Prof JH Meyer	Senior Professor	Mathematics and Applied Mathematics	2008.04.01 -
Prof HC J van Rensburg	Extraordinary Professor	Centre for Health Research and Development	2008.01.01 -

01.04.03 Academic research achievements

In terms of research activity, the University of the Free State is on its way towards becoming a **leading research** university. With deliberate commitment to putting a favourable research environment in place, it is obvious that in future years the University will be recognised as an outstanding institution that will do research that is recognised all over the world.

Research Strategy

The end-of-term review of the **UFS Research Strategy** was commissioned in 2008 by the Directorate Research Development (DRD). The review will form the basis for planning of the next phase of research development at the University.

The review found that the University has made impressive progress since 2003 in many areas of research, and that the Research Strategy has contributed significantly. The University leadership's commitment to put research at the core of academic work was made visible through major allocations of internal funding to research, the establishment of a dedicated, more strategic and effective central research support service, and collaboration across the University to strengthen research within the broad framework provided by the five year corporate research strategy. The increase in internal and external research funding, greater exposure to and participation of researchers in internal, national and international opportunities, increased productivity and outputs are all indications of a university that is taking strides towards a more robust focus on, and performance in, research. Emphases on special groups, in particular black and young researchers, are helping to cultivate the next generation. More staff members are engaging in

research, and many have been inspired by the renewed vigour with which research has been encouraged and nurtured through actions initiated by the Vice-Chancellor, DRD, Deans and a significant number of Heads of Department.

The University is now well positioned among the top six universities in South Africa in terms of some conventional research metrics and is also showing world class expertise in areas of clinical medicine and plant and animal sciences. There is a general perception that the research culture overall has improved over the last five years, and that it is healthy or improving in a significant number of departments depending on their specific context.

The review highlighted specific areas for growth and development in the coming five years. These include improving the enabling environment for research, developing research capacity, diversifying research funding sources, strengthening the governance system for research, establishing innovative partnerships, attracting talent, improving the marketing of research, and expanding the complementary services for internationalisation, commercialisation and postgraduate student support. The strategic and oversight role of the research committee system has been particularly weak and has to be re-conceptualised. The Strategic Academic Clusters will become a central pillar within the new strategic framework, which is expected to be finalised through a consultative process towards mid-2009.

NRF-rated Researchers

The UFS is home to 77 NRF-rated researchers. During 2008, 8 researchers who applied for re-evaluation improved their rating while a further 8 received a first-time rating. The latter includes Dr OM Ntwaaborwa from the Physics Department who obtained an Y2-rating. He is the first black Thuthuka grantholder to receive a rating. He joins two further Thuthuka grantholders with valid NRF-ratings. Mr Hans Huyssen from the Music Department received a C3 rating, a significant accomplishment given that he is the first staff member within the arts departments to receive a NRF rating and the nature of research outputs in the Arts. A renewed focus on research capacity development will include more pro-active support provided to UFS researchers in planning for and working towards NRF rating.

Research Outputs

Journal article outputs decreased slightly from 455 in 2007 to 395 in 2008. The 2008 figures places the UFS above the national benchmark set by the Department of Education¹. The total subsidy-bearing outputs decreased during 2008, taking into account the decrease in the number of students graduating with doctoral or research master's degrees from 177 in 2007 to 144 in 2008.

Strategic Academic Clusters

It has become imperative for the UFS to position itself not only as a good teaching and research university, but as an institution that truly excels in certain strategic areas or *clusters* of knowledge and research. In line with international and national research trends, the University agreed to align its key academic and research efforts with national priorities through six strategic clusters, each supported by a number of constituent focus areas. The five clusters are the following:

¹ 1.25 weighted publication units per permanently appointed instruction/research staff member

- Water Management in Water-Scarce Areas.
- New Frontiers in Poverty Reduction and Sustainable Development.
- Transformation in Highly Diverse Societies.
- Technologies for Sustainable Crop Industries in Semi-Arid Regions.
- Materials and Nanosciences.
- Advanced Biomolecular Research.

Almost R 20 m was allocated to 53 research projects within the Cluster initiative during 2008 and 2009, including R 5.3 m in support for postgraduate students. Central research funding has also been made available to support the coordination of the six Clusters at Faculty and institutional level.

A consultative process during 2008 resulted in the finalisation of an institutional management structure for the Cluster initiative, which will be implemented during 2009. The model has been designed with the different needs of different Clusters in mind and includes institutional structures responsible for funding allocation. Each Cluster will function as an institutional flagship, housed within a primary faculty for administrative purposes but headed by an institutional Director who will report to an institutional Cluster Management Board. Each Director will be a renowned individual with a strong research profile relevant to the Cluster content and with the standing required to champion the rapid development of each Cluster. It is further envisaged that each Cluster Director will be supported by an external advisory panel.

South African Research Chairs Initiative (SARChI)

Related to the Cluster initiative, the DRD initiated the process for the UFS to participate in the NRF **South African Research Chairs Initiative (SARChI)** by linking proposed Research Chairs to existing Clusters and Focus Areas. The University has provisionally been awarded a research chair in Indigenous Knowledge Systems for 2009. This Chair will imply a significant boost to our research capacity.

Postgraduate Student Support Office

A **Postgraduate Student Support Office** is being established within the DRD. The primary purpose of the Office is to provide coordination and support services for postgraduate students, postdoctoral fellows and academic staff across the University, fostering a challenging, inclusive environment for postgraduate teaching, learning, research and scholarship. A study commissioned in 2008 investigated the status of postgraduate and postdoctoral education at UFS, identifying both strengths and weaknesses in current practices. Findings from this study provide a starting point to determine the strategic priorities and operational requirements of this Office. The process of appointing a manager to spearhead this support service is underway and the position should be filled by mid-2009.

Research Capacity Development

The DRD assigned three dedicated staff members in support of **research capacity development** at UFS during 2008. Headed by a manager for Research Capacity Development, the unit is focused on capacity development for career researchers from the postgraduate level onwards. In addition to the very successful NRF Thuthuka programme, the unit now manages the UFS Grow Our Own Timber (GOOT) programme (since 2009) – a fellowship programme for postgraduates from

designated groups, supported by the Andrew W Mellon Foundation, Atlantic Philanthropies and the UFS. During 2008, 35 researchers participated in the Thuthuka programme, totalling about R2.3 m in funding support, and 15 postgraduates were supported within the GOOT programme. During 2009 the DRD will expand its capacity development services dramatically, including career track development support for individual researchers and increased, more targeted professional development opportunities for researchers at all levels.

Research Information Management

The DRD has prioritised the efficiency of its **Research Information Management System** (RIMS) as a critical requirement for the further strategic enhancement of the profile of the UFS as a research-led institution. Having joined the national, DST-supported RIMS project later than other partners, the University devoted considerable resources to our involvement and is the second of 13 current university partners who have implemented the new software in 2008. Further development and implementation is underway and the UFS will host the national pilot for laboratory animal research ethics in 2009.

01.04.04 Operational sustainability

During 2008 no major threats were experienced as far as the operational sustainability of the University is concerned. The focus remained on optimising the management of a multi campus University with 27 000 students.

01.04.05 Prestigious awards to staff and students

Refer to 03.03.01 Instruction (Awards and achievements).

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

Physical developments in 2008

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

Projects	Commis- sioned in 2008	Continued in 2008	Launched in 2008	Planned in 2008
General planning				
The greater west campus Further planning for the greater west campus gave rise to a proposal regarding macro zoning. Areas were indicated for sports facility development, agricultural research and demonstration and possible commercialisation. After refinement the proposals will be submitted for approval, and will subsequently be packaged as various smaller development projects, including asset development projects.		√		
The west campus up to Shimla Park Further detail planning for this part of the west campus, with regard to which the Council approved a plan in 2006, was done with a view to meaningful integration of new developments such as the Rag Shed and the astro hockey facilities with the developed part of the campus. The process is continuing.		√		
Academic facilities				
Chemistry Building: Upgrading and expansion Continuation of the project launched in 2006. This is a highly specialized building and building work are planned to be completed in 2009.		√		
Computer Laboratory Building Project was completed and occupied in December 2008.	√			
Francois Retief Building A new health Science building are planned and detail planning sessions with all parties involved was held and building work is planned to start in 2009.				√
UFS SASOL Library: The upgrading of the building was planned and project are planned to commence in 2009.				√

Projects	Commis- sioned in 2008	Continued in 2008	Launched in 2008	Planned in 2008
Academic facilities (continues)				
Refurbishment and addition: Biotechnology Building A comprehensive planning process with regard to facilities for Biotechnology has been launched, and great progress has been made with the development of a master plan aimed at optimally supporting the UFS's strategic emphasis on teaching and research activities in this field of study. Application for DOE funding was done. A new wing was constructed during 2008.				√
Steyn Annex housing was converted into offices to address the need for offices.	√			
Alterations and renovations was done to EPOG department.	√			
Minor projects Centenary Complex. Various problems occurred with waterproofing and roofstructures, which had to be redone. Alterations to Winkie Direko to accommodate personnel. Stef Coetzee building renovations was done.	√ √ √			
Student facilities				√
The planning for a new Gazellie for Kagiso Hostel is well on its way.				
Three houses for hostelheads were constructed or expanded.	√			
Van der Merwe Scholz Hall's wooden floor created a safety risk. As a result thereof the complete complex was upgraded.	√			
The replacement of the warmwater system to Roosmaryn as well as Kayalami were done.	√			
Upgrading of Kopsie Counselling and old Kopsie Sport Building was continued with the upgrading of the last phase, Kopsie Health.			√	
Facilities for support services				
Provisioning Building: The building was upgraded which has lead to better service levels to the campus.	√			
Lift to the Archiculture building was replaced.	√			

Projects	Commis- sioned in 2008	Continued in 2008	Launched in 2008	Planned in 2008
Art facilities, theatres and halls				
Van der Merwe Scholtz Hall Replacement of wooden floor and general upgrading was completed.	√			
Transport network				
Parking: Closing off of reserved parking areas A new parking strategy was approved. In terms of this strategy, booms were installed to close off certain areas on the central campus for staff and visitors. This forms part of a parking strategy approved by the EM, in terms of which students' parking needs were addressed first before creating greater convenience for staff. Further booms were installed.		√		
Road upgrading The UFS's roads require intensive maintenance. Additional phases of a long-term upgrading programme were completed in 2008.		√		
Taxi ranks In terms of the approved taxi network plan, the building was completed in 2008 and has since been adding value to the transport network on campus.	√			
Signs: A long planning process culminated in the erection of new signs. This is the first part of a new navigation system that also includes other aspects such as accurate and user-friendly maps and further (second-level) signs.		√		
Pedestrian network				
Two student gathering areas were developed, one at Biotechnology building and the other between the Computer laboratory building and Genmin Lectorium.	√			√
Sports facilities				
Various upgrading to the facilities were done the major being the building of an Astro Hockey clubhouse and extension to Soccer Clubhouse. Light Masts to international standard were erected at Shimlapark.	√			
Infrastructure				
Emergency Power was installed to most lecture halls, laboratories and equipment.	√			√

The following regarding projects on the other campuses:

Projects	Commis- sioned in 2008	Contin- ued in 2008	Launched in 2008	Planned in 2008
Qwaqwa				
Upgrading projects were continued in 2008.		√		

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 2008

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 Frans de K Kotze

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

All significant matters of the Audit Committee meetings were submitted to the Council on the following dates: 29 February 2008, 6 May 2008, 29 August 2008, and 6 November 2008.

c) Summary of attendance of the Audit Committee Meetings: 2008
ATTENDANCE OF MEMBERS TO AUDIT

MEMBER	DATE	DATE	DATE	MEETING	MEETING	MEETING	MEETING
	APPOINTED	REAPPOINTED	RESIGNED	29/02/2008	6/5/2008	29/08/2008	6/11/2008
Members of the committee							
Dr. F de K Kotze (Chairperson)	11-Jun-01	19-Jun-04		Present	Present	Present	Present
Dr. N Bagarette	1-Nov-04			Present	Present	Absent (apology)	Present
Me. WF Hoexter	1-Nov-04			Present	Absent (apology)	Present	Present
Mr. EC Kieswetter	16-Mar-07			Present	Absent (apology)	Present	Absent (apology)
Judge. C.H.G. van der Merwe	16-Mar-07			Present	Present	Present	Absent (apology)
UF Personnel (advisory)							
Prof. F.C.v.N. Fourie (Rector)				Absent (apology)	Absent (apology)	Absent (apology)	Resigned
Prof. T. Verschoor (Acting Rector)							Absent (apology)
Prof. D.A. Viljoen				Present	Present	Present	Present
Mr. C. Liebenberg				Present	Absen (apology)	Present	Present
Mr. A. van der Bijl				Present	Retired	Retired	Retired
Mr. G. van den Berg				Present	Present	Present	Present
Mr. H. Blom				Present	Present	Present	Present
External auditors							
Mr. L. Rossouw (PWC)				Present	Present	Present	Present

Mr. G. Nel (PWC)				Absent (apology)	Present	Present	Present
Mr. H. Leach Gobodo				Present	Present		

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

UFS STUDENT PROFILE 2008: HEAD COUNT

1. First Time Entering Undergraduate

	White		Coloured		Indian		Black		Male	Female	Total
	Male	Female	Male	Female	Male	Female	Male	Female			
Economic and Management Sciences	174	149	19	20	5	6	207	158	405	333	738
Education	26	151	35	88	1	3	407	903	469	1145	1614
Health Sciences	39	141	3	1	1	7	34	40	77	189	266
Law	38	52	2	16	0	2	43	49	83	119	202
Natural and Agricultural Sciences	211	149	1	8	5	3	296	249	513	409	922
The Humanities	87	196	7	28	2	3	137	269	233	496	729
Theology	14	11	0	0	1	0	4	0	19	11	30
Total	589	849	67	161	15	24	1128	1668	1799	2702	4501

2. Total Undergraduate

	White		Coloured		Indian		Black		Male	Female	Total
	Male	Female	Male	Female	Male	Female	Male	Female			
Economic and Management Sciences	866	655	135	145	65	46	1040	1088	2106	1934	4040
Education	113	651	83	413	1	10	822	2001	1019	3075	4094
Health Sciences	247	684	20	33	12	14	169	238	448	969	1417
Law	225	240	19	50	4	10	194	151	442	451	893
Natural and Agricultural Sciences	778	449	20	31	21	16	859	808	1678	1304	2982
The Humanities	348	707	45	130	8	21	662	1385	1063	2243	3306
Theology	58	36	0	0	5	0	13	3	76	39	115
Total	2635	3422	322	802	116	117	3759	5674	6832	10015	16847

3. Postgraduate Diploma or Certificate

	White		Coloured		Indian		Black		Male	Female	Total
	Male	Female	Male	Female	Male	Female	Male	Female			
Economic and Management Sciences	6	4	0	0	0	0	4	1	10	5	15
Education	21	53	2	3	0	0	54	85	77	141	218
Health Sciences	16	56	1	39	3	1	51	360	71	456	527
Law	565	234	26	28	81	61	173	92	845	415	1260
Natural and Agricultural Sciences	0	2	1	0	0	0	24	11	25	13	38
The Humanities	0	2	0	0	0	0	3	4	3	6	9
Theology	0	0	0	0	0	0	8	0	8	0	8
Total	608	351	30	70	84	62	317	553	1039	1036	2075

4. Postgraduate (Honours, Masters and Doctoral)

	White		Coloured		Indian		Black		Male	Female	Total
	Male	Female	Male	Female	Male	Female	Male	Female			
Economic and Management Sciences	172	141	16	9	15	13	256	236	459	399	858
Education	25	126	23	32	2	2	284	823	334	983	1317
Health Sciences	148	144	9	11	8	6	54	65	219	226	445
Law	24	22	3	2	0	1	26	14	53	39	92
Natural and Agricultural Sciences	444	255	20	19	19	24	433	287	916	585	1501
The Humanities	111	269	13	19	3	4	159	165	286	457	743
Theology	83	28	5	1	13	1	35	4	136	34	170
Total	1007	985	89	93	60	51	1247	1594	2403	2723	5126

5. Occasional Study

	White		Coloured		Indian		Black		Male	Female	Total
	Male	Female	Male	Female	Male	Female	Male	Female			
Economic and Management Sciences	82	36	26	23	6	4	275	415	389	478	867
Education	5	5	3	1	0	0	6	3	14	9	23
Health Sciences	1	8	0	0	0	0	0	6	1	14	15
Law	0	3	0	0	0	0	1	0	1	3	4
Natural and Agricultural Sciences	10	9	1	4	1	0	132	128	144	141	285
The Humanities	23	34	11	49	8	4	309	508	351	595	946
Theology	1	0	0	0	0	0	0	0	1	0	1
Total	122	95	41	77	15	8	723	1060	901	1240	2141

6. UFS Total

	White		Coloured		Indian		Black		Male	Female	Total
	Male	Female	Male	Female	Male	Female	Male	Female			
Economic and Management Sciences	1126	836	177	177	86	63	1575	1740	2964	2816	5780
Education	164	835	111	449	3	12	1166	2912	1444	4208	5652
Health Sciences	412	892	30	83	23	21	274	669	739	1665	2404
Law	814	499	48	80	85	72	394	257	1341	908	2249
Natural and Agricultural Sciences	1232	715	42	54	41	40	1448	1234	2763	2043	4806
The Humanities	482	1012	69	198	19	29	1133	2062	1703	3301	5004
Theology	142	64	5	1	18	1	56	7	221	73	294
Total	4372	4853	482	1042	275	238	6046	8881	11175	15014	26189

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

- **QUALITY AND EXCELLENCE**

The Division for Student Recruitment at UFS Marketing continues to strive to recruit the best quality undergraduate students for this University. Even though the University shares the goal of the Department of Education, namely to expand access to quality learning, the UFS remains uncompromisingly committed to the highest standards of quality and all efforts are made to attract students who are dedicated to pursuing a degree programme of the highest standards.

However, those students who do not meet the admission requirement of the University are not ignored. They are encouraged to enrol for the University's bridging programme, or one of the many extended degree programmes offered to students.

Some of the marketing actions that were undertaken in order to recruit students included an extensive local and national advertising campaign, countrywide school visits to approximately 500 schools by a team of dedicated marketers, Open Days on the Bloemfontein and Qwaqwa Campuses, as well as career expos and university expositions in Kimberley and Kroonstad.

Kovsie Alumni were also active and had its second Kovsie Alumni National Day in the first week of September.

- **EQUITY, DIVERSITY AND REDRESS**

The further integration of alumni and the campaign to create awareness amongst alumni continued. Joint meetings at grassroots level were held and student activities were sponsored. Actions to increase diversity were also undertaken as part of promotion activities like the Open Days and the unique Matriculant Competition.

- **FINANCIAL SUSTAINABILITY**

The Corporate Liaison Office that focuses on the generation of third money stream income for the University had another successful year. The income generated in 2008 exceeded that of any previous year. A substantial amount was received with regard to the Department of Paediatrics and Child Health. The project within the Department, named the Beds of Hope Campaign, seeks to raise R15 million over two years, in order to increase the number of neonatal ICU beds.

01.04.14 STUDENT SERVICES: VISION AND MISSION STATEMENT OF STUDENT AFFAIRS IN 2008

Vision:

To let every student know that we are and we care.

Mission:

(Goals for 2008)

We support students by:

- Providing necessary facilities, resources and support services to create an enabling and conducive learning environment;
- Providing a dynamic and vibrant service through organized sport, social, wellness and cultural activities to promote a balanced and total student;
- Creating sustainability through promptly and adequately facilitating the resolution of student concerns; and
- To become a high quality, equitable, non-racial, non-sexist, multi-cultural and multilingual division of the UFS inclusive of people of all abilities.

01.04.15 DISTANCE LEARNING: E-Learning at the UFS

During 2008 the Division e-Learning initiated the revision and updating of the institutional strategic and action plans for e-learning. The revised plans make provision for the implementation of five large projects over the next four years. The first project is aimed at positioning e-learning strategically and structurally within the institution in such a way that it functions most efficiently and effectively, in terms of advocating and implementing e-learning practices. The second project involves the appointment of additional instructional / learning design personnel. Such personnel will be appointed in the Division but will spend 80% of their time in the faculties. In this way, instructional design personnel, teaching and learning managers and subject specialists will form core faculty-specific design teams. Such teams are better placed to address faculty-specific challenges than centralized teams that are not intrinsically part of faculty dynamics. The third project is aimed at the successful implementation of the Blackboard Learning Management System early in 2009. The first pilot modules will be launched on the new platform in July 2009. The fourth project involves an exploratory investigation of mobile learning and the affordances of m-learning for specific contexts. The initial investigation will lead to the implementation of pilot m-learning modules in February 2009. The fifth project involves an investigation into the use of virtual worlds for educational purposes. It is expected that pilot virtual world modules will be launched in 2010.

Quality and excellence in e-learning

During 2008, the UFS participated in the Association of Commonwealth Universities Benchmarking Project. The focus during the 2008 exercise fell on e-learning and internationalization. The report and recommendations for best practices released by the ACU indicated clearly that the Division e-Learning is indeed moving in the right direction. The relative youth of the Division meant that the institutionalization of e-learning at the UFS had not reached the same levels as that at other universities.

Yet, the strategic direction and positioning of e-learning within the institution were clearly endorsed.

National involvement in e-learning

During 2008 the Division e-Learning chose to participate in a Technology Assisted Learning Development Project, initiated by the University of Johannesburg. Fourteen South African higher education institutions are currently involved in the project. A number of staff members employed in the Division are involved in group projects aimed at formulating national best practices relating to areas as diverse as organizational placement, management, instructional design, research on student e-learning experiences and content creation. It is envisaged that the TAL Project will produce, for the first time in South Africa, a set of nationally-acceptable, well-researched best practice guides for all aspects of e-learning in higher education.

01.04.16 Working with industry/Research Commercialisation

The UFS recognises the importance of not only generating new knowledge, but also actively participating in the application and utilisation of such knowledge and technologies to generate new products, processes and services. This commitment is demonstrated through the establishment of a dedicated unit within the DRD in support of technology transfer as well as the numerous collaborative research endeavours underway throughout the University.

Technology Transfer Office

A **Technology Transfer Office** has been established within the DRD and the appointment of a manager for Research Commercialisation and Business Development was finalised at the end of 2008. This Office will focus on the enhancement of downstream activities related to research development, such as patenting, licensing, marketing and commercialisation of IP; business development based on products, processes and services associated with research; and promotion and development of a culture of innovation, entrepreneurship and technology transfer at the UFS. Work areas further include ensuring the University's compliance with the national IP Bill and regulations as well as implementing the UFS "Policy for the Management of Intellectual Property".

Industry collaboration

The University is currently engaged with many **industrial partners** through the Technology and Human Resources for Industry Programme (THRIP). It has also received significant third-stream funding from some prominent South African and international companies. These include global energy company Sasol, and BioPAD, a South African biotechnology company that brokers partnerships between researchers, entrepreneurs, business, government and other stakeholders to promote innovation and create sustainable biotechnology businesses.

- Sasol has made considerable commercial and social investments in the University in recent years, benefiting the UFS Department of Chemistry and the Research Institute for Education Planning (RIEP) in particular. Sasol invested R 9 m over the past three years in the Department of Chemistry, focusing specifically on process technology and research development on oxidation and homogeneous catalysis. This strategic partnership also involves the secondment of a senior

Sasol researcher, Prof Ben Bezuidenhout, to the Department, effectively enhancing the Department's interaction with the chemicals industry. The investment bolstered the research capacity of the Department in a number of ways. It now boasts with some of the most advanced chemical research apparatus in Africa, including a nuclear magnetic resonance (NMR) spectrometer and a single crystal X-ray diffractometer. With these equipment the Department is not only able to serve the petrochemical and the pharmaceutical industries more effectively, but also to train a much larger corps of postgraduate students. The NMR apparatus enabled the Department to conduct contract research for the multinational pharmaceutical company FARMOVS-PAREXEL, and to negotiate research agreements with international universities. Sasol also funded the establishment of a Technology Research Activity Centre (TRAC) Laboratory on the Qwaqwa Campus in 2006, in collaboration with the UFS RIEP. The Sasol TRAC Laboratory will provide valuable research and community engagement opportunities for academic staff members and students at the UFS.

- In 2007, BioPAD awarded a R 13.7 m biotechnology research contract to the UFS Department of Microbial, Biochemical and Food Biotechnology to conduct research into prehistoric micro-organisms which live under extreme conditions. This is one of the largest research contracts awarded to the UFS in recent years and includes equipment, student bursaries and postdoctoral fellowships. The contract involves the establishment of a Platform for Metagenomics – a technique which allows researchers to extract the DNA from microbes in their natural environment and investigate it in a laboratory. The Platform aims to tap into the unique genetic material in South African mines which will lead to the discovery of new genes and their products. These new and unique products will find application in the medical field (anti-cancer, antibacterial en anti-viral cures), the industrial sector (nanotechnology, commercial washing agents and the food industry) and the environmental sector (pollution management, demolition of harmful metals and other toxic waste). The Platform further aims to establish unique expertise for spin-off consultation and service companies run by the students trained in the Platform. The project is endorsed by the DST and the NRF, which contributes to the bursaries of postgraduate students currently on the programme. The project also engages a number of industrial and academic collaborators, both local and international. These include Princeton University and the University of Tennessee in the United States of America (USA); Geosynec Consultants Inc. and Oak Ridge National Laboratory (both in the USA), the Universities of the Witwatersrand, North West and Limpopo in South Africa (SA); BHP Billiton and MINTEK (SA); and South African mining companies Harmony, Gold Fields and AngloGold Ashanti.
- A joint research project with the Council for Scientific and Industrial Research (CSIR), which utilised yeast cultures from the culture collection of the UFS, serves as another fine example of the successful commercialisation of research at the University. This project led to the establishment of a for-profit company, Oxyrane, which attracted international investors. In addition to the successful sale of the IP resulting from this collaborative research, the UFS will collect royalties on sales should products be successfully marketed.
- During 2008, the UFS launched its partnership with IRCA Global, an international risk management solution provider in the areas of safety, health, environment

and quality. As part of the agreement the UFS will offer short learning programmes, a diploma and a degree in Risk Management. Both parties will co-operate in the establishment of a unit within the Faculty of Law that will be responsible for these qualifications.

01.04.17 Significant changes that have taken place

Refer to par. 01.03

A handwritten signature in black ink, appearing to read 'S P B Hancke', written over a horizontal dotted line.

Mr Justice S P B Hancke
Chairperson of Council

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 thirteen 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. F de K Kotze
Chairperson: Audit Committee

REGULATIONS OF THE AUDIT COMMITTEE**a. NAME**

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

b. STATUS

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

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

c. OVERALL PURPOSE/ OBJECTIVES

The Committee has the following goals among others:

To assist the Council in fulfilling its supervisory responsibilities.

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

To review the financial and non-financial reporting process.

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

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

d. COMPOSITION

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

The majority of these members need to be financially literate.

The Audit Committee is appointed by the Council.

The Chairperson of the Audit Committee is appointed by the Council.

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

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

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

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

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

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

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

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

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

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

e. AUTHORITY

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

- to conduct interviews with other Council members, the Executive Committee, executive officers, advisers or staff members of the University;
- to liaise directly with the external and/or internal auditors;
- to investigate matters that it considers necessary and to obtain advice from external experts;
- to co-opt suitable persons to serve on the Audit Committee where specific expertise is required; and
- to seek any information from external parties.

The Audit Committee:

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

- have access to records and information of the University.

Vacancies:

- If a vacancy occurs on the Audit Committee, the Chairperson of the Audit Committee must inform the Council without delay.
- The Council must fill the vacancy on receipt of such notification or within a reasonable period of time thereafter.

f. ROLES AND RESPONSIBILITIES

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

External audit matters:

- Assessment of the proposed audit scope and approach of the external audit and assurance that all critical risk areas are addressed in an effective way.
- Verifying and evaluating the effectiveness of the external auditors' performance.
- Ensuring that the external audit is not limited or handicapped to any extent.
- Supervising Management's evaluation of the external auditors' independence.
- Considering the acceptability of the essential levels that have to be applied in decision-making on the scope of audit procedures and the level of errors that have to be reported.
- Recording the dates on which reports must be handed in and on which annual financial statements and other applicable requirements have to be finalised.
- Identifying steps that must be taken to avoid problems encountered in the previous year in order to avoid unnecessary auditing work.

Considering the following aspects:

- The effectiveness of the internal accounting control as identified during the external audit and the Management's follow-up.
- Significant differences of opinion between the external auditors and the Management.
- Any material unsolved accounting and audit problems that was identified during the external audit.
- Changes in the scope or approach of the external audit in response to changing circumstances or problems experienced as against that contained in the original audit plan.

- Recommendations to the Council on the appointment and/or re-appointment of the external auditors and consideration of the budgeted audit fees and remuneration paid to the external auditors.
- After completion of the audit, a review of the audit results and the quality and contents of the financial information presented before the annual financial statements are issued, and submission of a report in this regard.
- Ensure that management responds to recommendations by the external auditors. The Audit Committee can request Management to report on their progress/reaction on recommendations from the external auditors, during Audit Committee meetings. The Audit Committee can also request the external auditors during the Audit Committee meetings to indicate if they are satisfied with the progress/reaction received from Management in respect of their recommendations.

g. FINANCIAL REPORTING

General:

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

Annual financial statements:

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

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

Internal Audit matters:

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

Performance audit:

- Evaluate whether Management is setting the appropriate "control culture" by communicating the importance of internal control and the management of risk and ensuring that all employees have an understanding of their roles and responsibilities.
- Consider how Management is held accountable for the security of computer systems and applications, and the contingency plans for processing financial information in the event of a systems breakdown.
- Gain an understanding of whether internal control recommendations made by internal and external auditors have been implemented by management.
- Review the effectiveness of the system for monitoring compliance with laws and regulations and the results of Management's investigation and follow-up (including disciplinary action) of any fraudulent acts or non-compliance.
- Obtain regular updates from management and the institution's legal counsel regarding compliance matters.
- Be satisfied that all regulatory compliance matters have been considered in the preparation of the financial statements.
- Review the findings of any examinations by regulatory agencies.

- Ensure that the code of conduct is in writing and that arrangements are made for all employees to be aware of it.
- Evaluate whether Management is setting the appropriate “tone at the top” by communicating the importance of the code of conduct and the guidelines for acceptable behaviour.
- Review the process for monitoring compliance with the code of conduct.
- Regularly update the Council about committee activities and make appropriate recommendations.
- Ensure that the Council is aware of matters which may significantly impact the financial condition or affairs of the institution.
- Perform other oversight functions as requested by the full Council.
- If necessary, institute special investigations and, if appropriate, hire special counsel or experts to assist.
- Review and update the charter; receive approval of changes from the Council.
- Evaluate the committee’s own performance on a regular basis.

AUDIT COMMITTEE WORKPROGRAM AND SELF EVALUATION GUIDE:

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

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

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

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

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

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

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

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

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

Sources:

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

02.02.02 Finance Committee

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

The Audit Committee assesses financial statements from a risk perspective.

02.02.03 Remuneration Committee

The Remuneration Committee of the Council met on 22 November 2008 to consider merit bonuses to senior personnel.

02.03 Statement on conflict management

Refer to 02.4 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 were held between the Labour Relations Section and with the unions individually. Exco of 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

No substantial changes in academic structures were brought about in 2008.

03.01 Changes in academic structures

03.02 Composition of Senate

- Rector and Vice-Chancellor (Chairperson)
- 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 terms of achieving teaching and learning excellence this section of the report looks first at the University of the Free State's (UFS) efforts to enhance student performance through innovation in teaching and learning and how these efforts supports the notion of developing innovative teaching and learning practices. Secondly, it looks into policies and documents developed and how these documents facilitated the realisation of the UFS's mission of teaching excellence, and thirdly it deals with the structures that support teaching and learning and the arrangements that ensure the quality of teaching and learning activities, including staff development.

1. INNOVATION IN TEACHING AND LEARNING

Among the main problems faced by the UFS in the area of teaching and learning are the low success rates of students and the gap between the success rates of white and black students. To enhance student performance through innovation in teaching and learning forms part of the transformation roadmap of the approved UFS's Transformation Plan 2008-2012 with regard to teaching innovation. With a view to the realisation of this goal and strategies, the specialist area, Academic Quality Development of the UFS's Planning Unit revisited and amended existing and/or devised new innovative teaching and learning models that enhance the academic performance of the diverse student body enrolled at the UFS. These models take cognizance of the phenomenon of underpreparedness as well as the concomitant influences affecting student learning and persistence at higher education institutions (HEIs). The reason why underpreparedness received wide attention is because the phenomenon is inextricably intertwined with the current South African higher education dilemma of poor throughput and high attrition rates. A learning facilitation framework based on empirical research and current understanding about the potential benefits of engaged learning was subsequently developed to scaffold the underprepared student to succeed.

The mentioned framework centers around learning facilitation strategies deemed effective in scaffolding the underprepared students' ability to learn in mainstream courses. These learning facilitation strategies seek to delineate teaching approaches that advance learners' ability to learn more effectively. These learning principles, theories or practices are divided into several elements clustered into six domains of learning facilitation strategies, namely cooperative, generative or constructive, reflective, experienced, interactive and conceptual learning. The framework was extensively disseminated by means of institutional workshops and faculty meetings. The framework was also used in the Higher Education Studies formal modules on Learning Facilitation on both Advance Diploma and Masters levels to ensure the theoretical understanding and practical application thereof in the Universities teaching-learning environment. The framework intended to act as a guide or source for higher education educators and practitioners who want to improve their teaching effectiveness to create an environment conducive to learning at the UFS.

2. TEACHING-LEARNING POLICIES AND DOCUMENTS

2.1 Teaching-learning Policy

The Planning Unit developed the UFS's Teaching-learning Policy (refer to 09.3 of this document) which was approved by the Senate in February 2008. This policy outlines the purpose, principles, modes and quality assurance of teaching and learning. The Teaching-learning Policy provides

general guidelines within which innovative teaching and learning events can be planned. The policy also enable academics to develop a shared and consistent understanding of teaching and learning at the institution. The overarching aim of the policy is to strive for excellence in teaching-learning practices at the UFS in order to optimise student learning. The statements included in the policy establish the basis and framework for conduct and best practice related to teaching-learning, which will ensure that:

- Students develop the skills to contextualise, argue and reason, and to conduct research.
- Programme delivery inculcates in students the desire to learn, and promotes active development of critical thinking skills, decision-making skills and an enquiring mind, i.e. curiosity-driven learning.
- Students are guided and supported in their learning to achieve academic excellence.
- Teaching-learning takes place through academic programmes of high quality, and programmes and modules are effectively and efficiently designed and delivered.
- Academics are supported in their teaching-learning practice.
- HEQC criteria for teaching and learning (both programme accreditation and institutional audit) are adhered to.
- Standards and requirements of relevant professional/industrial councils are pursued.
- The critical reading and writing skills of students are developed, supported and advanced as a fundamental part of academic activities.

2.2 Recognition of Prior Learning (RPL) Policy

The Recognition of Prior Learning (RPL) Policy was accepted by the Executive Management of the UFS (refer to 09.4 of this document) and is awaiting approval by the Senate. RPL which is also described as 'prior learning that is given a value, by having it affirmed, acknowledged, assessed or certified', is an important and recognised feature in qualifications frameworks and educational practices. RPL is intended to support transformation and to act as a vehicle for lifelong learning. The UFS is committed to broadening access to higher education and the principle of recognising the prior learning achievements of individuals. The Policy implies that recognition can take place irrespective of the context within which the learning achievements were acquired, provided that the prior learning can be assessed, and on that basis may award credits to allow entry to a formal programme of study.

Additional documentation included guidelines for oral assessment (addendum to the Assessment Policy), Open- and Blended Learning Principles (addendum to the Teaching-Learning Policy), Student Attributes as part of the Teaching and Learning Plan 2009-2012 and an Academic Code of Conduct for Students. These documents have an impact on institutional level since it addresses the consistent understanding of teaching and learning related concepts and approaches.

3. STRUCTURES THAT SUPPORT TEACHING AND LEARNING

The Planning Unit addressed various recommendations of the HEQC audit on teaching, learning and assessment in the Teaching and Learning Plan 2009-2012 of the UFS namely the general arrangements for teaching and learning quality, conceptualisation of teaching and learning and student success and throughput rates.

3.1 The Teaching and Learning Plan

The Plan was developed and presented in November 2008 and implementation started in 2009. The Teaching and Learning Plan gives emphasis to what is expected in teaching, learning and assessment (TLA) at the University and guides how these expectations might be reached. The Plan is informed by the external context, including national educational bodies and authorities, national leading policies influencing teaching and learning and quality goals, and the outcomes-based

approach to higher education. In the internal environment, the vision, mission and values of the UFS as well as related institutional policies provided the foundation while the strategic priorities embodied in the Strategic Plan: 2006 to 2008, the Transformation Plan: 2007 to 2010 and the Teaching-Learning Policy served as directives. Aspects related to the introduction of new modes of delivery, different approaches to teaching and learning and the progressive introduction of more formalised and standardised academic quality arrangements receive attention in the plan. In addition a more critical and proactive approach to improve the quality of teaching by putting mechanisms in place to support students, academically received high priority.

In the plan several initiatives were implemented to inter alia promote effectiveness of teaching. The following goals were identified and are at different levels of progress:

- Taking advantage of high-quality and innovative teaching and learning practices that actively engage students.
- Presenting programmes that are effectively designed and delivered.
- Advancing the nexus between teaching and learning, and research.
- Institutional encouragement of academic staff to pursue excellence in teaching and learning.
- Intensifying the dissemination and sharing of good practice.

The purpose of this plan is to provide guidance to good teaching and learning practices at the UFS. To attain this, the Plan outlined strategic directions, set goals, and detailed the major steps, timelines and role-players responsible for reaching these.

3.2 Excellence in Teaching

A proposal to the UFS Executive Committee - *Excellence in Teaching and the Scholarship of Teaching and Learning Awards* is also in the process of finalisation. The reason for this proposal is that it is imperative that universities must commit themselves to the highest standards in teaching as well as research, and create reward structures that validate this commitment. The lack of recognition of quality teaching has resulted in inequity of access to acknowledgement, incentives and promotion by academic staff in the area of teaching and learning. Since good undergraduate teaching is the university's economic lifeblood, it must be recognised in promotion and tenure decisions and an institution-wide culture of teaching should be cultivated to heighten the prestige and recognition of teaching excellence.

3.3 Staff Development

The UFS made intensive and systematic effort to give effect to its commitment to excellence in teaching and learning. The specialist area of Academic Quality Development of the Planning Unit had two main initiatives for staff development. One was the presenting of various academic enriching courses or workshops on both the UFS and Qwaqwa campuses. These events focused on various innovative teaching learning practices. The workshops included:

Students Underprepared for HE
Engaged Learning
Teaching and Learning in an Online Environment
Assessment in Large Classes
At-risk Students
Teaching and Learning Innovations
Writing of Learning Outcomes
Student Success and Scaffolding
Teaching Theory and Practice.

On invitation academic enriching courses was also presented at the Justo Mwale Theological College in Lusaka, Zambia. The course consisted of a series of three interactive sessions on *New Developments in Teaching and Learning Facilitation in Higher Education (HE)* to academic staff. Drawing on current research within the field of teaching, learning and assessment (TLA) in higher education, the course provides participants with the conceptual and theoretical frameworks needed to engage reflectively and critically with the question of how to promote high quality student learning within the HE setting.

An invitation workshop was presented at the Nelson Mandela Metropolitan University (NMMU) on the 17th of July 2008. And included the following topics: *Teaching versus Learning, Factors Associated with Academic Success, the Phenomenon of Underpreparedness, How Students Learn and Teaching Interventions to Scaffold Student Learning.*

The second initiative was the development and presenting of various formal modules on both pre- and post graduate level, namely Higher Education Studies (HES 518) on advance diploma level and the masters in Higher Education Studies (HES 722) and the Short Programme of Learning Assessment in Higher Education (SPALHE), a compulsory short learning programme for all academic staff. The following table (see Table 1) represents the number of academic staff that completed the SPALHE.

Table 1: The number of academic staff that completed the SPALHE

Faculties	Summary of Lecturing Academic Staff at the UFS 2008						SPALHE Completed
	Jn. Lec-turer	Lec-turer	Sn. Lec-turer	Ass. Prof.	Prof.	Acad. Man.	
Humanities	28	86	51	23	14	15	89
Law	1	11	9	2	5	4	10
Nat. & Agric. Sc.	16	104	39	23	46	14	19
Econ. & Man. Sc.	23	32	17	4	6	12	34
Health Sciences	10	47	17	8	4	5	34
Theology	0	1	2	1	1	7	0
Qwaqwa							22
CHESD							1
SPALHE Completed 2006 - 2007							209
Registered 2008							85

The aforementioned workshops and modules played an important role as agents of change at the University and impacted positively on the quality of teaching, learning and assessment at the institution. In addition the teaching and learning managers (TLM) in the faculties played a valuable role in staff development in terms of teaching and learning and are actively contributing to teaching innovations in supporting lecturing staff through academic development and training.

3.4 Evidence of practices

Evidence of practices being improved was provided during the first annual Forum for Teaching and Learning, on the subject *Whereto with Teaching-Learning at the University of the Free State?* During the forum aspects like research in teaching and learning, if alternative assessment is worth the effort, the role of language in teaching-learning, as well as where the UFS is standing with service learning and blended learning received attention. Teaching-learning achievers from four faculties delivered a short presentation.

UFS SUCCESS RATES 2008

First time entering undergraduates

	White	Coloured	Indian	Black	Total
Economic and Management Sciences	76.12%	70.60%	56.65%	58.61%	67.04%
Education	84.54%	78.24%	77.73%	70.54%	72.95%
Health Sciences	94.68%	92.86%	100.00%	79.19%	90.18%
Law	76.87%	56.59%	50.63%	58.48%	67.49%
Natural and Agricultural Sciences	81.88%	70.71%	67.60%	57.44%	68.03%
Humanities	82.54%	75.73%	77.93%	75.45%	78.86%
Theology	79.48%	51.32%	100.00%	73.54%	78.07%
Total	81.91%	74.36%	70.51%	66.13%	72.62%

Total contact and distance undergraduates

	White	Coloured	Indian	Black	Total
Economic and Management Sciences	76.53%	63.44%	65.21%	58.29%	65.42%
Education	89.09%	82.58%	80.88%	72.05%	77.25%
Health Sciences	97.46%	93.73%	98.74%	87.93%	94.48%
Law	79.49%	67.52%	59.63%	59.80%	70.72%
Natural and Agricultural Sciences	83.96%	66.65%	65.34%	62.76%	71.76%
Humanities	82.80%	72.32%	70.68%	67.84%	74.09%
Theology	87.92%	72.46%	98.08%	71.63%	85.80%
Total	84.12%	73.28%	70.03%	65.66%	73.64%

Distance Undergraduates

	White	Coloured	Indian	Black	Total
Economic and Management Sciences	69.18%	71.13%	81.02%	58.80%	67.24%
Law	76.07%	76.24%	85.28%	46.85%	71.04%
Natural and Agricultural Sciences	83.73%	100.00%	77.60%	81.07%	83.05%
Humanities	79.38%	100.00%	100.00%	91.85%	85.04%
Total	75.05%	74.43%	81.39%	61.57%	72.01%

Contact Undergraduate

	White	Coloured	Indian	Black	Total
Economic and Management Sciences	76.81%	63.28%	64.23%	58.28%	65.38%
Education	89.09%	82.58%	80.88%	72.05%	77.25%
Health Sciences	97.46%	93.73%	98.74%	87.93%	94.48%
Law	79.87%	67.25%	58.37%	60.21%	70.69%
Natural and Agricultural Sciences	83.97%	66.50%	65.24%	62.66%	71.64%
Humanities	82.80%	72.31%	70.66%	67.83%	74.08%
Theology	87.92%	72.46%	98.08%	71.63%	85.80%
Total	84.31%	73.28%	69.71%	65.68%	73.66%

UFS GRADUATES AND GRADUATION RATE 2008

Output of Graduates

	White	Coloured	Indian	Black	Total
Under Graduate	1309	211	45	1175	2741
Undergraduate Diploma or Certificate (1 or 2 years)	23	107	0	410	541
Undergraduate Diploma or Certificate (3 years)	14	24	0	32	70
General Academic First Bachelor's Degree	553	49	23	535	1160
Professional First Bachelor's Degree (3 years)	209	6	11	54	280
Professional First Bachelor's Degree (4 years or more)	510	25	11	144	690
Post Graduate	1256	78	83	970	2387
Post-graduate Diploma or Certificate	481	26	39	208	754
Post-graduate Bachelor's Degree	7	8	0	65	80
Honours Degree	502	26	19	483	1030
Masters Degree	234	17	20	197	468
Doctoral Degree	32	1	5	17	55
Total	2565	289	128	2145	5128

Contact Graduation rate

	White	Coloured	Indian	Black	Total
Under Graduate	21.61%	18.93%	17.81%	12.45%	16.19%
Undergraduate Diploma or Certificate (1 or 2 years)	25.00%	47.98%	0.00%	21.65%	24.44%
Undergraduate Diploma or Certificate (3 years)	22.95%	10.39%	0.00%	4.44%	6.91%
General Academic First Bachelor's Degree	23.40%	13.11%	16.80%	10.90%	14.88%
Professional First Bachelor's Degree (3 years)	21.35%	4.90%	23.68%	8.55%	15.78%
Professional First Bachelor's Degree (4 years or more)	19.84%	13.74%	18.00%	11.02%	16.66%
Post Graduate	40.54%	26.96%	39.47%	26.91%	31.99%
Post-graduate Diploma or Certificate	60.65%	28.21%	25.00%	34.12%	39.25%
Post-graduate Bachelor's Degree	63.64%	70.00%	0.00%	51.18%	53.38%
Honours Degree	71.49%	30.95%	67.86%	32.68%	44.82%
Masters Degree	24.68%	22.67%	33.33%	16.81%	20.79%
Doctoral Degree	9.94%	4.55%	22.73%	7.98%	9.50%
Total	26.66%	20.31%	25.23%	16.40%	20.39%

Distance Graduation rate

	White	Coloured	Indian	Black	Total
Under Graduate	22.55%	5.88%	33.33%	14.63%	20.00%
General Academic First Bachelor's Degree	18.37%	0.00%	33.33%	21.88%	19.77%
Professional First Bachelor's Degree (3 years)	35.56%	12.50%	33.33%	23.53%	30.26%
Professional First Bachelor's Degree (4 years or more)	19.09%	0.00%	33.33%	3.03%	15.03%
Post Graduate	47.83%	30.77%	26.57%	12.81%	38.83%
Post-graduate Diploma or Certificate	48.80%	30.00%	26.76%	10.47%	39.12%
Post-graduate Bachelor's Degree	0.00%	100.00%	0.00%	0.00%	50.00%
Honours Degree	26.67%	0.00%	0.00%	20.00%	25.71%
Masters Degree	20.00%	0.00%	0.00%	83.33%	46.15%
Total	42.83%	24.64%	27.10%	13.33%	34.98%

Awards and achievements**a) New senior appointments**

The Honourable Judge of Appeal LTC Harms as Professor Extraordinary in the Department of Mercantile Law.

The Honourable Judge of Appeal IG Farlam as Professor Extraordinary Department of Roman Law and Legal History.

b) Prestigious awards to staff and students

Prof JJ Henning (Dean of Law): UFS Alumni National Management Award; Renewal of Distinguished Professorship by Council of UFS for a further period of five years.

Prof JL Pretorius, Ms Thapi Matsaneng and Team of Law Students: First Prize as Winning Team of the Sixteenth International African Human Rights Moot Court Competition.

AWARDS, BURSARIES AND PRIZES	NUMBER OF STUDENTS
UFS Bursaries	14
Absa Prize	1
Bar Prize	1
Lexis Nexis Butterworths	2
Gildenhuis v/d Merwe Prize	2
Jacobus Buys Prize	1
Hofmeyer Herbstein Gihwala Prize	1
Honey and Partners Prize	1
Faculty of Law Prize	5
FPI Prize	3
Free State University Law Clinic Award	1
Joos Hefer Prize	2
Juridical Society Trophy	3
Juta Prize	1
Kloppers Award	2
McIntyre and V/D Post Prize	1
Naude Prize	1
Symington & De Kok Prize	1
FT Preller Prize	1
Law Society Prize	1
Mini Thesis Certificates	19
Recognition Certificates	7
Rosendorff and Reitz Barry Prize	1
Spoor & Fisher Prize	1
Tjaart Maré Wisseltrofee	1

Appie Steenkamp Prize	1
D H van Zyl Prize	1
PPS Prize	2
Moritz Bobbert Medal	4
Adams + Adams Prize	1
Van Schaik Bookstore Award	1
Phatshoane Henneyprys	14

Faculty of Humanities

Awards and achievements

a) New senior appointments

No senior appointments were made.

b) Prestigious awards to students

AWARDS, BURSARIES AND PRIZES	NUMBER OF STUDENTS
André du Plessis Prize	1
Anthropology Departmental Prize	3
Arts Trust Academic Honorary Award	2
ASL Departmental Prize	9
Ben de Koker Prize	1
Cengage Learning Prize	1
CHESD Master's Prize	1
Chrysalis Prize	1
Club Rotary de France Prize	1
Communication and Information Studies Departmental Prize	1
Community Service Prize	10
Conlin Prize	1
Criminology Departmental Prize	2
Daan Wessels Prize	1
David Jacobs Prize	1
DF Malherbe Prize	1
E de W Botha Incentive Prize	1
Elsa Krantz Prize	1
Fanie Beetge Prize	4
FC Avenant Prize	1
Fine Arts Departmental Prize	3
French Embassy Prize	1
FR Muller Prize	1
George Roux Trophy	1
German Embassy Prize	2
Gospel Direct Prize	2
Greek Merit Prize	1
History Departmental Prize	2
Human Movement Science Departmental Prize	3

Jan Teurlinckz Prize	1
JC & JR Wahl Prize	1
Kalie Strydom Prize	1
Kobus Esterhuizen Memorial Floating Trophy	1
Latin Merit Prize	1
Naomi Morgan Prize	1
NB Prize	1
Netherlands Embassy Prize	1
OFM Trophy	1
Pearson Education SA Prize	3
Political Science Departmental Prize	1
PPS Prize	5
Programme for Governance and Political Transformation Prize	2
Psychology Departmental Prize	1
Richard Miles Prize	1
SA Theatre Journal Prize	1
Sarie van Vuuren Prize	1
Sociology Departmental Prize	1
Sue Bell Prize	1
Tertia Flemming Prize	1
UFS Ladies Club Prize	1
Van Schaik Prize	3
Volksblad Prize	3
ZPR Communication Consultants Prize	1
Kovsie Alumni Trust Awards:	Arts Social Science
▪ L Hoare	
▪ M van Rooyen	MS Nel MS Keyser L Hoare L Lambrechts
Dean's Medals	

c) Student achievements

- The University of Singapore invited 22 students and 3 lecturers of the Department of Communication Science to visit them to promote international intercultural academic activities.
- Mr. Serame Thoabala received the Mimi Coertze prestigious award.
- Mr. Hlengiwe Hlophe was awarded an international scholarship by the Ford Foundation to visit the London School of Hygiene and Tropical Medicine (Sept 2008-March 2009) for academic and professional development and for scholarly enrichment.

d) Staff awards and achievements

- Prof. H.C.J. van Rensburg was honoured with membership of the Scientific Committee of the Research Centre on Health Systems and Welfare Policies (CRISP), University of Bologna, Italy.
- Prof. H. Hudson completed a certificate course on Peace and Conflict Studies as part of a Rotary scholarship in 2008.
- Prof. A. Wessels was elected as a member of the History Commission of the S.A. Academy for Science and Art.
- Ms. M. Thom-Wium received a bursary from the Skye Foundation for overseas studies.

- Dr. R. Reyneke was elected as a representative of the Free State on the National Association of Social Work.
- The Unit for Khoekhoe and San Studies launched a very successful international conference on the San Languages.

Faculty of Theology

Awards and achievements

a) New senior appointments

Prof. D.F. Tolmie: Dean: Faculty of Theology
 Dr. Gerhard Botha: Director: Shepherd, in Dean's Office
 Prof. Peter Lampe: Honorary Professor: New Testament
 Prof. J.W. Hofmeyr: Professor Extraordinary in Church History

b) Prestigious awards to staff and students

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

AWARDS, BURSARIES AND PRIZES	NUMBER OF STAFF
Prof. J. Janse van Rensburg received R62 000 from the NRF for a project on theology and poverty	1
Prof. P. Verster received R70 000 for a project on the church and the eradication of poverty	1
Proffs. D.F. Tolmie and S.D. Snyman each received R40 000 from the NRF for projects (as rated researchers)	2
Prof. S.D. Snyman was accepted as member of the Tyndale Fellowship.	1

Faculty of Economic and Management Sciences

Awards and achievements

a) New senior appointments

- **Prof Liezel Lues** (Department of Public Management) was promoted to associate professor.

- **Prof Lucius Botes** was appointed as Dean for the Faculty of the Humanities at the UFS.

b) Prestigious awards to staff and students

- **Prof J.C.O. Bekker** was appointed as a member of the *'Financial and Fiscal Commission External Review Panel'*, of the Financial and Fiscal Commission.
- **Prof Frikkie Booysen** was invited as discussant to the technical expert meeting on The Africa Report on Child Rights organized by the Africa Child Policy Forum.
- **Prof Hentie van Wyk** received an Integritas award from SAICA for his contribution to the academic field in Accounting in the Free State Province.
- The students of the **Centre for Accounting** obtained a **93% pass rate** in the National exams for Chartered Accountants.
- **Dr Cobus Pienaar** was elected as member to the "Akademie vir Wetenskap en Kuns".
- **Prof AvA Smit and Ms Liezel Kotze** received an award as part of the top 5 papers presented at the International Conference of Entrepreneurship in Emerging Economies.
- **Prof Helena van Zyl, Mrs. Liezel Massyn and me E. Boshoff** received a Best Paper Award at the College Teaching & Learning Conference, awarded by the Clute Institute for Academic Research.
- **Prof C Bester** was appointed as member of the editorial board of Acta Academica.
- **Prof T Kotze** was listed as associate editor by the International Advisory Board on the following international Journals in 2008:
The International Journal of Interdisciplinary Social Sciences
The International Journal of Humanities
The International Journal of Diversity in Organisations, Communities and Nations
- **Prof Buks Wessels** was appointed on the Executive Board of the academic journal: "*World Review of Entrepreneurship, Management and Sustainable Development*".
- **Prof H.J. Kroukamp** is appointed on the editorial advisory board of POLITEIA, an accredited journal.

AWARDS, BURSARIES AND PRIZES	Number of Staff
Faculty Research Award	2
Faculty award for Teaching & Learning	1
Absa Prize	2

Absa Student Bureau Prize	3
Bennie Anderson Prize	1
Bloemwater Prize	1
Campher Management & Entrepreneurial Award	1
C & H Fuchs Foundation	4
Christine Rall Prize	1
Copy King & Printers Prize	2
Department of Economic Prize	1
Department of Public Management Prize	1
Development Bank of Southern Africa Prize	1
Dynamic Wealth Prize	1
Eenheid vir Entrepreneurskap	1
Enslins Bloemfontein	1
Enterprize Outsourcing Holding Prize	1
Ernst & Young Prize	2
EW Grunow Prize	2
Fauna Kwikspar	1
Wyle dr Fanie Naude	1
Finweek	1
Flip van Heerden	1
First National Bank Prize	2
Wyle prof HP Langenhoven Prize	2
Interstate Buslines	1
ITO Fokus Prize	1
JGL Consulting Prize	1
Juta Academic Prize	2
KHANYA AICDD Prize	2
Kloppers Prize	2
Konica-Minolta	2
KPMG Prize	1
Lexis Nexis Butterworths Prize	3
Lifegro	1
Marais & Crowther Prize	1
Moore's Rowland Prize	1
Ouditeur Generaal	1
Old Mutual Prize	1
PPS Prize	2
PriceWaterhouseCoopers Prize	4
SAICA Prize	2
Sentrum vir Besigheidsdinamika	1
Skud Skud Delwerye	1
Standard Bank Prize	3
Sure Etnique Travel	1
T Roos & Co Prize	1
Union Packaging	2
Van Schaik Prize	3
Willem Britz Makelaars	1
YBG Consulting Prize	1
Zeal Finance	1

Faculty bursaries were awarded to the following post-graduate students:

G de Lange
A Venter
R Kiragu
S Makumbirofa
D Dlodlo
MA Tlali
L Mothae
L Steyn
KA Boateng
M Pappin
M Mundia

- **Lindiwe Dladla** (MDS Student) received the Gracha Machel Scholarship.
- **Carol Mumba (MDS Alumni)** received the Hubert H. Humphrey Fellowship Program award in the United States.

Faculty of Natural and Agricultural Sciences

Awards and achievements

a) New senior appointments

None

b) Prestigious awards to staff and students

- Desmond Ncango (Ph.D. student at the UFS hailing from Welkom) won the first prize of the popular Biochemistry and Industrial Mycology Session of the Asiatic Micology Congress (AMC 2007). In doing so, he once again brought the UFS, SA and Africa to the attention of world scientists. He presented his research as a poster in the face of stiff worldwide competition by peer students, well-known established researchers and lecturers. More than 300 representatives from more than 27 countries attended the congress presented on the idyllic island of Penang, Malaysia. Prof. Lodewyk Kock (principal supervisor), Prof. P.W.J. van Wyk (co-supervisor), Dr C.H. Pohl (co-supervisor), Miss Chantel Swart (M.Sc. student) and Mr Piet Botes were co-authors of the presentation of the UFS.
- Prof. Kock, together with six of his postgraduate students, presented their research as posters and lectures. The students who accompanied Kock were Ruan Ells - M.Sc.; Monique Goldblatt - M.Sc.; Chantel Swart - M.Sc.; Ntsoaki Leeuw - Ph.D.; Desmond Ncango - Ph.D. and Olihile Sebolai - Ph.D. Kock was chairperson of the Medical Mycology session at the congress, while Sebolai delivered a successful lecture there based on his Ph.D. study.
- Desmond Ncango's research dealt with yeast metabolic pathways that applied to (1) the identification of new antifungal drugs that could combat mould and yield infections and (2) the identification of unique lubricants with possible use in nanomechanics, i.e. the movement of miniature

structures – only a billionth of a metre long. The last-mentioned were used in nanorobotics, i.e. microscopic machines that would be used by humankind in the future to cure diseases such as cancer.

- Prof. Sakkie Pretorius, Renée Prins, an affiliated colleague and Lesley Boyd of the John Innes Institute in England, obtained funding for four years from the BBSRC/DfID programme. The total amounts to £610 466 of which £209 042 would be donated to the UFS. The project was aimed at investigating the rust resistance of African wheats.
- The South African Society of Crop Production published an article by I.B. Oosthuizen, H.A. Snyman and J.C. Pretorius titled "Protein concentration in response to water stress in *Themeda triandra*" in the *South African Journal of Plant and Soil*. It was voted the best article in the Journal for 2006.
- During a joint congress of four professional societies in Grahamstown, the Soil Science Society of South Africa presented the following awards to staff and postgraduate students of the Department of Soil, Crop and Climate Sciences:
 - Jacobus Botha for the best paper ("Quantifying evaporation under various mulching strategies") by a researcher older than 30 years. His co-authors were Malcolm Hensley, Leon van Rensburg and Kobus Anderson.
 - Coenraad Fraenkel for the best paper ("Spatial variability of selected soil properties in soil map units") by a researcher younger than 30 years. His co-authors were Piet le Roux and Leon van Rensburg.
 - Cornie van Huyssteen for the best soil science article ("Interpretation of digital soil photographs using spatial analyses. 1. Methodology") during 2006 in the *South African Journal of Plant and Soil*. His co-authors were Piet le Roux and Malcolm Hensley.
 - Malcolm Hensley received honorary membership.
- During the congress of the SA Society for Microbiology that took place in Grahamstown in January, the silver medal for exceptionally meritorious original published research was awarded to Prof. James du Preez. This was the seventh time since 1986 that the medal was awarded.
- Ms Lize Joubert, a postgraduate student in the Department of Plant Sciences, was awarded a gold medal for the best M.Sc. presentation during the annual Postgraduate Symposium for Botany Students, presented by the University of Johannesburg during November 2007. During the recent congress of the South African Association of Botanists she was also elected member of the Student Council of the Association.
- Sincere congratulations to the following researchers in the Faculty whose current NRF evaluation status was raised:
 - Charles Haddad, Department of Zoology and Entomology, was appointed as Chairman of the African Arachnological Society for 2008-2011 at the 2008 African Arachnological Congress, and also received an award for his contribution to research in African Arachnology during the last three years (2005-2007).
 - During the congress of the SA Genetics Society (27-29 March) Paul Grobler was elected as additional member on the executive management. Two of the Department's former students, Prof. Zander Myburg (currently lecturer at UP) and Dr Rouvay Roodt-Wilding (currently lecturer at US), were elected president and vice president of the Society, respectively. Prof. Johan Spies was nominated "Fellow of the South African Genetics Society" at the same congress. It is an award for outstanding service to the discipline and/or Society.

Promotions:

The following persons who were promoted in the Faculty, were congratulated:

- Department of Geology: Dr C.D.K. Gauert to Associate Professor.
- Department of Mathematics and Applied Mathematics: Prof. J.H. Meyer to Senior Professor.
- Department of Microbial, Biochemical and Food Biotechnology: Dr A. Hugo to Associate Professor; Prof. H-G. Patterton to Professor.
- Department of Physics: Dr M.J.H. Hoffman to Associate Professor; Prof. P.J. Meintjes to Professor; Prof. J.J. Terblans to Professor.
- Department of Plant Sciences: Dr. P.J. du Preez to Associate Professor.

New appointment:

Department of Geology: Dr. H. Sommer as Senior Lecturer.

- The Department of Computer Science and Informatics received a THRIP award of R90 000.
- Prof. Johan Spies was re-elected as chairperson of the International Clivia Association at its Annual General Meeting in Randburg on 24 May 2008.
- Prof. J.H. van der Westhuizen and Dr Susan Bonnet of the Department of Chemistry, in co-operation with staff members of FARMOVS-PAREXEL, received the innovation award for exceptional contribution to science, engineering and technology by an individual or group over the past ten years.
- Prof. Maryke Labuschagne, Department of Plant Sciences received the award for the development of research capacity over the past ten years. This was in recognition of her successful supervision of the studies of black researchers and students.
- Dr Candice Jansen van Rensburg received a VLIR UOS bursary from Belgium for a master's degree in Nematology. Only 30 applicants from all over the world were successful.
- Prof. Johan du Preez was appointed as a panel member for the RSG radio programme *Hoe verklaar jy dit?* in the place of Prof. Frikkie Botha.
- The Department of Chemistry received an award of R2 million from Sasol for the development of techniques for adsorption thermodynamic measurements. The award was the result of high-level outputs by Physical Chemistry in this field.
- Prof. André Roodt received a THRIP award of R1,1 million.
- Profs. Rob Bragg and Koos Albertyn had been appointed by the Registrar for Genetically Modified Organisms on the subcommittee to the Advisory Committee with regard to the Genetically Modified Organisms Act (Act 15 of 1997). This appointment would entail the evaluation of applications for the importation, use and development of GMOs.
- Prof. Wijnand Swart was invited to form part of a delegation nominated by the Department of Science and Technology to undertake a visit to Mexico with regard to technology; the aim being the investigation of possible research collaboration with various Mexican institutions.
- Excerpts from of the study of Chantel Swart, presented at the 44th Annual Meeting of the Microscopy Society of Southern Africa in Gaborone (23-25 July 2008), were instrumental in her being awarded the winner in the category Best Presentation on Confocal Microscopy. For this she received

the Leica Microsystems Prize. The quality of microscopy results was evaluated and she won the prize amid many researchers in this field. Chantel is currently a Ph.D. student in Microbiology. Supervisors: Profs. J.L.F. Kock, P.W.J. van Wyk and Dr C.H. Pohl.

- Prof. Schalk Louw, Department of Zoology and Entomology, acted as Vice-Chairperson of the organising committee of the XXIII International Congress of Entomology that was hosted in Durban from 6-12 July 2008. The congress, attended by 2 200 delegates, was very successful and the Department of Zoology and Entomology featured prominently. Three lecturers and 12 postgraduate students participated in the congress and altogether 20 paper and poster presentations were delivered. The UFS had the best student representation and participation of all South African universities at the congress.
- The Department of Architecture received unconditional accreditation, locally and internationally, for all three degrees.
- A student of Prof. Jannie Swarts, Mr Henno Gericke, received the prize for the best poster presentation during the 23rd ICOMC conference in Raennes, France.

Prof. Lodewyk Kock, Department of Microbial, Biochemical and Food Biotechnology, on the following achievements:

- The Canadian Journal of Microbiology, an ISI-accredited international scientific journal, published the results of a PhD student in the department, Desmond Ncango, on their cover page.
- Chantel Swart, a PhD student in the department, received the Leica prize for best confocal results at an international Leica Group congress in Botswana.
- With effect from 1 September 2008, another oil distributor would be using the UFS quality seal.
- Manjusha Joseph, former Mellon Foundation PhD student in the group and currently appointed using equity funds, would be working as Science Communicator/Project Coordinator for SAASTA, a branch of the NRF, as from 15 September. She was appointed following a strict NRF interview process for the position.
- Tripod Photography Competition for students: In this national competition, Ronwan Baker (second-year student) won first prize and Thelouise van Zyl (second-year student) came third. A student from Cape Town came second.
- The national Cement & Concrete Institute's competition for honours students in South Africa was won by Rudolf Naudé (currently a master's student). Rudolf won R30 000 and Prof. Raman, the tutor, R10 000.
- The Carl and Emily Fuchs Foundation Student Prestigious Prize was awarded to three students in South Africa. An Honours student in the Department, Charles de Jager, was one of the three winners. He was judged on the basis of his design portfolio for his first three years of study, as well as a 24-hour design competition held in Johannesburg. The prize money amounted to R50 000, which made it the country's most lucrative competition for architecture students. This was a great honour for the Department, because it reflected the course content. At the congress, Charles also presented a lecture on his work and the structure of the course. The other two winners were from Cape Town and TUT.

- The Department also hosted a highly successful National Architecture Students' Congress attended by about 600 students from across the country. It coincided with the Sophia Grey lecture, attended by about 800 people. In addition to the speakers at the event, the congress was also attended by three foreign speakers from Ohio, England and Phoenix (Arizona). Bloemfontein had become the focal point of the profession over the past 20 years, as a result of all the activities during the last week of August. This was a source of great honour and prestige for the Department within academic and professional circles.
- Prof. G. du T. de Villiers, Prof. M.F. Viljoen and Dr H. Booysen received the Douw Greeff Prize from the S.A. Academy for Science and Art. This prize is awarded for a research or review article of outstanding scientific quality published in the S.A. Journal for Science and Technology during the preceding year.
- Prof. Hennie Snyman, Department of Animal, Wildlife and Grassland Sciences, was honoured for extraordinary/ exceptional service as a grassland scientist during the 43rd annual congress of the Grassland Society of Southern Africa. He attained this outstanding achievement by, inter alia, attending 30 consecutive annual congresses of the society.
- During the annual conference of the Southern African Wildlife Management Association (SAWMA) in Port Alfred, Eastern Cape, the poster by Gideon Janse van Rensburg, Hennie Snyman and Klaus Kellner, titled "Rangeland restoration and soil water improvement in a semi-arid South Africa" was selected as the overall winner.
- Congratulations to Prof. Hugh Patterson, who published an article in the National Academy of Sciences of the USA. This journal has an impact factor of 10. He was the senior author of the article. The research was funded by the Wellcome Trust and the NRF.
- Prof. Jo Schroder was elected to the board of editors of *Scientiae Mathematicae Japonicae* (SCMJ), a Japanese journal of the International Society for Mathematical Sciences.
- Prof. Riaan Luyt was congratulated on receiving a medal of honour from the Polymer Institute, Slovak Academy of Sciences.
- Prof. Jan van der Westhuizen and Dr Susan Bonnet received an innovation award from the National Science and Technology Forum (NSTF) for outstanding contributions to science.
- The Dean congratulated members on retaining or improving their NRF evaluations. He made special reference to upcoming young researchers.
- **Re-evaluation**
 Prof. J. Albertyn, C2 (previous evaluation was C3)
 Prof. L. Basson, C1 (previous evaluation was C3)
 Prof. A. Jooste, C2 (previous evaluation was Y2)
 Prof. L. Scott, B2 (previous evaluation was B2)
 Prof. J.J. Terblans, C2 (previous evaluation was Y2)
 Dr L.L. van As, C3 (previous evaluation was Y2)

Prof. A.J. van der Merwe, C1 (previous evaluation was C1)

Prof. P.W.J. van Wyk, C2 (previous evaluation was C3)

- **New applications for evaluation and grading 2007**

Prof. T.M. Acho, C3

Dr R. Meijboom, Y2

Prof. G. Osthoff, C3

Dr B.H. Usher, Y2

- **New applications for evaluation and grading 2008**

Prof. M.R.H. Hascke, C3

Dr O.M. Ntwaeaborwa, Y2

Prof. W.D. Roos, C2

- The 2008 SAWMA (Southern Wildlife Management Association) congress took place in Port Alfred from 16 to 18 September. Paul Grobler and Antoinette Kotze were elected to the executive management, and the 2009 congress will be organised by the UFS. The congress was attended by three lecturers and three postgraduate students and they presented two lectures and two posters. The paper by Paul Grobler was nominated as second best at the congress.

AWARDS, BURSARIES AND PRIZES	NUMBER OF STUDENTS
Prizes of the Free State Institute of Architects	5
South African Institute of Architects prize	1
Ora Joubert Theory Book prize	1
Bannie Britz Building Science Book prize	1
Everite Building Products prize	1
South African Council for the Architectural Profession (SACAP) Medal	1
Prizes of the Association of South African Quantity Surveyors	4
Bell John prize	1
W H Malan prize	1
The Royal Institution of Chartered Surveyors (RICS) prize	1
Free State Branch prize in Property Development	1
David Haddon prize	1
LTA Building prize	1
Chartered Institute of Builders SA (CIOB) Student prize	1
Chemistry prize	1
Merck prize and Achievement Medal	1
SASOL prize and Achievement Medal	1
PetLabs prize	1
Bruker prize	1
IMP Innovative Solutions (Zoology)	1
IMP Innovative Solutions (Entomology)	1
Zoology prize	2
Zoological Society of southern Africa prize	2
Entomology prize	2
Entomological Society of southern Africa prize	1
Clinvet Zoology and Entomology prize	2
Siemens prize	2
Hofmeyr van Schaik medal	1

Geography award	2
Head of Department's award	2
J S le Roux Floating Trophy	1
AngloGold Ashanti Ltd. prize	1
Soil Science Society of South Africa medal	1
Omnia Fertiliser merit award	1
South African Society of Crop Production medal	1
Absa Bank prize	1
Standard Bank cash prize	1
Senwes Ltd. prize	1
Roche Diagnostics book prize	1
Merck Prize and achievement medal for Microbiology	1
South African Breweries Ltd prize	1
J P van der Walt prize	1
Andries Brink-Sasol prize	1
SAAFoST study grant (South African Association for Food Science and Technology)	1
SAAFoST academic achievement award	1
SA Association for Dairy Technology: Academical achievement award	1
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
Chemtura incentive prize	1
Chemtura merit prize	1
SA Plant Breeders Association prize	1
Plant Breedingt prize	1
McGraw-Hill cash prize and certificate	1
McGraw-Hill book prizes	6
Interstate Bus Lines cash prize	1
Centre for Agricultural Management award	1
BloemWater prize	1
Centre for Sustainable Agriculture merit award	3
Wallace van Zyl prize	1
SAPI prize	1
Hatton & Associates prize for Housing	1
LMV prize	1
MDA prize	1
Pfizer cash prize	1
SASAS merit prize	1
SA Stud Book cash prize	1
Voermol Foods prize	1
Woodland Hills merit award	1
Sidi Parani merit award	1
Grassland Society of southern Africa medal	1
De Beers merit award	1
First National Bank merit award	1
FSWAU prize	1
Beth Erlank prize	1
Van Schaik prize	1
C B van Wyk prize	6

Quintiles Clin Data trophy and certificate	1
Reitsma prize	1
Statistics achievement prize	1
Stats4Buz (Pty) Ltd prize	1
PPS prizes	6
Kovsie-Alumni Trust Awards	2
UFS Ladies' Club prize	1
The Chris Small prize	1
S ₂ A ₃ medal for original research at master's level	1
Dean's award	1

Faculty of Health Sciences



▪ Awards and achievements

a) Prestigious awards to staff and students

AWARDS, BURSARIES AND PRIZES	NUMBER OF STUDENTS
Abbott Laboratories Floating Trophy	2
Abbott Laboratories Prize	1
Annelene Schoeman Floating Trophy	2
BSN Medical Floating Trophy	1
C A Loubser Floating Trophy and Medal	1
Community Health Prize	2
Cornelis Wessels Medal	1
Critical Care Floating Trophy	1
Cura Per Miseri Cordiam Floating Trophy	0
Department of Occupational Therapy Prize	1
Dirk van Velden Medal	1
Diva Nutritional Products Prize	1
Dr W Grundell Floating Trophy	1
Egbert Olivier Prinsloo Prize	1
Family Medicine Medal	1
FSNCP Medical Floating Trophy	1
General Clinical Practice Floating Shield	1
General Optical Prizes: Optometry	4
Helmut Schimpff Prize	0
Henrietta Stockdale Floating Trophy	1
Henry Dubovsky Prize	1
Hitech Therapy Prize	3
HIV/AIDS Floating Trophy	1
Horace Wells Medal	1
Idalia Loots Floating Trophy	1
Imperial Bank Prize	1
J A Olivier Prize	0
Janssen-Cilag Prize	1
Japie Hough Medal	1

John van der Riet Medal (best article: clinical)	1
Joubert Floating Trophy	1
Kagiso Khulani Supervision Food Services Prize	2
Kerneels Nel Medal (best article: education)	1
Kovsie Alumni Award	3
Leon Seymore Floating Trophy	1
Lilly van Rhyn Floating Trophy	1
Marlene Viljoen Floating Trophy and Medal	1
McGraw Hill Prize	1
Medi Nurse Trophy	1
Medical Physics Floating Trophy	1
Medical Society of South Africa: OFS Prize	1
Medsien Medical Bookshop Prize	2
MG Lötter Prize and Floating Trophy	1
Molly Vermaak Floating Trophy	1
Muller Potgieter Medal (best article: laboratory)	2
National Health Laboratory Prize	3
Nestlé Prize	2
Nita Posthumus Floating Trophy	1
Obstetrics and Gynaecology Medal	1
Old Mutual Floating Shield	1
Ophthalmology Prize	1
OTASA Prize	1
P C Minnaar Prize	0
Paul Fischer Medal	1
Pharmacology Prize	2
Physiotherapy Medal	1
PPS Prize	4
Pro Mente Sana Floating Trophy	0
Psychiatry Medal	1
Regional Society of Community Nurses of the Free State Floating Trophy	1
SA Academy of Family Practitioners	1
Sanofi-Synthelabo Prize	1
Sarine Fourie Floating Trophy	1
School of Medicine Prize	1
SHJ van Heerden Floating Trophy	1
Smith & Nephew Prize	1
Smith and Nephew Book Prize	1
Solomon Floating Trophy	1
Theo Arndt Medal	1
Tyco Medal and Book Prize	1
Undergraduate Research Prize	4
Van Schaik Prize	3
Welch Allyn Prize	3

- Prof Y. Botma (School of Nursing) has been invited to form part of the Provincial Council on AIDS Research, Monitoring and Surveillance Team. The role of the Research, Monitoring and Surveillance Team is to advise the Provincial Council on AIDS and draw up a plan on how the Free State Province intends implementing the NSP in relation to the set objectives.
- Dr. Freek du Plessis (Department of Medical Physics) has received a Y2 grading from the NRF.

- Dr. Walsh (Department of Nutrition and Dietetics) has been elected to the Board of the MRC for a second term of 3 years. She has also received a research grant of R 497 000.00 for 2008 from the National Research Foundation (NRF) under the Thutuka programme.
- Dr. Louis Holtzhausen (Sports Medicine Programme) has officially taken over the Presidency of the SA Sports Medicine Association. The Association has representation from members in sports medicine, sports physiotherapists, biokineticists, dieticians, sports psychiatrists and sports scientists. It is also the official communication platform of sports medicine in SA and a communication channel between sports medicine and organized sport.
- Prof. Francis Smit has been elected as member of the International Cooperation Committee of the European Association for CTS (EACTS) with the responsibility for Africa, and as member of the Directorate for Postgraduate Training of Chain of Hope (Magdi Yacoub).
- An honours student in the Department of Haematology and Cell Biology, Mr. TC Motsoeneng, was the winner of the clinical research category of the Pfizer-UKZN National Young Health Scientists Research Symposium 2007. The title of his presentation was "ADAMTS13 levels and activity in Type 2 Von Willebrand's disease". Prof. Muriel Meiring is his study leader.
- Prof. Diedericks was elected to Chair of the Subcommittee for Resuscitation, Trauma and Critical Care of the World Federation of Anaesthetic Associations.
- Prof. Gillian Lamacraft was appointed as representative of the Free State on the Save Mothers National Committee.
- Mrs. PC Vorster has been invited to become a member of the Golden Key Society on account of her achievements regarding her Dietetics studies.
- NNR (NRF) Grading: Dr. FCP du Plessis, Department of Medical Physics is congratulated on his Y2 grading.
- Prof. Andrew Walubo of the Department of Pharmacology was elected Chairman of the newly formed United States Pharmacopeia (USP) -African Health Advisory Panel. The Panel is to advise USP on the best approaches to promoting availability of good quality medicines and foods as well as their effective use in sub-Saharan Africa.
- In January the Department of Anatomical Pathology attended the Dermatology and Dermatopathology Symposium at the University of the Witwatersrand. Dermatologists and Pathologists from the entire country were represented. A slide seminar competition was presented, and the Department of Anatomical Pathology was the winner. The Department is congratulated on this achievement.

John van der Riet medal

H Dippenaar, G Joubert, ME Brussow.

Guidelines for kangaroo care in district hospitals and primary healthcare maternity sections in the Free State.

Muller Potgieter medal

FCP Du Plessis, CA Willemse.

Inclusion of compensator-induced scatter and beam filtration in pencil beam dose calculations.

Kerneels Nel medal

MC Struwig, AA Beyliefeld, AP Hugo.

An innovative approach to the management of knowledge overload in medical microbiology.

WINNER: CLINICAL PAPER

ACUTE MYELOID LEUKEMIA: HAS THE PROGNOSIS IMPROVED OVER THE LAST TWENTY YEARS: AN AUDIT OF PATIENTS TREATED AT THE BLOEMFONTEIN ACADEMIC HOSPITAL COMPLEX

DK Stones, J du Plessis, S Stannard

WINNER: CLINICAL POSTER PRESENTATION

PROFILE AND OUTCOME OF CHILDREN WITH ACUTE LYMPHOBLASTIC LEUKEMIA AT THE BLOEMFONTEIN ACADEMIC HOSPITAL COMPLEX

DK Stones, J du Plessis, S Stannard

Departments of Paediatrics and Child Health, Haematology and Oncology

BEST JUNIOR CLINICAL PAPER

AN OVERVIEW OF REFERRALS AFTER MEDICAL EXAMINATION AND BLOOD SAMPLING IN THREE FREE STATE RURAL AREAS

Van Zyl S, Van der Merwe LJ, Walsh CM, Joubert G, Van Wyk H, Groenewald AJ

Departments of Basic Medical Sciences, Human Nutrition, Biostatistics and Chemical Pathology

BEST JUNIOR CLINICAL POSTER PRESENTATION

FUNCTIONAL OUTCOME FOLLOWING STAPPLED TRANSANAL RESECTION OF RECTOCELE (STARR PROCEDURE)

M du Toit, HS Cronje

Department of Obstetrics and Gynaecology

WINNER: LABORATORY PAPER

KILLER-CELL IMMUNOGLOBULIN-LIKE RECEPTOR HAPLOTYPE DIVERSITY IN THREE FREE STATE POPULATION GROUPS

A de Kock, MS Louw, V Louw, MJ Coetzee & M Nonyane

Department of Haematology & Cell Biology

WINNER: LABORATORY POSTER PRESENTATION

PRESENCE OF PROTEINURIA IN SAMPLES TESTING NEGATIVE OR TRACE ON DIPSTICK

MM Lloyd, H van Jaarsveld, JM Kuyl

Department of Chemical Pathology

BEST JUNIOR LABORATORY PAPER

COLLAGEN BINDING DEFECTS IN PATIENTS WITH VON WILLEBRAND DISEASE

B van Staden, M Kelderman, M Meiring

Department of Haematology & Cell Biology

BEST JUNIOR LABORATORY POSTER PRESENTATION

PRESENCE OF PROTEINURIA IN SAMPLES TESTING NEGATIVE OR TRACE ON DIPSTICK

MM Lloyd, H van Jaarsveld, JM Kuyl

Department of Chemical Pathology

WINNER: EDUCATION & QUALITATIVE RESEARCH PAPER

DIE WAARDE VAN 'N MINI-OPDRAG AAN EERSTEJAAR MEDIESE STUDENTE OM HULLE VOOR TE BEREI VIR DIE OPSTEL VAN 'N PROTOKOL: DOSENT EN STUDENTE SE PERSPEKTIEF

G Joubert, WJ Steinberg, A Beylefeld

Departments of Biostatistics and Family Medicine, and Division of Health Sciences Education

WINNER: EDUCATION & QUALITATIVE RESEARCH POSTER PRESENTATION

"THOU SHALLT KNOW THY STUDENT". WHAT PRE-UNIVERSITY ATTRIBUTES CHARACTERISED THE FIRST-YEAR MEDICAL STUDENTS THAT WERE DENIED EXAMINATION ACCESS IN 2007, AND WHAT COMPETENCIES DID THEY LACK?

AA Beylefeld, MP Jama, Division of Health Sciences Education

BEST JUNIOR EDUCATION & QUALITATIVE RESEARCH PAPER

NURSING STUDENTS' PERCEPTIONS OF THE CONCEPT OF "CARING"

D van Jaarsveldt, C Roos, P Arangie
School of Nursing, UFS

BEST CASE STUDY

AN UNRESOLVED PLATELET BLEEDING DISORDER: APPLICATION OF NEW DIAGNOSTIC PROCEDURES

R Weyers, MJ Coetzee, PN Badenhorst, SM Meiring
Department of Haematology and Cell Biology

03.03.02 Research

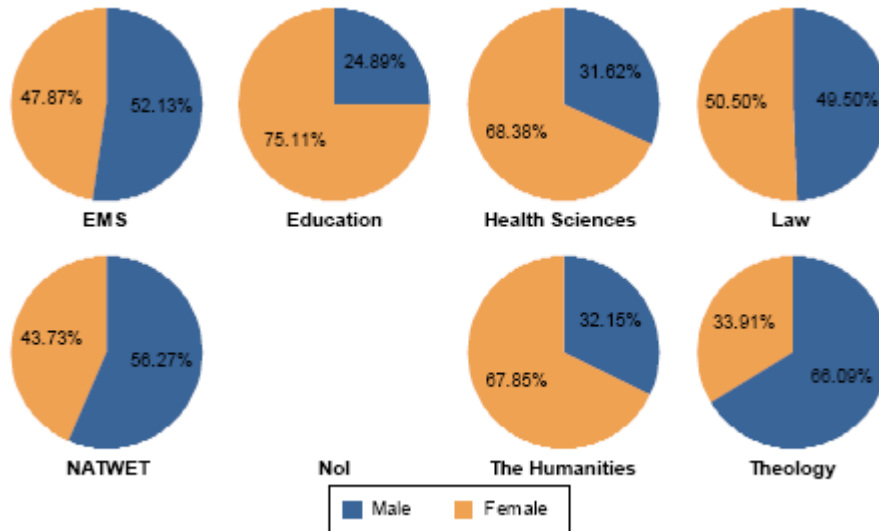
Refer to 01.04.03

03.03.03 Funding

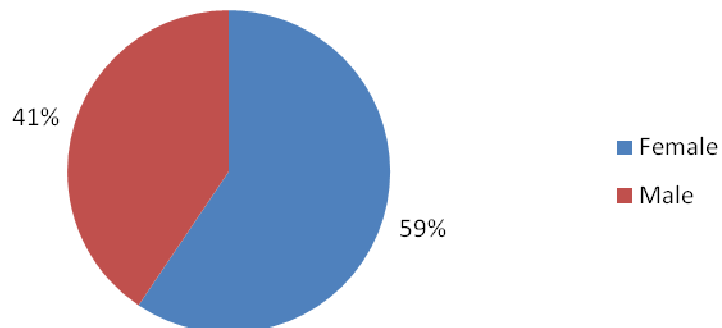
The total funding made available for research at the UFS increased by about one third from R139 mil in 2007 to R183 mil in 2008. Central research funds increased from R24.8 mil in 2007 to almost R40 mil, and the University received about R21 mil from the National Research Foundation (NRF) in 2008. Following an exceptional increase of 760% in NRF Thuthuka funding from 2003 to 2007, participation in the programme stabilised in 2008, with 35 grantholders receiving R2.3 mil in funding support. The UFS also received a total of R3 mil during 2008 from the NRF Institutional Research Development Programme and R1.6 mil from the National Equipment Programme.

STUDENT PROFILE CHARTS: 2008

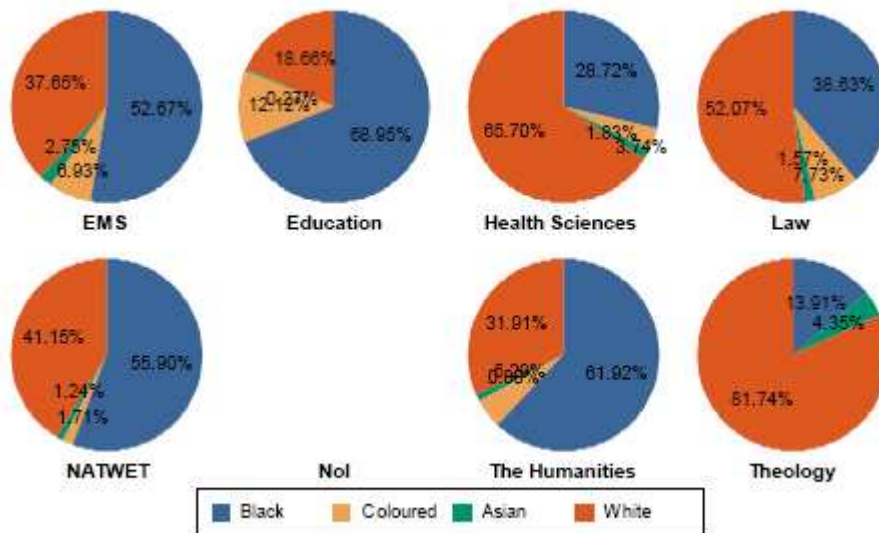
Total Undergraduate Headcount by Gender



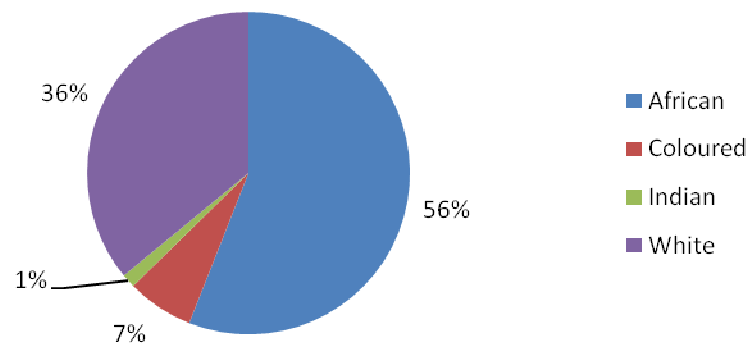
Undergraduate Gender Headcount Totals



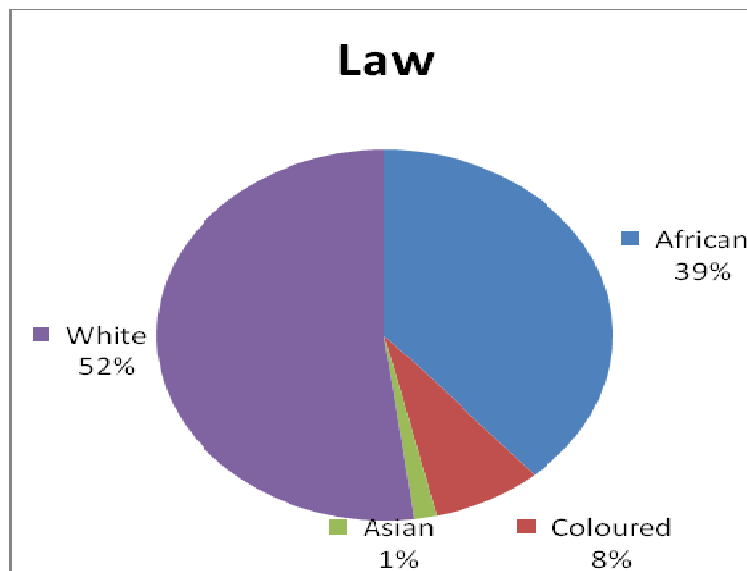
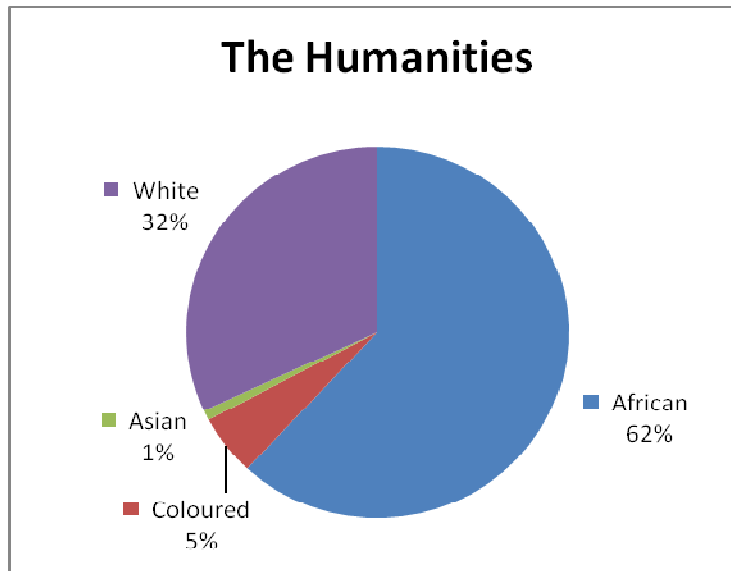
Total Undergraduate Headcount by Race



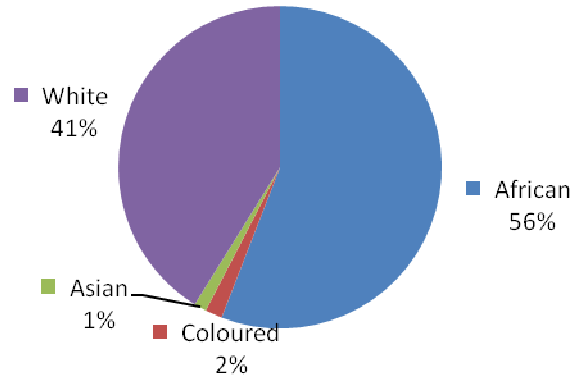
Undergraduate Race Headcount Totals



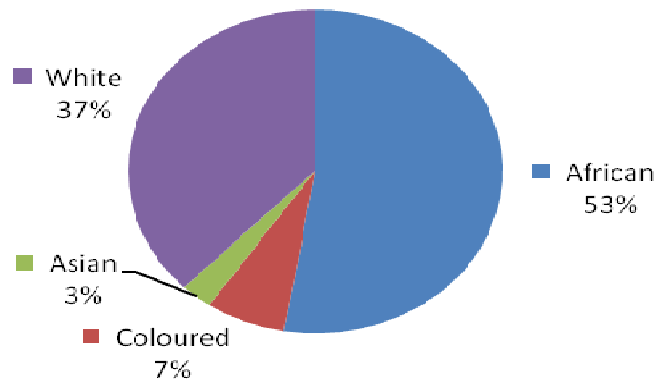
Total Undergraduate Headcount by Race: 2008



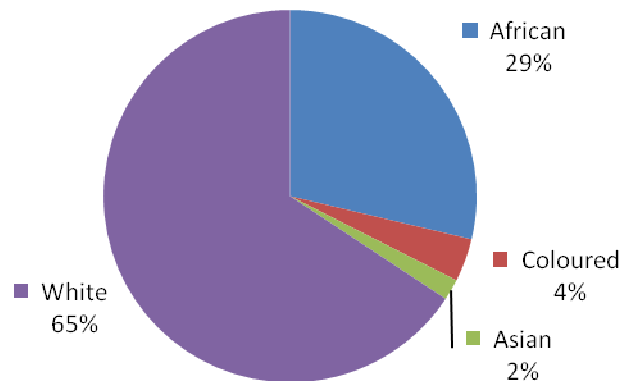
Natural & Agricultural Sciences



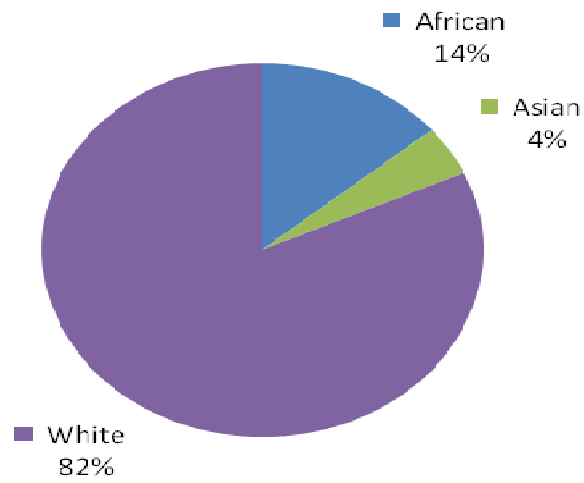
Economic & Management Sciences



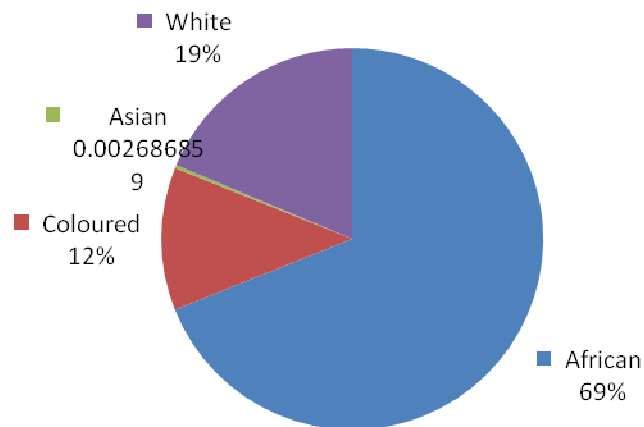
Health Sciences



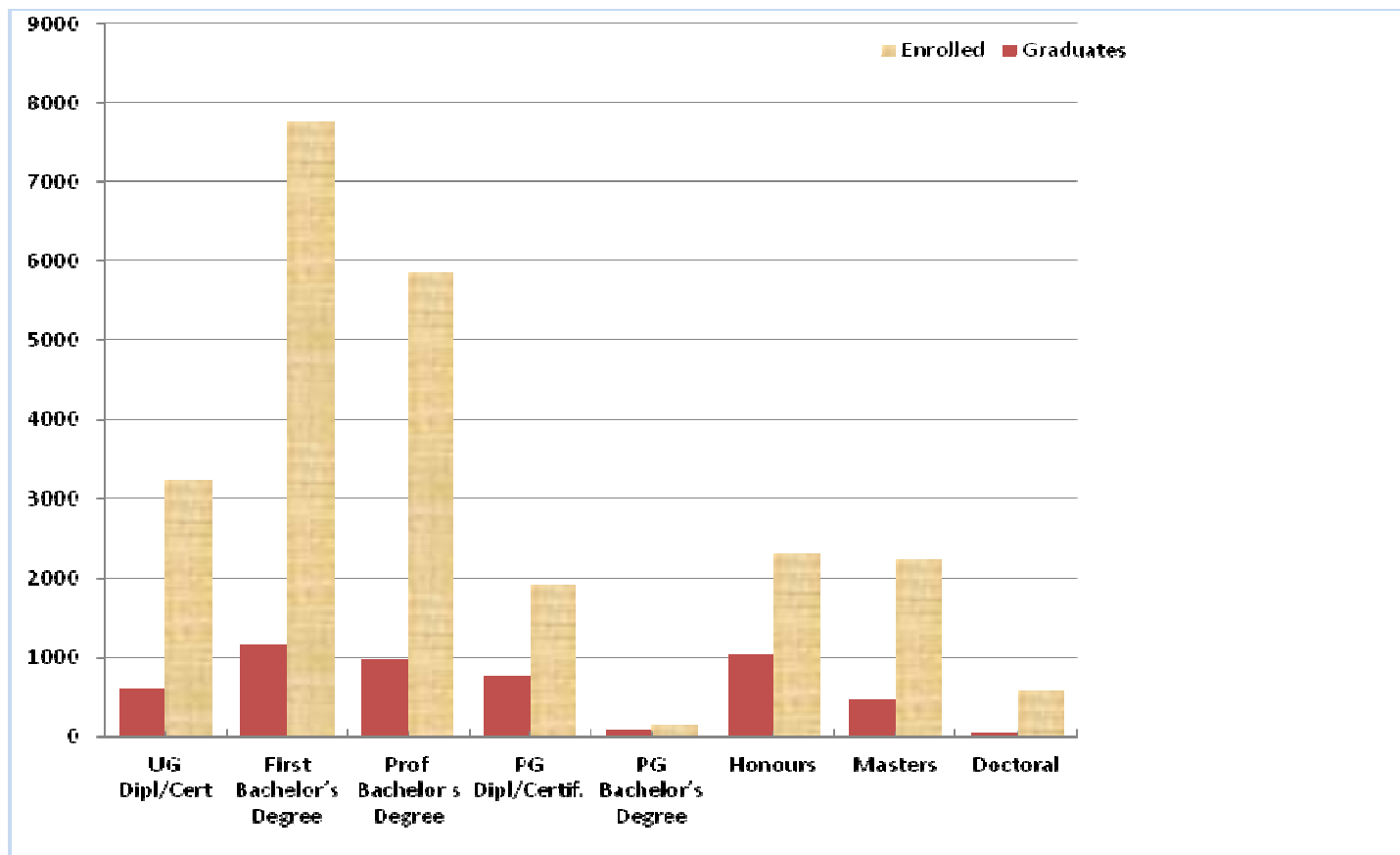
Theology



Education



2008 ENROLLED STUDENTS AND GRADUATES



03.05 Access to financial aid and provision thereof

1. Main Campus

A total of **961** students at main campus received financial assistance. A breakdown of sources of funding is as follows:

Main Campus	2004	2005	2006	2007	2008
NSFAS/DE	R 14 480 286.00	R 17 622 014.00	R 19 424 917.00	R 22 678 939.00	R 24 307 478.00
NSFAS/ECProv	R 80 000.00	R 49 724.00	R 44 116.00	R 44 680.00	R 26 503.00
NSFAS/NGO	R 142 668.00	R 157 205.00	R 213 334.00	R 142 297.00	R 114 528.00
NSFAS/DE Education	R 1 686 472.00	R 431 117.00	R 936 480.00	R 739 527.00	R 453 105.00
Total	R 16 389 426.00	R 18 260 060.00	R 20 618 847.00	R 23 605 443.00	R 24 901 614.00

2. 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 assist as many students as possible to register.

A total of **1036** students at Qwaqwa received financial assistance. A breakdown of sources of funding is as follows:

2.1 Qwaqwa Campus

<u>Qwaqwa Campus</u>	2004	2005	2006	2007	2008
NSFAS/DE	R 7 963 352.00	R 11 510 608.00	R 15 116 020.00	R 18 391 489.00	R 22 669 339.00
NSFAS/DE Education	R 3 432 579.00	R 883 107.00	R 934 393.00	R 1 183 972.00	R 1 847 895.00
Total	R 11 395 931.00	R 12 393 715.00	R 16 050 413.00	R 19 575 461.00	R 24 517 234.00

A total of **23** students at Vista Campus received financial assistance. A breakdown of sources of funding is as follows:

2.2 Vista Campus

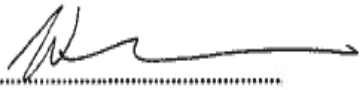
<u>Vista Campus</u>	2004	2005	2006	2007	2008
NSFAS/DE	R 992 155.00	R 1 960 844.00	R 1 799 968.00	R 866 038.00	R 432 433.00
NSFAS/DE Education	R 72 444.00	R 185 619.00	R 0.00	R 0.00	R 0.00
Total	R 1 064 599.00	R 2 146 463.00	R 1 799 968.00	R 866 038.00	R 432 433.00

3. Total Allocations to UFS

<u>Total allocations to UFS</u>	2004	2005	2006	2007	2008
NSFAS/DE	R 23 583 900.00	R 33 528 000.00	R 36 340 905.00	R 41 936 466.00	R 47 409 250.00
NSFAS/Irish aid	R 69 948.00	R 0.00	R 0.00	R 0.00	R 0.00
NSFAS/ECProv	R 80 000.00	R 50 000.00	R 44 116.00	R 44 680.00	R 26 503.00
NSFAS/NGO	R 142 668.00	R 157 205.00	R 213 334.00	R 142 297.00	R 114 528.00
NSFAS/National Skills	R 1 776 750.00	R 0.00	R 0.00	R 0.00	R 0.00
NSFAS/DE Education	R 5 429 000.00	R 1 499 843.00	R 1 870 873.00	R 1 923 499.00	R 2 301 000.00
Total	R 31 082 266.00	R 35 235 048.00	R 38 469 228.00	R 44 046 942.00	R 49 851 281.00

03.06 Changes in tuition fees charged

The average increase in tuition fees charged between 2007 and 2008 was 6.85%.



Prof T Verschoor
Acting Rector and Vice-Chancellor (Chairperson: Senate)

04 INSTITUTIONAL FORUM

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

The Institutional Forum (IF) in 2008 advised Council on the appointment and extension of the term of the following senior managers:

Dean: Theology (appointment)

Dean: Humanities (appointment)

Dean: Natural and Agricultural Sciences (extension of the term)

Dean: Health Sciences (extension of the term)

Vice-Rector: Academic Operations (extension of the term)

Vice-Rector: Student affairs (extension of the term)

04.1.1 Composition of the Institutional Forum (IF)

INSTITUTIONAL FORUM

30 June 2004 – 30 June 2008

CATEGORY	REPRESENTATIVE (S)	DEPARTMENT	TERM
EXECUTIVE MANAGEMENT	Mr LS (Lourens) Geyer	Director: Human Resources	2004/06/30 – 2008/06/30
	Rev CD (Kiepie) Jaftha	Chief Director: Community service	2004/06/30 – 2007/10/30
COUNCIL	Judge CHG van der Merwe	Council member	2007/04/10 – 2008/06/30
	Father P Towe	Council member	2006/06/20 – 2008/06/30
SENATE	Prof E (Engela) Pretorius (Vice-chair)	Head of Department: Sosiology	2004/06/30 – 2008/06/30
	Prof NJ (Neil) Heideman	Vice-dean: Natural and Agricultural Sciences	2004/06/30 – 2008/06/30
ACADEMIC EMPLOYEES	Dr RH (Roza) van den Berg	School of Nursing	2004/06/30 – 2008/06/30
	Dr C (Carlien) Pohl	Microbics, Bio-Chemistry and Food Bio-Technology	2004/06/30 – 2008/06/30

ADMINISTRATIVE EMPLOYEES	Mr TOZ (Thabo) Moeng	Faculty officer: Academic Student Services	2004/06/30 – 2008/06/30
	Mr TZ (Zag) Choane	Bursary officer: Academic Student Services	2004/06/30 – 2008/06/30
SERVICE EMPLOYEES	Mr VS (Simon) Khosana	Administrative Assistant: Provisioning	2004/06/30 – 2008/06/30
	Mr LS (Steven) Khunou	Plumbing Assistant: Physical Resources	2004/06/30 – 2008/06/30
CENTRAL STUDENT REPRESENTATIVE COUNCIL	Mr T (Tello) Motloun	Chair: CSRCI	
UNIONS			
UVPERSU	Prof JU (Johan) Grobbelaar/ Ms A (Anita) Lombard (sekundus)	Plant sciences HEO: UVPERSU	
NEHAWU	Mr MG (Gratitude) Nkungwana	UFS Marketing	
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.			
QWAQWA-CAMPUS	Mr MJ (Jack) Vezi	Library and Information services (Qwaqwa campus)	
VISTA-CAMPUS	Mr PC (Paseka) Mokoena	Co-ordinator: Student Affairs (Vista campus)	
CO-OPTED	Mr PMB (Billyboy) Ramahlele CHAIR	Director: Diversity and Equity	

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 and Staff Development

Quality and Excellence

Performance management and staff development

The Division for Performance Management and Staff Development is responsible for the implementation of the performance management system and for coordinating and managing staff development for both academic and support services staff. The underlying principle is that the quality of labour input affects institutional effectiveness and performance. It is therefore of vital importance that the effectiveness and efficiency of labour will improve the service at the UFS. Through staff development, the work-related competence levels of staff are raised continuously in order to ensure institutional quality and excellence.

The following areas for *staff development* were attended to during 2008:

1. The first focus is academic qualifications required by an individual within his/her specific subject discipline.
2. The second focus is professional development training that includes the training required by an individual to maintain proficiency and currency in the procedures and practices of a defined discipline or profession. Training within this definition constitutes continuous professional development including, for example, the attendance of professional conferences and the continued development of specialist knowledge and skills, whilst retaining professional registration status. 32 staff members applied for funding to attend international conferences and eight staff members attended national conferences between January 2008 and December 2008.
3. The third focus is career development training that entails continued training/retraining by way of career development courses and/or the structured training programme schedule of courses and developmental activities. 1109 employees attended career development training workshops on the main campus. 103 workshops were held between January and December 2008. When programmes for development are sourced, the division focuses on accredited providers where applicable. Staff had to go through formal assessment exercises in line with the requirements of accredited programmes. The UFS spent R 676 343.21 on its training budget for career development initiatives during 2008.

The *performance management system* is used as a vehicle to identify development opportunities in order to improve individual and institutional quality. The performance management system of the UFS identifies the performance outcomes/tasks that constitute each employee's job. These outcomes/tasks are linked to the competence development plan for each individual and therefore satisfy the NQF's quality requirements, as well as the quality requirements of the institution. The deployment of a performance management system therefore provides the basis upon which quality and excellence are to be achieved.

The implementation of the performance management system has progressed well during 2008, and essentially entailed training sessions for heads of departments and their respective staff.

Initially a decision was made not to roll out the system further, in order to ensure that people who completed performance management training in 2007 were competent. A total of 88 staff members received training and assistance to complete their performance plans during 2008. A total of 28 individual and group sessions were held during 2008. The implementation of the performance management system will continue during 2009.

Initiatives through staff development and the performance management system clearly show that the UFS strives to cultivate a climate where quality of labour and excellence of achievement are not only supported, but also encouraged.

Sesotho Communication Courses

The Staff Development and Performance Management Division offered two Sesotho communication courses (basic and advanced). Each of these courses was completed by 30 staff members.

Staff Wellness

This division assumes responsibility for staff wellness and aspires to make staff more resilient against the background of contemporary stressors. The programme is managed according to the biopsychosocial/spiritual model, which is systemic in nature and allows for the recognition of factors that could potentially influence wellness, at both macro and micro levels. The programme allows for interventions at preventative, remedial and developmental levels and targets all levels of staff, including academic and support staff, service workers and pensioners. Since the staff is the principal vehicle for the organisation to pursue its goals, it is imperative to aspire to high levels of staff wellness as this directly influences institutional effectiveness and performance. Organisational climate, competency levels of staff and staff wellness dovetail to improve the effectiveness and efficiency of labour at the UFS.

The following areas of *staff wellness* were attended to during 2008:

- 1) Preventative programme:** The rationale for this part of the programme is to equip staff with knowledge in an attempt to influence attitudes and behaviour concerning health to promote the early detection of problems, so that informed decisions and remedial action may be taken. Presentations are organised based on the professional opinions of individuals in the wellness committee, feedback from deans and forum members and staff needs indicated. The 36 presentations made were attended by 1996 staff members. Very positive evaluations marked the programme.
- 2) Remedial office:** Staff members were seen for career evaluations, as well as line manager referrals such as for underachievement; referrals for staff conflict; personal issues such as depression and anxiety, trauma, divorce, physical and emotional abuse, alcohol abuse and other family-related issues. Crisis intervention was undertaken for instances of contemplated suicide and suicide attempts, as well as one case of exposure to a hijacking incident. Labour Relations also referred 25 staff members for corrective counselling.

An emergency fund is managed to assist staff who are in critical need of monetary assistance for either consumables or medical care.

- 3) Soft-skills training:** The third aspect that received attention, to a lesser extent, was the training of staff in the domain of soft skills.

4) HEAIDS

The Wellness Office was also requested to offer assistance with the HEAIDS project and the training of staff peer educators in this regard.

5.1.2 Finance

During 2008, the total income of the University increased by 16,1% compared to 2007. Discretionary funds to the value of R159 532 000 were available to be appropriated towards strategic issues. Of this amount, R116 254 000 was reserved for the so-called pillars of a budget based on sound practice. These "pillars" structure the financial expenditure of the University in such a way that funds are reserved first for the most important and strategic functions of University, such as maintenance of capital assets, IT infrastructure and information sources, etc.

The general salary increase for 2008 was 7.52%. This was the eighth consecutive year that the University could grant a general salary increase higher than the inflation rate of the preceding year, as expressed by the CPI.

5.1.3 Human Resources

5.1.3.1 Data integrity

Incorrect information on the PeopleSoft system has decreased dramatically. This is especially attributable to the quality-control officer (Principal Officer) who was appointed in 2005 and the fact that the human resources officers are now more conversant with the information system (PeopleSoft).

A new filing system (ImageNow) was implemented. This system entails the scanning of all documents, with a view to electronic storage of data for easy recovery.

5.1.3.2 Revision of policies and procedures

The policies and procedures regarding Human Resources are revised continuously to adjust to labour legislation and operational requirements.

The policy "Guidelines for Honorary Professors and Affiliated Lecturers" was amended and approved by Council.

During late 2008, Human Resources initiated a project to benchmark all policies and procedures concerning the appointment of staff. This included the traditional 5-year contract appointments of senior staff.

5.1.3.3 Post Grading System

The JE Manager post grading system is still in use, and job grading takes place on an *ad hoc basis* and at the request of line managers.

JE Manager is used to determine the Patterson Job Level with regard to new positions and requests to upgrade current positions.

5.1.3.4 Resignation

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

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

5.1.3.5 Benchmarking

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

The Director: Human Resources was also a member of an international audit team who audited the HR function at another SA university.

5.1.3.6 Labour Relations

The Reitz video in February 2008 resulted in various discussions between the Department of Labour and the UFS regarding the four employees concerned with the video. The matter was resolved amicably.

The Reitz video gave rise to protest action from employees regarding the perceived lack of transformation on campus. Picketing took place on 12 and 13 March 2008 and culminated in a protest march called for by COSATU on 14 March 2008. A total of 3292 man hours and an amount of approximately R126 000 was lost during the protest action.

Although it was a challenging year in terms of labour relations, the year ended on a positive note with the signing of the remuneration agreement for 2009 after successful negotiations between Management and the Joint Forum of the two unions. The agreement was concluded without any labour disruption, protest action or strike.

5.1.3.7 Remuneration management

Market comparisons: During February 2008 a fit was affected between the various posts of the UFS and the post codes of Remchannel with the assistance of a representative of Remchannel.

According to the information available from the Remchannel market comparisons structural adjustments were made to better align identified UFS remuneration packages. The following post levels were identified and adjusted: Academic positions: Dean, Vice-Dean, Professor and Associate Professor. Support Services: Registrar, Assistant Director and Chief Officer.

Salary comparisons in respect of academic and support services staff are made on a quarterly basis, and communicated to Management in the form of a report. In addition, salary comparisons in respect of specific posts are also made on an *ad hoc* basis.

Salary negotiations and relationship with trade unions: The application of the **Multiple-Year, Income Related Remuneration-Improvement Model** and the strategies employed during the negotiations resulted in a salary agreement once again being reached and concluded this year without any labour unrest; in addition, the agreement was conducted in good time for implementation on 01 January, when it came into effect.

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

5.1.3.8 Staff development (Skills Development Plan)

An annual training report and workplace skills plan (WSP) was submitted to the ETDP SETA during May 2008. The WSP is aimed chiefly at describing the main skills development activities planned for the coming year. The Annual Training Report (ATR) is a follow-up on the WSP, as it reports on the education and training interventions that were delivered in the previous year.

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

5.1.3.9 Wellness programme

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

The programme allows for interventions at the preventative, remedial and developmental levels. The participation of staff members in the programmes that were offered, was encouraging.

05.02 The adequacy of staffing levels, particularly in critical areas

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

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

Employment equity situation

“Grow your own timber”

In response to the Employment Equity Act (Act 55 of 1998) requiring that the University attends to diversity in the workplace, the organisation embarked on a process of pro-

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

Since the current programme is drawing to a conclusion, the university has prepared two new proposals that were accepted by EXCO during 2007. Proposal 1 aims to develop, in three cohorts of 20 each, candidates for Master's degrees for appointment in academic positions. Proposal 2 aims to assist current black staff to achieve higher qualifications (Master's or Ph.D. degrees), also in three cohorts of 20 each, while providing relief in terms of their current work schedule to accelerate the process. Donor funding is currently searched to fund this process. However, in the light of the urgency of transformation at the institution EXCO has decided to fund 10 candidates for each proposal from internal funding in order to promote the process until funding has been raised. Another proposal with regard to the mentoring of black staff for both academic and support staff leadership positions is in the initial stages.

Employment Equity Policy and Plan

The Employment Equity Three-year Rolling Plan - October 2007 - Sept 2010, was approved by Council on 23 November 2007.

The Employment Equity plan constitutes compliance by the UFS with its statutory obligation in terms of the Employment Equity Act, No. 55 of 1998. The plan is the core component of the UFS programme to achieve its strategic priority of equity, diversity and redress.

The plan is a firm, objective commitment by the UFS and its stakeholders, embodying timeframes, goals and positive, measurable measures whereby the UFS can achieve substantial progress in implementing and creating a consolidated understanding and roadmap for employment equity at the UFS.

The plan is currently in the process of being updated. A workshop is set for June 2009 to discuss additional plans that need to be incorporated in the rolling plan.

At the UFS, as at other universities, the problem exists that not all groups are evenly represented in all of the staff categories. In order to achieve sufficient diversity in the staff complement numerical targets were set at a minimum of 50% representation for the designated groups as a whole in each UFS staff category. These targets of 50% were to be achieved within 5 years from November 2007. Unfortunately, over the past year no significant progress was made in the equity profile.

Thus, progress regarding the black staff profile of the UFS remains a major concern for the UFS. The University experiences difficulty to achieve the set targets due to the following barriers:

- scares skills that are required for academic and senior positions;
- salaries that do not compare well with the private and public sector. Salaries also play a role in the difficulty to maintain staff members from the "black" designated groups. The "grow-your-own- timber" programs also suffers because black students being offered positions with very high salaries, even before they graduate:

- The “Reitz incident” also contributed to the perception that the University’s culture is still a white culture and that might have added to the fact that the UFS struggles to get quality staff from the black designated groups to apply for positions; and
- It has thus become essential to formulate additional plans and projects to achieve these targets.

UFS HEMIS PROFILE 2007 (Refer to 2008 profile on the next page.)

HEMIS Category	Male				Male Total	Female				Female Total	UFS Total
	African	Coloured	Asian	White		African	Coloured	Asian	White		
Instruction/Research professionals	68	14	5	311	398	37	2	3	266	308	706
Executive/managerial professionals	7	3		49	59	5			16	21	80
Special Support professionals	1	2		19	22	5	1	1	64	71	93
Technical Staff	9	4		20	33	3			9	12	45
Non-professional admin staff	80	6	1	69	156	75	28	4	314	421	577
Crafts & trades staff		1		12	13				1	1	14
Service Staff	145	8		3	156	164	10		5	179	335
Permanent Total *	310	38	6	483	837	289	41	8	675	1013	1850
Instruction/Research professionals	160	7	14	370	551	103	11	4	331	449	1000
Executive/managerial professionals				7	7				3	3	10
Special Support professionals	11	1		22	34	3			64	67	101
Technical Staff	57	2	6	57	122	46	5	6	87	144	266
Non-professional admin staff	140	6		132	278	128	12	4	291	435	713
Crafts & trades staff						1			1	2	2
Service Staff	29	2			31	19	3			22	53
Temporary Total *	397	18	20	588	1023	300	31	14	777	1122	2145
UFS Total	707	56	26	1071	1860	589	72	22	1452	2135	3995

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.

UFS HEMIS PROFILE 2008

HEMIS Category	Male				Male Total	Female				Female Total	UFS Total
	African	Coloured	Asian	White		African	Coloured	Asian	White		
Instruction/Research professionals	77	14	8	319	418	41	3	3	294	341	759
Executive/managerial professionals	8	3		46	57	5			19	24	81
Special Support professionals	1	1		19	21	9	1	1	71	82	103
Technical Staff	9	3		23	35	2			6	8	43
Non-professional admin staff	81	6	1	70	158	77	38	5	328	448	606
Crafts & trades staff	1	1		12	14	1				1	15
Service Staff	144	8		3	155	164	10		4	178	333
Permanent Total *	321	36	9	492	858	299	52	9	722	1082	1940
Instruction/Research professionals	198	6	11	375	590	140	17	6	340	503	1093
Executive/managerial professionals				8	8				2	2	10
Special Support professionals	8	1		18	27	1			51	52	79
Technical Staff	53	4	5	44	106	46	7	7	74	134	240
Non-professional admin staff	130	9	2	126	267	95	15	5	244	359	626
Crafts & trades staff									1	1	1
Service Staff	29	1		2	32	15	3			18	50
Temporary Total *	418	21	18	573	1030	297	42	18	712	1069	2099
UFSTotal	739	57	27	1065	1888	596	94	27	1434	2151	4039

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.

2007 to 2008 Change in UFS EQUITY PERMANENT STAFF PROFILE

PERSONNEL CATEGORY	RACE				
	African	Coloured	Asian	White	Total
Instruction/Research professionals	13	1	3	36	53
Executive/managerial professionals	1	0	0	0	1
Special Support professionals	4	-1	0	7	10
Technical Staff	-1	-1	0	0	-2
Non-professional admin staff	3	10	1	15	29
Crafts & trades staff	2	0	0	-1	1
Service Staff	-1	0	0	-1	-2
TOTAL	21	9	4	56	90

% Change in UFS EQUITY PERMANENT STAFF PROFILE: 2008 compared to 2007

PERSONNEL CATEGORY	RACE				
	African	Coloured	Asian	White	Total
Instruction/Research professionals	12.4%	6%	38%	6%	8%
Executive/managerial professionals	8%	0%	0%	0%	1%
Special Support professionals	67%	-33%	0%	8%	11%
Technical Staff	-8%	-25%	0%	0%	-4%
Non-professional admin staff	2%	29%	20%	4%	5%
Crafts & trades staff	0%	0%	0%	-8%	0%
Service Staff	0%	0%	0%	-13%	-1%
TOTAL	4%	11%	29%	5%	5%

Comments:

- Expenditure on employment equity at the UFS

YEAR	AMOUNT	CUMULATIVE
2003	2,395,241.00	2,621,260.00
2004	3,397,687.00	6,018,947.00
2005	1,851,430.00	7,870,377.00
2006	4,063,524.00	11,933,901.00
2007	6,642,870.00	18,576,771.00
2008	8,846,772.00	27,423,543.00

- Allocation for employment equity at the UFS

YEAR	AMOUNT	CUMULATIVE
2003	3,000,000.00	7,000,000.00
2004	3,000,000.00	10,000,000.00
2005	2,000,000.00	12,000,000.00
2006	900,000.00	12,900,000.00
2007	5,100,000.00	18,000,000.00
2008	9,900,000.00	27,900,000.00

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

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

05.05 Student Services and extra-curricular activities

Throughout the year 2008 numerous cultural projects took place, including Uzomatli Performance in partnership with the American Embassy. The main cultural events focus on promoting diversity and intercultural development among students.

Student leadership development is another area far beyond classroom learning. Students involved in associations and organizations on campus were afforded an opportunity for training and development. These sessions are open to all students who are registered at the UFS and are assisted regularly throughout the year.

The Deputy Dean: Student Affairs developed strong relations with the South African Human Rights Commission in order to assist with training and educational sessions for students regarding basic human rights. Introductory workshops were held with staff in residences, as well as some students. This initiative is crucial to the development of students, and will therefore become a serious priority in 2009 planning for Student Affairs.

Rag activities continued as usual, and the improvement in student interaction is noticeable. The atmosphere among students of different backgrounds and race groups is gradually becoming more positive and vibrant.

KOVSCOM – Community Service in Student Affairs

Purpose

- To develop the full potential of student volunteers to enable them to render community service to the broad community of Bloemfontein.
- Student volunteers are equipped to become involved in community service development once they have completed their studies.

OMEGA SERVICE CENTRE

- At present there are 97 elderly persons residing in the centre – 53% are black persons, and the rest are coloured persons.
- Final-year medical students offer a geriatrics clinic on a weekly basis. Between 80 and 100 elderly persons are cared for in this way each month. There are about 30 elderly persons from outlying areas who also make use of these services.
- A trip to Aldam was organized for the elderly, but was cancelled at short notice and postponed to 2009.
- One social work student did her practical work at Omega under the supervision of Mrs Nagel.
- Third-year medical students are involved in obtaining sponsorships and assisting with practical projects such as planting a vegetable garden with the elderly, cutting down trees, etc.
- Three students under the supervision of the Macro Health Centre helped with the care of the elderly. Important advice was conveyed to the staff of Omega.
- The SA Alzheimer's Society briefed the staff on this condition. Their supervisor will be attending a 6-day course on caring for elderly persons suffering from Alzheimer's.
- Pastoral and social work services are still continued. Almost 40 pensions are administered, as the elderly persons concerned are deteriorating mentally and can no longer manage their pension money themselves.
- Once a month, a joint birthday party is held for all the elderly persons who celebrated their birthdays during the month. They thoroughly enjoy these occasions.
- A considerable number of donations were received. The Rotary ladies presented the elderly persons with bed socks and knee blankets during a social event organised by them. The *Volksblad Kersfonds* donated R3 500; Tokkiejol also donated R3 500, and Pick and Pay donated food supplies. The Mangaung Airport donated 6 new wheelchairs. Checmed Pharmacy sponsored a 1-year supply of multivitamins for the elderly.
- The executive committee of the centre, consisting of volunteers from the Heidedal community, assists in keeping an eye on the daily functioning of Omega. They are currently reviewing their constitution, and the new constitution is not yet in place. They are aiming at becoming an independent organisation with partners who have a share in the operation, one of which will be KOVSCOM.
- The social worker, Mrs E. Nagel, retired at the end of 2008 and is currently assisting us on a contract basis until a new social worker is appointed.

Ongoing projects

Where possible, the projects take place on a weekly or fortnightly basis. Activity planning for the projects is submitted in order to check whether students are doing the necessary preparatory work, as well as to ensure that the right purchases for the project are made by the EC Member: Purchases. Where necessary, themes are adjusted for the target groups depending on their ability, age and physical situation. Sometime students have to change the themes where severely disabled children are involved, e.g. in the case of *Huis Emelia*, where simple actions with balloons and physical touch are the primary needs. The themes are therefore only guidelines. The proposed themes chosen in co-operation with the project leaders for 2008 were the following:

1. Give a flower, a smile, a hug
2. Environmental
3. Cultural
4. Talent Competition
5. Human and Child Rights
6. Life Skills
7. Youth Day
8. Careers Day/Educational Day
9. Workers' Day
10. Music
11. Animal Awareness
12. Art Day
13. Sports Day
14. Seasons
15. Bake Day

In addition, men's and ladies' residences often participate together in certain projects, and thus complement one another and the needs of the target group very well.

Stand-alone/one-off projects

- On 15 March, students participated in the Cancer 4 Life project, which took place from 6 pm until 6 am at the Tempe sports grounds. All residences participated in this event.
- On 16 February, a stocktaking project was conducted at the Pick 'n Pay Langenhoven Park in aid of needy persons. 14 residences participated, and 167 students were involved.
- The Lebone Water Sports Day took place on 23 February. 12 teams participated, with seven students per team. Funds were raised in aid of Lebone House.
- Collection projects were conducted, which resulted in clothes and tinned food being donated to, among others, the Salvation Army, needy persons in Thaba Nchu and the Bartimea School for the Blind and Deaf, as well as Elanja and the SA Red Cross.
- In May and August, students were once again involved in a stocktaking project at the Pick 'n Pay Bloemgate in aid of the needy.
- Residences also participated in the wheelchair rally organised by Occupational Therapy students. This formed part of an awareness and fundraising project for APD.

- 15 residences entered for the Casual Day programme on 5 September on campus, in co-operation with the Unit for Students with Disabilities. With the help of the residences, over 1000 stickers were sold.
- This year, the AIDS Memorial Day was held on 16 May. KOVSCOM worked together with Dr Petro Basson, and the residences participated by joining the event. Each residence painted a message of hope on a fabric banner. The banners were presented to Lebone House during the ceremony.
- Pholoho Week
The Pholoho School for the mentally and physically disabled was named as our KOVSCOM project for the week of 5 to 9 May. All the residences participated in the project. The aim was to choose one project that was most in need of assistance. For the entire week, the students dedicated their strength and energy to revamping the school. With the help of sponsors, the students obtained meat, vegetables, rice, etc. and prepared a meal for 500 learners on the Wednesday. KOVSCOM sponsored the school's dance group with R3000 for new clothes.

TRAINING, RECRUITMENT, LIAISON, PUBLICATIONS

- KOVSCOM EC handing over and training took place in September and October 2008.
- Project leaders, chairpersons and subcommittee members were trained during October 2008. The EC members concerned subsequently went through their job descriptions and agreements with them.
- A meeting of project leaders of residences is held on a weekly basis. It serves as an opportunity for training, planning, feedback and support throughout the year.
- The EC Team Building took place at Tri Hunt, on the weekend of 09-10 February.
- Interviews for EC subcommittees took place in October 2008.
- The annual planning of the EC 2008/2009 for project leaders will take place during February 2009.

05.06 Relationships with the community, both academic and service

05.06.01 Internationalisation

The University of the Free State's (UFS) commitment to internationalisation is an inherent feature of its mission and forms an integral part of its strategic planning. Internationalisation has been part of the University's activities for a number of years, cutting across many functions at the University. Driven by an approach of international competitiveness, aligned with the strategic objectives of the University to 2013, and contextualised by a marked focus on research, a comprehensive *Strategy for Internationalisation* was developed and finalised in 2008. Every effort has been made to use existing structures for the organisation and implementation of international activities. There is thus a high level of integration into the processes of the University through representatives in various groups and the reporting structure.

The overall goal of the Strategy is to ensure a coordinated and synergistic university-wide internationalisation support function, with effective strategies that maximise on international research opportunities and ensure a quality experience for all staff and students. Through this it will position and profile the University as a world-class, research-intensive institution. Strategic objectives have been identified in support of this overarching goal, and include:

- Development of appropriate systems and processes to support internationalisation
- Support and enhance the international standing of the University

- Support for international students, and the
- Internationalisation of curricula.

The objectives of Internationalisation are underpinned by academic freedom and autonomy, excellence, fairness, a service disposition, and integrity. Internationalisation continues to play a central role in two of the "Strategic Management Foci" (or Mega Projects), announced in 2008, i.e.:

- The Strategic Academic Clusters – with the goal to establish the UFS as a "research intensive" university and to harness the strengths of the university to create a unique research, teaching and learning, and community service environment. This will include a directed and strategic marketing plan to position the UFS, and its research, globally, initiated in 2008.
- New sources of income – with the goal to make the UFS less dependent on class fees and subsidy by increasing especially third stream income.

In addition, internationalisation has been active in support of a new institutional culture, particularly with regard to enhancing culture responsive curricula (by enhancing the international dimension of undergraduate and postgraduate programmes) through a study that has been commissioned to investigate and guide the process, in collaboration with Faculties.

A marked increase in the number of quality international linkages and partnership has taken place, mainly due to a concerted and systematised framework of information provision, facilitation, and professionalisation of service delivery. Some examples include a US\$1 mill. WK Kellogg Foundation initiative awarded to the UFS to explore the strengthening of agricultural education curricula in Africa to make it more responsive to the needs of smallholder family farms, and highly successful dual degree programmes of the Faculty of Theology, and the School of Nursing Science.

These efforts have also been proved through an increase in the number of international students, from 1900 to 2300, with a pronounced increase in the postgraduate component. Although the majority of the international students are from the SADC region, it is the intention, as the Internationalisation Strategy is being implemented, to diversify the countries of origin of the students, also focusing on the rest of Africa and beyond. To date opportunities for domestic students to participate in internationalisation opportunities have been limited to those where there are exchange agreements in place with other institutions. However plans are underway to maximize on agreements that are already in place and to include this dimension in potential new agreements.

With respect to a new institutional culture, major support from the Fulbright Commission in South Africa has been received for the placement at UFS of internationally-renowned scholars from the USA to assist in the establishment of the proposed International Institute for Diversity - a multidisciplinary and multidimensional Institute with institutional governance and research responsibilities in the broad context of diversity management, inclusiveness, and a fundamental commitment towards racial integration.

Systems and structures for international staff have been streamlined, and integration of academic and support services with a common understanding and goal towards internationalisation. The major challenge of accommodation for students and visitors has been alleviated through the allocation of a component of the previous Reitz Residences for the exclusive use of internationalisation.

The financial sustainability of Internationalisation is one of the key strategies in the operational management of the function. Although seed funding was provided for the establishment of an International Office, the Office has become financially sustainable within two years during 2008 through tuition fees and levies, with no contribution towards running costs from UFS central funds. In addition, funds from the International Office have been ring-fenced and allocated towards supporting strategic alliances and partnership formation in the Faculties, and a number of other international opportunities, for both staff and students.

The important focus on third stream funding has been supported by the appointment of a number of Faculty representatives as part-time Faculty Funding Coordinators, to complement the activities of the Coordinator International Research Funding, and to provide assistance in disseminating funding opportunities and application processes.

The UFS received a very positive and encouraging evaluation report during the Association of Commonwealth Universities (ACU) Benchmarking Exercise in 2008. It was acknowledged that a number of strategies have been successful in aligning systems and processes towards internationalisation, and that the UFS is strongly developing into an internationally-orientated university. The UFS will build on this feedback and continuously redirect its efforts based on input from an International Advisory Board to be appointed in 2009, as well as a comprehensive formative evaluation. Other benchmarking and tracking of trends for internationalisation are largely done through information gathered through networking and strategic positioning. The Head of Internationalisation, Prof Aldo Stroebe, serves on the Executive of the International Educators Association of South Africa (IEASA), is Vice-President of the Southern African Research and Innovation Management Association (SARIMA), serves on the Research Strategy Group of HESA, and is a Council Member of the South Africa Netherlands Partnership Programme on Alternatives in Development (SANPAD).

A comprehensive framework for the professional development of staff on key aspects of internationalisation, focussing on the internationalisation of staff qualifications, has been initiated during 2008. It is planned that this framework will be implemented in 2009, with close collaboration between the Staff Development Fund of the UFS, and Faculties. In addition, the formalisation of aspects of key performance indicators for internationalisation, as part of the Performance Management Systems of the UFS, has been developed and will be implemented.

05.06.02 CHIEF DIRECTORATE COMMUNITY SERVICE

In the oversight year the focus was on the core interventions

1. The Institutional Response and Strategic Plan of the UFS for the HIV and Aids pandemic (refer to 09.5)
2. The further refinement of the Khula Xhariep Partnership (KXP) as part of the Free State Rural Development Partnership Programme (FSRDPP) (refer to 09.5)
3. The School Support Programme of the UFS (refer to 09.5)
4. The relationship between the Griqua National Council (GNC) and the UFS (refer to 09.5).

05.07 Changing patterns in providing academic courses

2008 HIGHLIGHTS: PROGRAMME PLANNING

The moratorium on the applications for new programmes to the DOE, HEQC and SAQA due to the long process of getting all the statutory requirements in place for the new HEQF, caused a delay and almost complete standstill on this front at the UFS. The new HEQF will require a complete overhaul of all the qualifications and programmes on our PQM. This will be a huge challenge in 2009. Apart from assuring the re-alignment of the programmes with the new HEQF the revision must also address the serious need to rationalise the number of programmes and modules that are offered.

To standardise and speed up the internal approval process of new programmes a new internal online instrument is being developed by a contracted firm and will be implemented early in 2009. This instrument will help to guide programme developers through the administration process. Several quality assurance mechanisms will be included in the instrument. Part of the instrument will also provide a secure database for short courses.

Another highlight was the completion of a HEQC funded research project. The project delivered an instrument to support the development and evaluation of an academic programme. The task team delivered already two papers at national conferences on this topic and a research paper was accepted to be published in the SA Journal for Higher Education.

In August 2008 dr P A Venter took over the post of Coordinator: Programme Planning from Prof Johnnie Hay who was appointed as Departmental Chairperson: Psychology of Education.

QUALITY ASSURANCE HIGHLIGHTS: 2008

1. Institutional improvement planning

One of the challenges the UFS faced in 2008 was to use the insights and recommendations received during March from the Higher Education Quality Committee (HEQC) of the Council on Higher Education (CHE) in the *University of the Free State Audit Report*, wisely and optimally to design/redesign the existing quality assurance systems and processes to continuously develop the University's institutional quality. This led to the drafting of the *UFS Institutional Improvement Plan* as part of the institution's integrated planning process which is embedded in the *UFS Strategic Plan (2006-2008)*, *UFS Transformation Plan (2007-2010)* as well as the issues/areas identified for improvement by the institution itself in the *UFS Institutional Review 2006*. In the beginning of November the named improvement plan was submitted to the HEQC.

2. Accreditation of three programmes of the Faculty of Education

After tremendous work done by the institution to address the conditions stipulated in the original HEQC Review Reports of the Advanced Certificate in Education (ACE), B.Ed. (Preschool and Foundation Phase) and the Postgraduate Certificate in Education (PGCE), the HEQC has recommended to the HEQC Board that full accreditation be granted to these three UFS programmes. The timing of this recommendation for accreditation is perfect as an example of the continuous strive for higher quality of the institutional core functions.

3. Accreditation of Department of Architecture by Professional Board

The Department of Architecture proofed that the department provides excellent training of architects when they received unconditional accreditation for the programme by the South

African Council for the Architectural Profession (SACAP): the regulatory body for the architectural profession.

4. Continuous quality improvement

At the UFS, quality assurance is not seen as an objective in itself, rather, it is aimed at identifying and addressing gaps in quality within a continuous cyclical process of planning, action, evaluation and improvement, so that even higher levels of quality may be pursued and attained.

This year the university continued with the development of policies and procedures through consultation with staff and students. It usually aims to find a resolution that balances the need to attain the desired policy outcomes against the practical implications, the cost of change and of implementing and operating the new policy in terms of load on staff and students.

The institution also focused on the operationalising and refining of some quality improvement policies, procedures, mechanisms and actions to ensure excellence in teaching, research and community service.

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)

OPENING SPEECH: ACTING RECTOR: PROF T VERSCHOOR (30 JANUARY 2009)

Last year in November, just before the Executive Committee of the Executive Management was to depart for a summit, Mr Roelf Meyer had a breakfast conversation with the Exco members. He recalled the Codesa talks in the early 90s, and how the National Party government initially focused on trying to retain as much power as possible for the white population in a new dispensation. But then the Boipatong shooting incident took place – and they received a call from Mr Mandela, informing them that the ANC would be withdrawing from these negotiations. This was a watershed moment, as a peaceful agreement would simply not be possible without the co-operation of the ANC. And in this watershed moment, a different train of thought developed among the NP leaders. The futility of attempting – whether openly and/or covertly – to cling to as much as possible of the political power of the past, became clear to them.

They realised that, instead of trying to see how much of the old power they could retain, they should rather concentrate on how they wished to see a future South Africa – not only from the viewpoint of their own interests, but the joint interests of the nation. This mind shift made it possible to get the Codesa talks back on track again – and a peaceful solution and model constitution and constitutional state could be attained.

There are views among our staff members and students that many of us are still in the initial Codesa frame of mind – trying to retain or claim as much power as possible out of self-interest, rather than to embrace the enriching aspects of diversity and to have a vision of a joint future for this country, province and University – or, in the words of the S.A. Human Rights Commission, “a vision to a constitutional democracy and to align our practices with the constitutional values and practices in the interest of building a caring society based on respect, social justice, equality and enjoyment of human rights.”

The year 2008 was for this University, as Her Majesty Queen Elizabeth II would have phrased it, an “annus horribilis”.

On this occasion, last year, we optimistically spelt out the strategic priorities that we would have liked to drive, only to be confronted one month later with a triad of tragedies, to wit: the vandalism committed by protesting students, the disclosure and world-wide broadcasting of the Reitz video, and class disruptions in close pursuit.

Just about 80% of the year’s management time was spent on dealing with these crises, and trying to keep the negative impact they could have on the core tasks of the University to a minimum.

There were constant press interviews – both nationally and internationally – protest marches by numerous trade unions and other protest groups, court applications for interdicts in order to prevent protest action from negatively affecting the academic operations of the university, and hundreds of telephone calls from upset parents, alumni and members of the public.

And the threat of negative impact was real enough:

“Everyone pushes a falling fence” – say the Chinese.

- The UFS became a household name all over the world, but for the wrong reasons. An image was created of the UFS as a racist place, “back-in-the-sticks”, with Reitz Residential Units as the symbol of racism.
- International research support of millions of rand was hanging in the balance.
- The Bill Gates Foundation enquired about the destruction on campus.
- The Department for International Development (DFiD) in the United Kingdom informed us that these negative events could not have occurred at a worse time, as they were deciding about research grants to the UFS at precisely that point in time – and the Council members were asking questions they could not answer.
- The cancellation of international accreditation for our degrees was placed on the agendas of international career conferences.
- The protest marches on the campus that could have adversely affected the academic programme, and the negative image thus created among prospective students and donors.
- This was a setback for the residence placement policy.
- The class disruption episode – although brief, this was a traumatic experience for the lecturers and students involved.
- For our staff members, it was embarrassing to attend international conferences and hear unsolicited derisive comments, which they then tried to rectify.
- The inevitable closing of Reitz Residential Units, with the increased number of emotional letters and the loss of support among some alumni that resulted from this.
- The increased polarisation among students and staff.
- The resignation of the Rector, with the resulting uncertainty in the run-up, culmination and outcome of the election procedure for the appointment of a new Vice-Chancellor.
- The visit and interrogation by the Parliamentary Committee.
- The interrogation by the Ministerial Committee of Enquiry, and
- The trust the UFS lost – in the Free State, South Africa and abroad.

But, as they say, adversity is a greater teacher than prosperity (William Hazlitt 1839), it is the first path to truth (Byron 1825), and every calamity is a spur and valuable hint (Emerson 1860).

As a university, we put our shoulders to the wheel and we succeeded to a large extent in limiting the damages. It was Churchill who said: "Success is not final. Failure is not fatal. It is the courage to continue that counts."

- Through the interdicts, the protest actions were strictly regulated and we suffered only one afternoon of cancelled lectures.
- We honestly and straightforwardly acknowledged our mistakes and failures, in the belief that we thereby indicate that today we are wiser than yesterday (Alexander Pope).
- We appointed agencies to assist us in investigating the stumbling blocks in our residence placement policy, to help us identify the so-called wicked issues inherent in our operations, and to improve our image.
- As a University with academic integrity and diligence, we have an urge to analyse our weaknesses, to ask questions as to why things happened the way they did, and how we could have prevented the occurrence of such failures. This led to the decision to establish an Institute for Diversity (working title) on our campus that presents itself as a living laboratory wherein the phenomena of a polarised society can be researched.

And from there on, many blessings started coming our way:

- Major support was received from the Fulbright Commission in SA for the placement at the UFS of internationally-renowned scholars from the US to assist in the establishment of the Institute for Diversity. In this regard the UFS also hosted the US Ambassador to SA, Eric Bost, as a guest speaker during the first-year welcome this year, to focus on a "new generation" of students joining the UFS and a commitment to an open and inclusive dialogue involving students.

As Edgar W. Howe (1901) put it: "When a man gets up in the world, people want to down him; when he gets down in the world, people want to help him".

- Where we expected a decline in the number of first-year students for 2009 due to all the negative publicity, an increase of 3,8% was evident by yesterday on a day-to-day comparison with last year's registration schedule. An even bigger increase in the number of postgraduate students is also indicated.
- One of the initiatives that probably helped to bring about the growth in first-year student numbers was the UFS/Volksblad Spring School that was presented during the September holidays.

Thorough and structured revision was done in core Matric subjects such as Mathematics, Physical Science and Accountancy. About 730 learners from all over the Free State and Northern Cape attended the school. The UFS sponsored 150 learners from underprivileged schools to attend the Spring School. It has been reported that a large number of the successful matriculants are registering at the UFS as novice first-year students.

- The Career Preparation Programme also experienced a large growth in student numbers. In the past, participants in this programme never topped 400, but for 2009 the number more than doubled to over 800 students. With the CPP initiative,

the UFS provides a bridging opportunity for students who would otherwise not be able to prepare themselves for the University entry requirements.

- The Master's Degree in Sustainable Agriculture presented by the Centre for Sustainable Agriculture and Rural Development at the University of the Free State is bursting at its seams this year, and has the most students (70) in the 16 years the programme has been presented.
- Concerning the Qwaqwa campus of the University, major strides were made last year towards improving the offering of academic programmes.

Given the reality of where the campus is geographically situated, the socio-economic backgrounds of potential students, educational needs of the broader catchment area as well as the natural resources of the region, the challenge is to offer programmes, research, academic interventions and community service learning opportunities that will be socially and educationally responsive to the region. The UFS therefore aspires to position the Qwaqwa campus by creating and maintaining its own niche, and to continue to be a Community Engagement Campus in the true sense of the word. This thinking is also endorsed by the UFS's community engagement policy (2006), in the preamble of which it is stated that the UFS aspires to be a robust and responsive university that uses its teaching, research and community service capacities to make a significant contribution to the development of its province and also to its wider region, South Africa and Africa.

Individual staff members also excelled and showed the world that, despite the bad publicity about the Reitz incident, teaching and research at the UFS were still of an exceptionally high standard.

- Prof. Maryke Labuschagne last year received the National Science and Technology Forum Award in the category of research capacity development in the last 5 - 10 years, with a R100 000 prize. The award was given for the research capacity building that resulted from the training, under her supervision, of a large number of especially black postgraduate students from South Africa and Africa over the last 10 years.
- She was also named National Agriculturalist of the Year from among nine finalists (one from each of the participating provinces) by the Agricultural Writers' Association of South Africa in Stellenbosch in November 2008. She received this award for her research on gluten protein in wheat. This research was conducted in co-operation with scientists from Sweden and Hungary.
- She also received the 2008 prize for research and development from the Cereal Science and Technology Association of South Africa.
- Top researchers at the UFS continue to attract national and international recognition and win the most prestigious grants available from funding agencies.

For example, in December 2008, Prof. Hendrik Swart of Physics and Prof. Jannie Swarts (not related) from Chemistry received R10 million from the National Equipment Programme of the NRF (National Research Foundation), as well as R3 million from the South African oil giant Sasol, to purchase a nano Scanning Auger Microprobe and an X-ray photoelectron spectroscope to analyse and characterize very small particles. The uniqueness of the system lies in its high resolution capability, which makes it ideal for nanotechnology research. The UFS is one of the leaders in

nanotechnology research, and the achievements of Physics in particular have made national and international headlines. The total cost of this equipment package exceeds R22 million and the UFS will be the only institution in Africa, and one of only a few institutions world-wide, that has access to this instrumental array.

- The School of Nursing at the University of the Free State (UFS) received a financial injection of R16 million over four years from The Atlantic Philanthropies, an international philanthropic foundation with a strong focus on community well-being and health care. The money is part of R70 million donated to the UFS, the Tshwane University of Technology, the University of Fort Hare and the University of the Western Cape. It is said to be the biggest single commitment of funds from a private donor to establish a Virtual Health Teaching and Learning Facility with state-of-the-art equipment and facilities, and to establish a unit for continuing professional development and research capacity development to serve both practicing nurses and staff members of the School of Nursing.
- Furthermore, the University's academic staff are playing a pivotal role in establishing and strengthening international ties. Recently, the UFS, in collaboration with US-based agencies, was appointed as the lead grantee to spearhead a 10-year research and development programme of the Bill and Melinda Gates and WK Kellogg Foundations. The WK Kellogg Foundation has already granted R8 million to the UFS to lead the initial 18-month exploratory phase. This programme will revise agricultural education curricula in Africa to become more responsive to the needs of smallholder African family farms. The goal of the initiative is the emergence of an agricultural human resource and knowledge system that drives smallholder farmer-led development and innovation to achieve improved productivity, food security and economic development in Africa.
- The Centre for Accounting at the UFS will receive about R12 million over the next four years from the Thuthuka Bursary Fund to train black students as chartered accountants. The bursary fund is managed by the South African Institute of Chartered Accountants (SAICA), and is aimed at increasing the number of black students who obtain the Bachelor's degree in Accounting.
- DiMTEC concluded 2 international cooperation agreements in risk management with the United Nations University (UNU) and the University of Novi Sad.
- The UFS also received visits from the University of Minnesota and the Duke State University of North Carolina, arising from which memoranda of cooperation will be finalised.
- The strategic role that the UFS plays in terms of human capital development in Africa was also highlighted by the fact that almost 200 international students from 14 countries obtained their qualifications at the UFS in 2008. An increase in international student numbers from 1800 to 2200 during the past two years, with a marked increase in postgraduate students, positions the UFS as a destination of choice for academic excellence. More than 40 international academics are appointed at the UFS.
- The assessor of the Association of Commonwealth Universities (ACU) 2008 Internationalisation Benchmarking Review has commended the UFS on its excellent progress towards supporting internationalisation at the institution.

- The Student Development and Success Division (SDS) has received funding from the Council on Higher Education (CHE) to the amount of R1 million for a national pilot study to identify the drivers of student success in higher education.
- As far as individual students or alumni achievers are concerned, one of the former MBA students of the Management School was chosen as a winner in the Enblis FNB Launchpad Business Plan competition last week – and this is an enormous achievement.
- Mr JB van den Berg from Bothaville was honoured as the Free State's Young Farmer of the Year last year; he was also recently named the National Young Farmer of the Year. He is an alumnus of the Centre for Sustainable Agriculture and Rural Development.
- Ms Desme Human, a UFS Honours student, had her article chosen by the International Cost Engineering Council (ICEC) as the best article in quantity surveying by a young person for the period 2006 - 2008. She received the award in Toronto (Canada) in June 2008.
- The Department of Quantity Surveying and Construction Management has just been informed that it has received unconditional accreditation for Construction Management from the Chartered Institute of Building (CIOB) and that the Department meets the requirements for an accredited centre, which places the University on the world map in this field as well. Prof. Basie Verster, head of this Department, was also elected Vice-President (Education) of the CIOB (Africa).
- The CIOB also unconditionally accredited the UFS's Honours Programme in Construction Management.
- In addition, the Royal Institute of Chartered Surveyors (RICS), with its head office in London, also confirmed the UFS's international accreditation once again. The accreditation is based on student quality, appointability of students, research contributions, infrastructure and staff. The UFS was one of only three SA universities admitted to the prestigious international partnership of the RICS.
- Three programmes in the Faculty of Education were also accredited by the Committee for Higher Education.
- The Centre for Education Development within the Faculty of Education received a grant of \$100 000 from Hewlett Packard based on their proposal for the innovative and effective application of mobile technologies.
For the 2008 programme, HP received 80 university nominations from 28 countries within the European/Middle East/Africa region, from which only 15 universities were selected.
A key criterion was that there had to be solid proof in the proposed projects regarding how teaching would be enhanced through the deployment of technology.
- We were also informed this week that the UFS had received R73,3 million from the special funds allocated by the Minister of National Education. Of this amount, inter alia, R30 million was earmarked for teacher training, R6 million for research apparatus and R17,1 million for Health Sciences.

There were numerous achievements in the sport arena as well:

- The inclusion of eight Free State cricket players in the amateur team, the hockey team winning the University Sport South Africa (USSA) B section, the inclusion of three soccer players in the USSA team, rugby winning the USSA competition for the second time, netball winning gold at the USSA tournament for the fourth consecutive year, and the ladies' tennis winning the USSA tournament.
- Four of the SA U/21 netball team of 15 members are Kovsies. They will be playing for the World Cup on the Cook Islands in August this year.
- Shimla Park's lights will be used for the first time on 9 February during the Varsity Cup game between the UFS and the Puks, our opponents on the rugby field for many years.
- The Varsity Cup games of 9 February, as well as 2 March 2009, will be broadcast on Supersport.
- As far as hockey is concerned, the UFS also succeeded in procuring a Three Nations tournament. The men's hockey teams of Germany, Russia and South Africa will be fighting it out on our astro fields between the 6th and the 16th of March. This should ensure exciting hockey as Germany are currently the holders of the Olympic gold medal, as well as the World Cup, and therefore the best team in the world.
- Our new hockey facilities will also be used for the first time during these matches. The fact that we succeeded in attracting this tournament to the UFS instead of their customary exercise camp in Potchefstroom, should offer the UFS great exposure with enormous marketing value.
- In the cultural field, the Bochabelo String Orchestra was invited to perform in Belgium in February. The community service learning module followed by third-year music students is partially involved in the training of these young violin players.

These are only a few of the excellent achievements of UFS staff and students. I am convinced that there are many more – and I want to congratulate the achievers and thank them for their contribution towards restoring the image of the UFS again.

- Of course, the best news for staff was the announcement of a salary increase of 16,13%, as well as the fact that medical benefits were fully phased in for those who did not receive the full subsidy. This means that each staff member now receives the full medical subsidy he/she is entitled to.

These remuneration milestones were made possible by the application of the perennial income-based remuneration model agreed upon, as well as the fact that the management is committed to offering the maximum benefit to staff within the limits of affordability.

We are grateful to be able to convey these good salary adjustments to the UFS staff members. This makes our remuneration packages more competitive with those of other universities, which makes it easier for us to retain good staff. We experienced an exceptionally challenging and difficult 2008. This is why we are grateful for the opportunity to compensate staff members in a special way, by means of these excellent salary adjustments, for their hard work and loyal support.

We would also like to sincerely thank UVPERSU and Nehawu for the way in which they co-operate with the management in this regard to negotiate the best possible deal for staff.

Despite all these blessings coming our way, our job is not done and there is much to do to fully restore the trust that our clients, stakeholders and society had in our institution. We therefore have a responsibility to keep on performing accordingly.

The UFS must also operate within a set of challenges common to all universities and must forge its own unique path through them, taking advantage of our own particular goals and institutional strengths. These common environmental challenges and opportunities include:

- the increased demand for public trust and accountability;
- the increased globalisation of higher education;
- the rising costs of education and changing patterns in funding;
- the greater competition for staff, students, and financial resources;
- the changing methods of teaching and learning;
- the rapidly changing means of information access;
- the political uncertainties (at national, provincial and institutional levels), and the
- declining global economy.


The University itself also has its own set of challenges, many of which were foremost in our minds during 2008. However, with its diverse range of academic programmes, good and growing links with industry and the community and an impressive research record, the University is well positioned to make a lasting impact on our society.

The relationship between universities and their stakeholders is constantly evolving. Our identity – how we are seen and how we see others – is vitally important for our success.

We must seize any opportunity to strengthen our identity, and our dedication to excellence must become stronger than ever.

We must become even more relevant with regard to finding a solution to the broader community's problem. Despite all the good news that we are able to report today, there is still a loss of trust in the UFS on the part of society. We need to regain that trust, and to improve our relationship with our stakeholders and the Provincial and National Government.

To borrow from the wisdom of Robert K. Greenleaf: The only sound basis for regaining the trust of the society is for people to have the solid experience of being served by this University in a way that builds a society that is more just and more loving, and with greater creative opportunities for all of its people. And it is worth the cost of some chaos and disruption if enough people will read the signs and start building a University that generates a high level of trust through quality of service that is exceptional by all previous standards.



Prof T Verschoor
Acting 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 2008 in relation to the criteria for effective internal control over financial reporting described in its Financial Policy documents. Based on its assessment, the University believes that, as at 31 December 2008, its systems of internal control over financial reporting and safeguarding of assets against unauthorized acquisitions, use or disposition, met those criteria.

The capacity of the Internal Audit Department is currently being monitored to ensure that there is sufficient capacity available at the department to achieve the objectives of the department and those of the University.

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. F de K Kotze

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
▪ Financial category i) Financial instruments: - Interest rate fluctuations - Unanticipated loss of capital	Director: Financial Administration, Executive Management, Director: Budgets, Chief Director: Operations and Audit Committee of Council	Continuous assessment of market fluctuations (i.e. return on investments) and alternatives weighed up accordingly. Interest rate risk, exchange rate risk and credit risk are addressed. Loans are e.g. restructured in order to gain cost benefit. Financial instruments are thereby applied in order to reduce uncertainty over future cash flow arising from movements in interest and exchange rates and to manage the liquidity of cash resources. All interest rate transactions are subject to approval by the Director: Financial Administration before execution. Quarterly financial reports are submitted to and discussed with Exco.
ii) Currency and foreign exchange	Director: Financial Administration	Monitored on a daily basis.
iii) Fees increase effects	Director: Financial Admin, Director: Budgets	Reconciliation and internal budgetary reallocations if necessary.
iv) Physical disaster – fire, flood	Chief: Director: Operations and Vice-	Policies and procedures regarding safety risks are put

	Chancellor. Executive Management, Council Committees and Council	in place and linked to evacuation drills. Disaster Fund, administered through the Rector's Office.
v) Uncompleted contracts	Chief Director: Operations and Director: Physical Resources and Special Projects	Risks covered by specific clauses taken up in contracts entered into by the UFS.
vi) Liquidity – inability to raise funds	Presently not a risk.	-
vii) Intake – declining 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.
x) Inadequate or lapsed insurance cover.	Director: Financial Administration	Continuous assessment of insurance cover versus capital risk areas.
xi) Change: structural	Chief Director: Operations; Resource Committee and Executive Committee and Council	Refer to par. 1.4.6 on "changes in the permanent infrastructure e.g. plant and buildings". The Structural Plan aims at optimal utilization of existing physical structures in order to accommodate changing needs (upgrading and conversions). Where deemed necessary, new buildings (e.g. the student centre) are erected in association with development companies in order to share risk and

		benefit between the University and private sector enterprise.
xii) Change: operational (internal and external imperatives)	Chief Director: Operations and Executive Management	Implementation of recommendations of a management capacity audit of especially logistical services (Koorts audit). Internal reorganization of human capital ensures the best fit between the changing needs of a modern higher education environment and the skills profile available within existing staff.
▪ Non-financial category		
i) Competitive attractiveness	Director: UFS Marketing, Deans of Faculties and Executive Management	Assessment of market forces impacting on the UFS's strategic priorities and operational plans. Also refer to par. 1.4.13.
ii) Campus unrest	Vice-Rector: Student Affairs, Dean of Students and SRC; Rector and Exco (when necessary)	Monitoring Committee, consisting of management and student leaders defusing potentially explosive situations.
iii) Reputation – damage to image	Rector, Exco, Executive Management, Council and every staff member and student of the UFS	The Department of Strategic Communication being the professional advisory unit to management and Council on such risks.
iv) Threats to health and safety	Chief Director: Operations	The OHS Act and applicable university policies applied.
v) Operational – process inadequacies	Vice-Rector: Academic Planning with the Unit for Quality Assurance	Regular quality assurance audits on institutional policies, procedures and events like student registration, exams and strategic planning exercises. Quality assurance of academic programmes through self evaluation and professional boards (where applicable).
vi) Operational – security inadequacies	Vice-Rector: Student Affairs	Plans were implemented according to the priority of the UFS's infrastructure plan.
vii) Personnel – incompetent	Director: Human	Refer to par. 1.4.9 (b) on

staff	Resources and relevant line managers	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	Chief Director: Community Service with the HIV/Aids Unit	Guided by the HIV/Aids Policy and preventative programmes and launching of actions and monitoring of case statistics.
xii) Operational – process failures, e.g. information	Chief Director: Operations with the Director: Computer Services and his staff and Registrar: General and his staff	The Image Now electronic document management system was implemented in 2006. Student records for 2004, 2005 and 2006, 2007 as well as new applications for 2008 were captured electronically.



Prof T Verschoor
Acting Rector and Vice-Chancellor

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

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.

Budget process

The University's budget process for 2008 started with the top management's summit towards the end of 2007, which was followed at the beginning of 2008 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 meaningful 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 objectives.

In considering the budget applications and the allocation of the financial resources, a significant part 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.

The above processes, procedures and the budget were approved by Council.

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.

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 and Qwaqwa campuses 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. The Department of Education announced that they will start implementing infrastructure funding from 2009 and the University has been allocated R40 million in 2009, R53 million in 2010 and R54 million in 2011. A contribution would also have to be made from the institution and this, as well as some other big capital projects, compelled the University to acquire external long term funding of R50 million as approved by the Minister of Education. The effect of servicing this debt is included in the financial sustainability model of the University.

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. Although there was a decline in investment income in 2008, the 5 year result is still in line with the investment policy.

Income Statement

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

Total income increased by 18.7%, costs by 22.0%, investment income declined by 11.3% and, resulting from this, the total net surplus declined by R66.225 million. It must, however, be pointed out that of the total surplus of R170,6 million, only R80,1 million is unrestricted and this has already been allocated and approved by Council in the 2008/09 budget.

Income and expenditure

The operations of the University are accounted for and disclosed as Council-controlled activities, specifically funded activities and student and staff accommodation. The total net surplus decreased by R66.225 million compared to 2007. This decrease is mainly attributable to the following:

Line item	Notes	Attributable amount (R'000)	% change
State appropriations – subsidies and grants	1	73 811	14,5%
Tuition and other fees	1	29 257	9,4%
Income from contracts		23 349	68,0%
Sales of goods and services	2	26 915	27,9%
Other income		29 756	
Total Income		183 088	18,7%
Cost of employment	4	(117 384)	22.3%
Recognition of actuarial variances in post-retirement employee benefits			
Other operating expenditure		(73 214)	20,8%

Depreciation		(9 991)	29,8%
Other expenditure		(305)	
Total expenditure		(200 894)	22,0%
Operating surplus		(17 806)	
Finance income	3	(19 746)	
Finance costs		(4 125)	
Amounts received and not expended		(24 547)	
Net surplus after transfers		(66 225)	

Notes

1. The average growth in the traditional income base of subsidies, grants and fees was 12.6%. Compared to a consumer price index (CPI) of 11.5%, it merely constitutes the maintenance, in real terms, of 81.7% of the total income of the University. The approved increase in tuition and other fee income for 2008 was 6.85%. The larger portion of the remaining balance of the increase is made up by an increase in student numbers and to a lesser extent of a mix in modules enrolled for.
2. The increase in sales of goods and services was partly the result of an increase of R37.8 million in private income.
3. The return on investments is a combination of interest received, dividend income and profit on realisation of investments.
4. The increase in the cost of employment includes the recognition of actuarial variances in post-retirement employee benefits, the annual salary increase and an increase in the staff establishment.

Cash flows

The net cash inflow from operating activities is R319.4 million and includes investment income to the amount of R132.2 million.

The net cash outflow from investing activities is R284.6 million. This includes investment in mostly academic infra structure such as property, plant and equipment of R137.6 million. Investments to the amount of R150.5 million was made to strengthen reserves required for the funding of liabilities such as post-retirement medical aid benefits and accumulated leave.

This resulted in cash and cash equivalents to the amount of R46.6 million being available at year end.

Balance Sheet

The asset base strengthened by R141 million to R2.1 billion.

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

A good liquidity position is maintained with a liquidity ratio (excluding current investments) of 1.33 : 1.



.....
PROF D-A VILJOEN
Chief Director: Operations

Approved by UFS Council on 5 June 2009



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

09.1 Council-delegated signing powers and related aspect (refer to 01.03 of this document)

COUNCIL-DELEGATED SIGNING POWERS AND RELATED ASPECTS (Approved by Council on 12 September 2008)

General principles pertaining to delegation

- 1.1 All forms of administrative delegation are used to achieve an appropriate distribution of work. It is a fact of life that in any specific organisation, a particular body or person is unable to perform all the work activities. For this reason, certain powers and functions are transferred or delegated to another body or person who is then required to execute them. From the point of view of administrative law, this transfer of powers and functions may occur in different ways, depending on the type of work that has to be distributed, and subject to the fundamental rule in administrative law that a subordinate can transfer (i.e. delegate) a delegated function which involves executing discretionary powers, only when explicit or necessary authorisation has been given. This principle is encapsulated by the legal maxim *delegatus delegate non potest*. The underlying motivation for this maxim is that authorisation to perform a certain discretionary function is assigned to a particular person or body so that he/she, on the basis of his/her specific knowledge or experience, may make an informed judgement in taking a decision and acting on behalf of the delegating authority. It is deemed a violation of the maxim to delegate such a responsibility, without the required authorisation, to a subordinate person or body. This does not mean that delegation can never take place. Such delegation will, however, have to be proven to have been authorised either expressly or by necessary implication. Further sub-delegation can also be authorised; however, the further one moves away from the original delegating authority, the more difficult it will become for such sub-delegation to be accepted.

In all cases of delegation, the terms of delegation have to be specified meticulously; indeed, these have to be specific and clear, and available in writing. All relevant documented delegated competencies must be precise and must be updated continuously.

If a person or body acts within the above-mentioned specifications of delegated competency, the person or body that delegates cannot declare the delegated decisions or acts invalid; however, delegated competencies can be changed for future reference so that "erroneous" decisions will not be made again.

In all cases of delegation, the chief executive officer or the primary responsible body (the Council) who/which delegates, is not free of the responsibilities concerning what has been delegated. For this reason, it is necessary that regular feedback be given to the delegating authority on the matter that has been delegated.

For all the reasons stated above, it is important that signing powers (i.e. full authority) on behalf of the University are delegated to the most suitable or most competent person for each specific contractual commitment entered into on behalf of the University.

2. Conditions for exercising delegated competency to enter into and sign contracts/agreements on behalf of the University

In all cases where contracts or agreements (financial or any other commitment of the University) are entered into and signed on behalf of the University, the proxy(ies), as the final checkpoint, must satisfy himself/herself/themselves as to the following aspects, and should comply with the stated requirements before signing:

- 2.1 That the contract/agreement has legal validity and is comprehensive.
 - For this purpose, all contracts/agreements must be presented to the University's attorneys for approval and, where necessary, amendments must be made according to their recommendations so as to avoid any risks that they may point out. In cases where a continuation of a contract is at stake, and where it was considered previously by the University's attorneys, it is not necessary to present the contract to the University's attorneys, and the contract may then be signed (e.g. a licensing contract for an information service).
- 2.2 That the contract/agreement is not in conflict with any Council policy or other contractual commitment of the UFS, including the following conditions and aspects:
 - (a) That all rights derived from the law of immaterial property (patent rights, copyright, the rights to models, plant-breeding rights and presentation rights) are seated in the UFS, and these can only be alienated with the approval of Council and in the approved manner (see par. 4.1).
 - (b) That a monetary obligation that is entered into may only be entered into if the said obligation is payable within a council-approved and allocated budget, and in terms of the procedure as approved by the Council (see par. 7).
 - (c) That the contract/agreement, prior to signing, must first be approved by the appropriate university channels, and must comply with all the conditions outlined in par. 2.1 to 2.7 of the document.
- 2.3 That the contract/agreement must be practicable by ensuring that all stakeholders (all persons or functional units that have to make a substantive contribution to the execution of the contract) have been consulted prior to signing, and it has been established that the stipulations of the contract that the signatories commit the University to in a contractual sense can be met.
- 2.4 That the University's interests have to be protected in all cases and preferably promoted. To this end the legal advisors and the Entrepreneurial Clearing Committee (via the office of the Chief Director: Operations) or the Executive Committee of the Executive Management (Exco) may be consulted prior to signing if any uncertainty exists in this regard.
- 2.5 That representatives of all the parties indeed have a mandate to sign the contract on behalf of the person or institution that he/she/they represent. (In most cases where the other party is not a legal person, such a mandate will be assigned by way of a resolution by a management body that assigns such mandates by way of delegation, as stipulated in the sections below and assigned by the Council to staff members of the UFS.)

- 2.6 That the contract/agreement has been signed in full (initialled at the bottom of each page and full signatures by the signatories at the end of the contract).
- 2.7 That at least one original of each signed contract and a copy be sent to the Registrar: General, who will request the Office of the Legal Advisors on the UFS Main Campus to safely file such contract, with the exception of an operations-level contract in the domain of Finances, as outlined in paragraphs 3.3 and 3.4, or a contract in the domain of Human Resources, referred to in par. 3.8, or study loans and bursaries referred to in par. 4.4 and deeds of debt for study loans outlined in par. 4.5.
- 2.8 The herein stated proxy(ies) must in all cases provide the above-mentioned copies of each contract to the Registrar, each of which:
- (a) has to be accompanied by a statement that the above-mentioned procedure was followed, and
 - (b) must have been co-signed by all the stakeholders, referred to in par. 2.3 above.

3. Delegation of particular competencies with specific references to delegation of signing powers to persons on behalf of the UFS

Subject to par. 2, the exercising of the following competencies on behalf of the Council may be delegated by Council, to the persons who are stipulated below.

Any person who acts in a way that conflicts with this policy and signs contracts/agreements may be held personally liable for any consequences that may result from such an agreement/contract.

3.1 Contracts intended to execute Council decisions, and overarching and substitute competency

- 3.1.1 The Rector and Chief Director: Operations (or his/her proxy Director: Finance), are authorised to:
- a) jointly draw up and sign all deeds, contracts and other documents and, in respect of these, to perform all legal actions, to take all steps and use all means that may be required to give proper execution of decisions taken by the Council with regard to erecting a permanent building or other fixed infrastructural development, or purchasing a property, or entering into a long-term rent agreement involving fixed property after complying with the requirements of section 40(3) of the Higher Education Act (101 of 1997), or the sale of immovable assets that have been acquired with state funds, after taking into account section 20(5) of the above-mentioned Act.
 - b) perform all legal actions, take steps and utilise the means required for entering into contracts/agreements in respect of which the competency is not specifically delegated in this document.
- 3.1.2 The Chief Director: Operations is authorised to act as proxy of the Council when a substitute is required for any of the proxies that are stated herein if any such person is not available for some or other reason to sign contracts/agreements that require urgent signing.

3.2 Short-term rent and rent agreements

The Chief Director: Operations (or his/her proxy, Director: Finance) and the Director: Physical Resources and Special Projects (or his/her proxy, Manager: Physical Resources), are jointly authorised to sign the following contracts that pertain to the operational level.

- (a) Contracts that pertain to short-term rent of university property and university spaces (e.g. experimental farm, venues on campus, etc.).
- (b) Contracts that pertain to the short-term rent of property on behalf of the University, excluding rent of accommodation for students (see 3.9.1).
- (c) Contracts that pertain to agreements with the private sector to establish business enterprises on campus, or to engage in trade on university property or on university spaces, e.g. the Kovies Shop.

3.3 Operational-level contracts in the domain of finance (All contracts in this domain are held in safekeeping by Finance.)

The Director: Finance or his/her proxy in the capacity as Deputy Director, Finance is authorised to sign the following contracts at operational level on behalf of the University:

- (a) Powers of attorney to prove the University's claim, and to vote for trustees/liquidators/judicial managers with regard to university fees, as well as study-loan debts that are overdue.
- (b) Sworn affidavits as proof of another collection as a collection based on a promissory note or other bill of exchange with regard to university fees and study-loan debt that are overdue.
- (c) Agreements with staff members to make available official vehicles in terms of the vehicle-benefit scheme.
- (d) Agreements with staff members to make available a loan for the purchase of a vehicle in terms of the vehicle-loan scheme.
- (e) Purchases that exceed R500 000.
- (f) Signing of cheques - as per council decision appended hereto.
- (g) Concluding agreements with official bankers for the delivery of banking services.
- (h) Long-term hire agreements for the provision of vehicles to staff.

3.4 Other delegated competencies assigned to the Finance Department

- 3.4.1 The following competencies to act on behalf of the UFS are delegated to the Chief Director: Operations or his/her proxy, the Director: Finance:

- (a) Making arrangements with bankers for overdrafts and other facilities, when applicable and within the stipulations of section 40(2) of the Higher Education Act.
- (b) Competency to vote on behalf of the University at annual general meeting(s) of the PURCO.
- (c) Competency to vote on behalf of the University at annual general meetings of companies in which the UFS holds shares.
- (d) Competency to sign joint contracts entered into with the printers.

3.4.2 The following competencies are delegated to the Director: Finance or the Assistant Director: Provisioning:

- (a) Signing contracts
 - for rent,
 - for service (maintenance),

with regard to equipment such as

 - photocopying machines,
 - fax machines,
 - laboratory apparatus.
- (b) Signing for purchases of R100 000 and not more than R500 000 (Assistant Director: Provisioning). Subordinates and departmental purchasers may sign for purchases below R100 000.
- (c) Collecting and accepting tenders for the sale of movable assets in terms of the prescribed procedure.
- (d) Opening accounts with suppliers to provide goods/services on credit.

3.4.3 The Director: Finance or the Deputy Director: Finance is authorised to

- (a) sign agreements permitting debit order facilities that apply to staff members' salaries;
- (b) write off bad debt to an amount determined by Council from time to time.

3.5 Operational level contracts in the domain of the Director: Library and Information Services

3.5.1 The Director: Library and Information Services and the Vice-Rector: Academic Planning are authorised jointly to sign the following:

- (a) Contracts for the delivery of newspaper-clipping services by S.A. Media.

The Director: Library and Information Services is authorised to sign the following contracts on behalf of the UFS:

- (b) Deeds for bequests from the Archive for Contemporary Affairs.

3.5.2 Computer Service Contracts

The Chief Director: Operations and the acting Director: Computer Services are authorised jointly to sign the following contracts on behalf of the UFS:

- (a) Contracts that have a bearing on the purchase of computer equipment paid for from the regular budget of Computer Services.
- (b) Contracts with regard to the rent of computer equipment.
- (c) Any other issue that has a bearing on the domain of work of computer service (e.g. contracts that pertain to outside contractors).
- (d) Contracts that have a bearing on the appointment of consultants and contractors, as well as maintenance contracts that pertain to all telecommunication matters that fall within the domain of the Director: Computer Services.

3.5.3 Library and Information Services contracts

The Director: Library and Information Services and the Vice-Rector: Academic Planning are authorised jointly to sign the following contracts on behalf of the UFS:

- Contracts, licenses and agreements of the Library to an amount of more than R10 000.

The Director: Library and Information Services is authorised to sign the following:

- (a) Contracts with DALRO for obtaining a cover license for the clearance of copyright.
- (b) Agreements entered into with SABINET.
- (c) Contracts entered into with commercial electronic information services and CD-ROM vendors.
- (d) Other licensing agreements.
- (e) Other matter that that have a bearing on the domain of work of the Library and Information Services, such as, for example, the purchase of books and journals
- (f) All contracts, licenses and agreements of the Library and Information Services and Technology up to and including the amount of R10 000.

3.6 Operational-level contracts: short-term insurance, telecommunication, Postal and Documentation Divisions

The Chief Director: Operations and the Director: Finance are authorised jointly to sign the following contracts on behalf of the UFS:

Contracts that have a bearing on agreements with insurance agents (companies) where these contracts pertain to short-term insurance.

The Chief Director: Operations and the Registrar: General are authorised jointly to sign the following:

- (i) Contracts that have a bearing on the concluding of service contracts and maintenance contracts that pertain to the ordinary operational aspects of the Postal Division.
- (ii) Contracts that have a bearing on the appointment of consultants and concluding of service contracts that pertain to normal operational aspects of the Documentation Division.

3.7 Operational-level contracts in the domain of the Director: Physical Resources and Special Projects

The Director: Physical Resources and Special Projects and the Manager: Physical Resources are authorised jointly to sign all contracts that pertain to the appointment of consultants, as well as appointment of contractors for maintenance contracts that fall within the domain of physical resources.

3.8 Operational-level contracts in the domain of the Director: Human Resources (Contracts in this domain are entered on the files of staff members.)

3.8.1 Letters of appointment for staff members at the level of senior lecturer and higher

The Director: Human Resources is authorised to sign the following documents on behalf of the UFS:

- (a) The formal appointment of staff whose salaries are higher than the maximum for professor, e.g. rector, vice-rector, chief director, senior professor, registrar, outstanding professor and dean on completion of the appointment procedure and approval by the Council.
- (b) The formal appointment of others than academic and support staff referred to in (a), whose salaries are higher than the maximum for a professor, after completion of the appointment procedure and recommendation by the Executive Management (EM), as well as approval by the Executive Committee of the Council (ECC).
- (c) The formal appointment of a professor, honorary professor and professor extraordinary after completion of the appointment procedure and approval by the Executive Committee of the Council (ECC).
- (d) The formal appointment of the following, after completion of an appointment procedure and approval by the Executive Management (EM):

- ♦ Permanent full-time associate professors and senior lecturers,

- ♦ Visiting guest professors,
 - ♦ Chairpersons of academic departments and heads of department.
 - ♦ Programme directors,
 - ♦ Other academic and support services staff on the salary scales of professor, associate professor and senior lecturer.
- (e) Contracts that result from a financial agreement between the University and a member of staff, for example, the take-over of bursary obligations, excluding a car scheme and a car-rental scheme.

3.8.2 Letters of appointment of staff at a level below senior lecturer and other competencies

The Director: Human Resources or the Deputy Director: Human Resources is authorised to sign the following documents on behalf of the UFS:

- (a) The formal appointment of the following, after completion of the appointment procedure and approval by the dean, in the case of academic staff, and the head of department of the support-services department, in the case of support-services personnel.
- ♦ All academic and support-services personnel below the salary scale of senior lecturer,
 - ♦ Visiting guest lecturers,
 - ♦ Contract appointments,
 - ♦ Appointments funded externally,
 - ♦ Research fellows.
- (b) Notification of staff members with regard to probation periods
- ♦ if the person is recommended by the dean, in the case of staff in faculties, or the head of department of the support-services department,
 - ♦ if a person is not recommended after such a non-recommendation has been approved by the Executive Committee of the Executive Management (Exco).
- (c) Contracts that result from stipulated periods that staff members are subject to (e.g. maternity leave, long and research leave, travel costs on appointment, etc.).
- (d) Agreements between the University and bodies that are involved with work permits and contract appointments.

3.8.3 Pension-guaranteed housing loans

The Director: Human Resources or the Deputy Director: Human Resources is authorised to sign the following documents on behalf of the UFS:

- (a) The compliance certificates that banks require as proof that an applicant is employed by the university.

3.9 Operational-level contracts in the domain of the Vice-Rector: Student Affairs

3.9.1 Student accommodation and food provision

The Vice-Rector: Student Affairs and the Director: Physical Resources and Special Projects are authorised jointly to sign contracts/agreements that pertain to the letting or renting of student accommodation, as well as food provisioning for students in residences, after taking into account other contracts that pertain to food provisioning that are already in place.

3.9.2 The provision of services to Student Services

Entering into contracts/agreements for the rendering of a service by an outside body or person to the University with regard to matters in the domain of student services is delegated to the following for joint signing: the Vice-Rector: Student Affairs and the Registrar/Director: Student Academic Services.

4. Operational-level contracts in the domain of the Vice-Rector(s): Academic – operational-level contracts in the domain of teaching/learning, research or other co-operation

4.1 Contract research, tenders, rendering services

- (a) The signing of agreements/contracts between the University and various bodies, where these pertain to contract research, tender documentation for contract research (and/or the rendering of services) by a member of staff or members of staff of the UFS, and/or departments, and/or any other functional unit that has a council-approved constitution, is delegated for joint signing to the Director: Research and the Vice-Rector: Academic Operations and the dean of the faculty in which the person, persons, department or unit who wants to enter into the contract find/s themselves, as well as the head of the department or unit.
- (b) In all cases where intellectual property rights (including copyright) are relevant, such contracts/agreements can only be entered into and signed once they have been submitted to and approved by the Entrepreneurial Clearance Committee via the Rector, in which case the latter is also required to sign the contract.
- (c) The Rector is authorised, on advice of the Entrepreneurial Clearance Committee, to transfer, on behalf of the UFS, those rights that derive from the law of immaterial property and which pertain to property of the University to other parties.

4.2 Foreign co-operation agreements/contracts/partnerships: research and research-related matters

Entering into contracts/agreements for co-operation or partnerships in the domain of research and research-related matters with a foreign institution, is delegated for joint signing to the Vice-Rector: Academic Operations, the Director: Research and the dean of the faculty involved in the research in question.

- Where rights that derive from the law of immaterial property are relevant, the relevant clauses are also applicable.

4.3 National and foreign joint offering of learning programmes and partnership agreements

Entering into contracts/agreements for offering/joint offering of programmes, including co-operation or partnership agreements with respect to teaching/learning with any national or foreign body or institution is delegated for joint signing to the Vice-Rector: Academic Planning and the Vice-Rector: Academic Operations as well as the dean of the relevant faculty in which the teaching/learning programme is located.

4.4 Study loans and bursaries (contracts are placed in student files for safekeeping)

4.4.1 The Vice-Rector: Academic Operations and the Registrar/Director: Student Academic Services, are authorised jointly to sign contracts on behalf of the UFS where these pertain to study loans and bursaries to students.

4.4.2 The Vice-Rector: Academic Operations and the Registrar/Director: Student Academic Services are authorised to jointly sign contracts/agreements pertaining to study loans and bursaries for students between the University and a third party (for example NSFAS).

4.5 Instruments of debt pertaining to study loans (Instruments of debt are kept in student files for safekeeping.)

One of the two appointed Assistant Directors: Student Academic Services is authorised to sign instruments of debt pertaining to study loans granted to students on behalf of the UFS.

4.6 Study records

The Registrar/Director: Student Academic Services, or the Deputy Director: Student Academic Services, are authorised to sign official study records of students on behalf of the UFS.

4.7 Degrees, diplomas or certificates conferred by the UFS

The Registrar/Director: Student Academic Services or the Registrar: Strategic Planning the Rector and the dean of the faculty in which the degree or diploma or certificate is conferred are authorised to sign such a degree, diploma or certificate.

5. Contracts in the domain of the Chief Director: Community Service

5.1 Entering into contracts/agreements that are directly related to the domain of community service, as well as the teaching/learning of the UFS is delegated for joint signing to the Chief Director: Community Service and the Vice-Rector Academic Planning.

- 5.2 Conclusion of contracts/agreements that are directly related to the UFS's fields of community service and research is delegated to the Chief Director: Community Service, and the Vice-Rector: Academic Operations.

6. Signing powers for cheques and electronic fund transfers: list of officers

6.1 First signatories

Chief Director: Operations
Director: Finance
Assistant Director: Finance
Assistant Director: Finance
Assistant Director: Finance
Deputy Director: Finance
Assistant Director: Finance

6.2 Co-signatories

Chief Director: Operations
Director: Finance
Assistant Director: Finance
Assistant Director: Finance
Assistant Director: Finance
Deputy Director: Finance
Assistant Director: Finance
Chief Officer: Finance
Chief Officer: Finance
Assistant Director: Finance

6.3 Cheques to a maximum of R10 000,00

Assistant Director: Finance

7. Signing powers for the making and withdrawal of investments: list of officers

7.1 First signatories

Chief Director: Operations
Director: Finance
Deputy Director: Finance
Assistant Director: Finance
Assistant Director: Finance
Assistant Director: Finance
Assistant Director: Finance
Principal Officer: Retirement Funds

7.2 Co-signatories

Chief Director: Operations
Director: Finance
Deputy Director: Finance
Assistant Director: Finance
Assistant Director: Finance
Assistant Director: Finance
Assistant Director: Finance
Assistant Director: Finance
Principal Officer: Retirement Funds

8. Delegated competencies for purposes of purchasing stock and services, as well as equipment, from council-approved supplies and services allocations

- 8.1 When a purchase has to be made, a requisition must be made out in all cases and signed as follows by two authorised individuals: Each requisition must be approved by the head of department or his/her proxy. Please note that if the approval function is delegated, the responsibility remains with the head of department.
- 8.2 When orders are placed electronically, the levels of approval are as follows:
- 8.3 When the order is placed, any person who is appointed as purchaser, has the authority to approve orders to a value of R10 000,00 per order.
- 8.4 If the value of the order is between R10 000,00 and a maximum of R100 000,00, the order must be approved by the head of Provisioning or his proxy.
- 8.5 If the value of the order is between R100 000,00 and R500 000,00, the order has to be approved by the Assistant Director: Provisioning.
- 8.6 If the value of the order is R500 000,00 or more, the order must be approved by the Director: Finance.
- 8.7 This approval is facilitated by the "Approval Routing" facility which exists on the purchasing system.

09.2 Proposed guidelines: Honorary Professor, Professor Extraordinary, Visiting/Affiliated Professor and Visiting/Affiliated Lecturers (refer to 01.03 of this document)

GUIDELINES – HON PROFESSOR AND AFFILIATED LECTURERS

Approved by Council – November 2008

1) Categories of Professor

	HONORARY PROFESSOR	PROFESSOR EXTRAORDINARY	VISITING / AFFILIATED PROFESSOR / ASSOCIATED PROFESSOR
PURPOSE OF APPOINTMENT/ TASK	Give recognition to people by providing the necessary exposure of the UFS. Deliver at least one lecture per annum	Specific task task e.g. research assignment or lecture over a continuous period	Specific task e.g. reasearch assignment or lectures over a specific time period
TITLE	Professor	Professor	Professor
QUALIFICATIONS	National and International stature in field of study	Academic – highly exceptional or specialised and must also possess extraordinary practical experience in a specific area Meet the academic requirements to be appointed as a professor	Practical highly exceptional, but does not need to comply to the academic requirements to be appointed as a professor
APPOINTMENT PROCEDURE	Head of Department / Dean / Faculty Board / EM / Council No interview to be held	Head of Department/Dean/Faculty Board/EM No interview to be held	Head of Department/Dean/Faculty Board/EM No interview to be held
DURATION	Unlimited, terminate at age of 65 years, if extended thereafter term can be 3 years.	As needed, but not longer than 5 years (Renewable)	Not longer than 3 years (Renewable)
CONTROL	Department and Faculty arrange lecture(s) linked to a department	Head of Department / Dean	Head of Department / Program Coordinator / Dean
MEMBERSHIP	None	Faculty Board	None
CEREMONIES	Yes as professor (delivers inaugural address)	Yes as professor (delivers inaugural address)	Optional
AMOUNT	Very limited	Limited and request must be motivated.	No limitations
REMUNERATION	As agreed within the context of the appointment	As agreed within the context of the appointment	As agreed within the context of the appointment

2) Approved Categories of Professor
(Permanent appointments)

- **Associate Professor**
- **Professor**
- **Senior Professor**
- **Distinghuised Professor**

3) Visiting / Affiliated Lecturers
(Junior Lecturer, Lecturer, Senior Lecturer)

	VISITING /AFFILIATED LECTURERS
PURPOSE OF APPOINTMENT/ TASK	Specific task, e.g. series of lectures (postgraduated course) or a specific research assignment
TITLE	Existing title
QUALIFICATIONS	As applicable to level of appointment
APPOINTMENT PROCEDURE	Head of Department / Dean Faculty Board (In case of Senior Lecturer = EM) No interview to be held
DURATION	According to operational requirements. Normally up to 3 months – in exeptional cases maximum period of a year (renewable)
CONTROL	Head of Department / Program Director / Dean
MEMBERSHIP	None
CEREMONIES	No
AMOUNT	No limitation
REMUNERATION	According to the prescribed UFS remuneration structure, within context of the appointment

**Die Onderrig- en Leerplan
van die
Universiteit van die Vrystaat**

**The Teaching and Learning Plan
of
The University of the Free State**

2009-2012



1. INLEIDING

Die Onderrig- en Leerplan (OLP) verskaf 'n uiteensetting van wat met onderrig, leer en assessering (OLA) aan die Universiteit van die Vrystaat (UV) beoog word en verskaf riglyne oor hoe aan die verwagtings voldoen kan word. Die OLP is van toepassing op voorgraadse onderwys en het tot stand gekom met inagneming van die eksterne konteks, insluitende nasionale onderwysliggame en -owerhede², rigtinggewende nasionale beleide wat onderrig- en leer- en gehaltesdoelstellings³ beïnvloed en die uitkomsgerigte onderrigleer benadering⁴ tot hoër onderwys. In die interne omgewing dien die visie, missie en waardes van die UV, sowel as verbandhoudende institusionele beleide⁵ as vertrekpunt, terwyl die strategiese prioriteite, beliggaam in die Strategieseplan en Transformasieplan rigtinggewend is.

Die doel van hierdie plan is om riglyne vir goeie onderrig- en leerpraktieke aan die UV te voorsien. Om dit te bereik, is die plan daarop gemik om strategiese rigtings aan te dui, doelwitte te stel en besonderhede te verskaf rakende die belangrikste aksies, tydgrense en rolspelers verantwoordelik vir uitnemendheid in onderrig en leer. Vir die doeleindes van hierdie plan word onderrig-uitnemendheid geïnterpreteer as die mate waarin studente in staat gestel word om hulle voorgename akademiese uitkomst te bereik, terwyl leer-uitnemendheid geïnterpreteer word as die mate waarin studente in staat is om hulle voorgename akademiese uitkomst te bereik en toegerus word om:

- akademies uitnemend te word. Dit behels dat die student:
 - 'n sterk sin van akademiese integriteit en wetenskaplikheid ontwikkel;
 - omvattende kennis van hul spesifieke dissipline(s) opdoen;
 - selfgemotiveerd en selfgereguleerd raak, met 'n vermoë om voortdurend hul eie leer te rig;
 - by 'n veranderende omgewing aanpas en verbind word tot lewenslange leer;
 - kritiese denke en besluitneming as deel van die leerproses aanvaar;
 - 'n gepaste vlak van bevoegdheid in taalvaardigheid, lees en skryf, probleemoplossing, kommunikasie en algemene navorsingsaktiwiteite bereik;
 - vaardig raak ten opsigte van inligtings- en kommunikasie-tegnologie;
 - deur middel van verskillende leerervarings kognitiewe en analitiese vaardighede ontwikkel wat buigsaam en oordraagbaar is.
- by kulturele diversiteit aan te pas. Dit behels dat die student:
 - 'n begrip verkry van die sosiale en kulturele diversiteit in ons land;
 - leer om verskillende kulture te waardeer en respekteer.
- 'n aktiewe wêreldburger word. Dit behels dat die student:
 - 'n waardering vir die geheel perspektief op hul gekose dissipline(s) ontwikkel;
 - leer om sosiale verantwoordelikhede te aanvaar;
 - in staat is om effektief as 'n spanleier sowel as 'n spanlid te werk;
 - kennis neem van bestaande sosiale, ekonomiese, politieke en omgewingskwessies;
 - die verbetering en volhoubaarheid van die omgewing aanmoedig;
 - menseregte respekteer, en billikheid en waardes, etiek
 - en etiese standaarde as belangrik ag.

Hierdie gewenste kenmerke van 'n UV-gegradueerde was die sleutels tot die ontwikkeling van die plan.

1. INTRODUCTION

The Teaching and Learning Plan (TLP) gives effect to what is expected of teaching, learning and assessment (TLA) at the University of the Free State (UFS) and provides guidelines as to how these expectations may be met. The TLP applies to undergraduate teaching education and is informed by the external context, including national educational bodies and authorities⁷, national leading policies influencing teaching and learning and quality goals, and the outcomes-based teaching and learning directed approach to higher education. In the internal environment, the vision, mission and values of the UFS, as well as related institutional policies provide the foundation, while the strategic priorities embodied in the Strategic Plan and the Transformation Plan serve as directives.

The purpose of this plan is to provide guidelines for good teaching and learning practices at the UFS. To attain this, the plan aims to outline strategic directions, set goals, and detail the major actions, timelines and role players responsible for attaining excellence in teaching and learning. For the purpose of this plan, teaching excellence, is interpreted to be the extent to which students are enabled to reach their intended academic outcomes, while learning excellence is interpreted as the extent to which students are able to attain their intended academic outcomes and are equipped to become:

- academically excellent. This entails that the student:
 - attains a strong sense of academic integrity and scholarship;
 - acquires a comprehensive knowledge of their specific discipline(s);
 - becomes self-motivated and self-regulated, with an ability to continually direct their own learning;
 - adapts to a changing environment and becomes committed to lifelong learning;
 - accepts critical thinking and decision making as part of the learning process;
 - attains an appropriate level of competence in language proficiency, reading and writing, problem solving, communication and broad research activities;
 - becomes skilled in information and communication technologies;
 - develops cognitive and analytical skills that are flexible and transferable through various learning experiences.
- adjusted to cultural diversity. This entails that the student:
 - acquires an understanding of the social and cultural diversity in our country;
 - learns to value and respect different cultures.
- an active global citizen. This entails that the student:
 - acquires an appreciation of the global perspective on their chosen discipline(s);
 - learns to accept social responsibilities;
 - is able to work effectively as both a team leader and a team member;
 - takes cognisance of existing social, economic, political and environmental issues;
 - encourages the improvement and sustainability of the environment;
 - respects human rights, attaches importance to equity and values, ethics and ethical standards.

These desired attributes of a UFS graduate were keys to the development of the plan.

² Raad op Hoër Onderwys (RHO) en die Hoëronderriggehaltekomitee (HOGK).
³ Die Wet op Hoër Onderwys, Wet 101 van 1997, Die Suid-Afrikaanse Kwalifikasie-owerheid (SAKO) daargestel ingevolge artikel 3 van die Wet op Suid-Afrikaanse Kwalifikasie-owerhede 1995 (Wet no. 58 van 1995), die Nasionale Kwalifikasieraamwerk (NKR), artikel 5 (1) (a) (ii) van die Wet op SAKO's.
⁴ Die Staatskoerant (15 Augustus 1997, par. 2.5 en 2.6).
⁵ Onderrigleerbeleid, Assesseringsbeleid, Gehalteversekeringsbeleid, Erkenning van Voorafleerbeleid, die Beleid oor Meesters- en Doktorsale Studie, die Taalbeleid en die Samelewingsdiensbeleid.
⁷ Council on Higher Education (CHE) and the Higher Education Quality Committee (HEQC).

2. AGTERGROND VAN DIE ONDERRIG- EN LEERPLAN

Gekonfronteer met nuwe eise, beide ekstern en intern, aan die opvoedkundige funksies van die UV, is die doel van hierdie plan om voorsiening te maak vir verskeie onderrig- en leerverwante kwessies wat stellig aangespreek moet word om konstruktief op te tree in reaksie op die vereistes van die Suid-Afrikaanse Regering, die Raad op Hoër Onderwys (RHO), die Hoëronderriggehaltekomitee (HOGK), huidige en voornemende studente en werkgewers, en ander belanghebbendes.

Die behoefte om inisiatiewe wat onderrig en leer bevorder te identifiseer ten einde studente te ondersteun om akademiese sukses te behaal is nou meer dringend as ooit vantevore. Genoodsaak deur toenemende toegang tot hoër onderwys en die erns van die probleem van dalende retensie- en deurvloeiende word akademiese gekonfronteer met die uitdaging om op die leerbehoefes van studente te reageer. Ten einde verantwoordelik te wees, het dit noodsaaklik geword om proaktief eerder as reaktief te funksioneer ten opsigte van die daarstelling van leeromgewings wat effektiewe leer aanmoedig. Om hierdie rede is die fokus van die OLP primêr op die daarstelling van innoverende en volhoubare onderrig- en leerbeginsels in 'n tydperk van vinnige veranderinge in die Suid-Afrikaanse hoëronderrigsektor. Die plan se fokus is dus op aksies en ingryping met die oog op bereiking van uitnemendheid in onderrig wat tot gehalte in leer sal lei.

Die OLP is ontwikkel deur die Viserektor: Akademiese Beplanning en die Hoof: Onderrig, Leer en Assesering, sowel as 'n groep akademiese personeel met ondervinding van en aktief in onderrig. Die Plan is hierna deur die Onderwyskomitee beoordeel. Die Universiteit se Akademiese Beplanningseenheid is verantwoordelik daarvoor om die universiteitsgemeenskap in die implementering van hierdie plan te ondersteun. Dit behels die ontwikkeling van stelsels om die plan te implementeer op wyses wat belyning tussen die plan en bestuursriglyne, strategiese inisiatiewe van fakulteite en onderrig- en leerpraktieke op programvlak tot gevolg sal hê. Hierdie belyning is die sleutel tot effektiewe gehalteverbetering in hoër onderwys. Ten einde sodanige belyning te bereik is 'n duidelike standpunt oor wat gehalte-onderrig en -leer behels nodig om die proses te rig. 'n Aanwyser van gehalte in onderrig wat vorm kan gee aan inisiatiewe om studente se leer te verbeter, is studente se terugvoering oor hulle ervarings ten opsigte van onderrig en leer. Dit is hierdie onderbou wat die samehang binne en tussen strategieë, aksieplanne en prosesse dwarsoor die Universiteit sal voorsien om die implementering van hierdie onderrig- en leerplan te fasiliteer.

2.1 INTERNE RIGTINGGEWERS

Gebaseer op die volgende drie institusionele dokumente wat as interne rigtinggewers dien, is die plan belynd met die strategiese prioriteite, die institusionele waardes en onderrig- en leerbenaderings wat in hierdie dokumente ingesluit is sodat die doel van die plan nagestreef kan word, en die aksies daarin vervat, uitgevoer kan word.

2.1.1 Die Onderrigleer- en Asseseringsbeleid van die UV

Die Onderrigleerbeleid van die UV beskryf die Universiteit se onderrigleer-etos en verduidelik hoe dit uitgevoer word. In die strewende om die waardes van die UV te verwesenlik, plaas die beleid 'n hoë premie op die handhawing en bevordering van hoë akademiese standaarde, etiek en billikheid in onderrig- en leeraktiwiteite. Die oorkoepelende doel van hierdie beleid, naamlik om te streef na uitnemendheid in onderrigleerpraktieke aan die UV ten einde studenteleer te optimaliseer, beklemtoon die rigtinggewende verband tussen die beleid en die onderrig- en leerplan. Met beide genoemde beleide word daarna gestrewe om 'n grondslag en raamwerk vir optrede en beste praktyk ten opsigte van onderrigleer en assessering daar te stel, wat sal verseker dat:

- studente die vaardighede ontwikkel om te kontekstualiseer, argumenteer en redeneer, en om navorsing te doen;
- programlewering die begeerte by studente kweek, om te leer asook die aktiewe ontwikkeling van kritiese denkvaardighede,

2. BACKGROUND TO THE TEACHING AND LEARNING PLAN

Faced with new demands, both externally and internally, on the educational functions of the UFS, this plan aims to provide for several teaching and learning-related issues that must be addressed to act constructively in response to the requirements of the South African Government, the Council on Higher Education (CHE), the Higher Education Quality Committee (HEQC), current and prospective students and employers, and other stakeholders.

The need to identify teaching and learning enhancement initiatives to support students to reach academic success is more urgent now than ever before. Compelled by increasing access to higher education and the gravity of the problem of declining retention and throughput rates, academics are challenged to respond to the learning needs of students. In order to be accountable, it has become crucial to function proactively rather than reactively in creating teaching environments that encourage effective learning. Hence the TLP primarily focuses on establishing innovative and sustainable teaching and learning principles in a period of rapid change in the South African higher education sector. The focus of the plan is thus on action and interventions to achieve excellence in teaching that will lead to quality in learning.

The TLP was developed by the Vice-Rector Academic Planning and the Head: Teaching, Learning and Assessment, as well as a group of academic staff experienced and active in teaching. The plan was then reviewed by the Education Committee. The University's Academic Planning Unit is responsible for supporting the university community in implementing this plan. This involves the development of systems to implement the plan in ways that will effect alignment between the plan and management directives, faculty strategic initiatives and teaching and learning practices at programme level. This alignment is the key to effective quality improvement in higher education. To achieve such alignment, a clear standpoint on what constitutes quality teaching and learning is required to steer the process. An indicator of quality in teaching, that can inform initiatives to improve students' learning, is students' feedback on their experiences of teaching and learning. It is this foundation that will provide the coherence within, and between, strategies, action plans and processes across the University to facilitate the implementation of this teaching and learning plan.

2.1 INTERNAL DIRECTIVES

Based on the following three institutional documents, which serve as internal directives, the plan will align itself with the strategic priorities, the institutional values and teaching and learning approaches included in these documents in order for the plan to pursue its purpose and execute its actions.

2.1.1 The Teaching-Learning and Assessment Policy of the UFS

The Teaching-learning Policy of the UFS defines the University's teaching-learning ethos and clarifies how this is enacted. In striving to attain the values of the UFS, the policy places a high premium on maintaining and enhancing high academic standards, ethics and equitability in teaching and learning activities. The overarching aim of this policy, which is to strive for excellence in teaching-learning practices at the UFS in order to optimise student learning, emphasises the directive link between the policy and the teaching and learning plan. Both mentioned policies strive to establish the basis and framework for conduct and best practice related to teaching-learning and assessment, which will ensure that:

- students develop the skills to contextualise, argue and reason, and to conduct research;
- programme delivery inculcates in students the desire to learn, and promotes active development of critical thinking skills,

besluitnemingsvaardighede en ondersoekende denke, d.w.s. weetgierheidsgedrewe leer bevorder;

- studente in hulle leer gelei en ondersteun word ten einde akademiese uitnemendheid te bereik;
- onderrigleer deur middel van akademiese programme van hoë gehalte plaasvind, en programme en modules effektief en doeltreffend ontwikkel en geïmplementeer word;
- die belangrikheid van 'n sistematiese benadering tot die gehalte van programme erken word, sowel as dat verseker word dat hulle geskik is vir hulle doel.
- akademië in hulle onderrigleerpraktiek ondersteun word;
- daar aan HOGK-kriteria vir onderrig, leer en assessering (beide programakkreditasie en institusionele oudit) voldoen word;
- standaarde en vereistes van tersaaklike professionele/bedryfsrade nagestreef word;
- die kritiese lees- en skryfvaardighede van studente, as 'n fundamentele deel van akademiese aktiwiteite ontwikkel, ondersteun en bevorder word.

Onderrigleeraktiwiteite aan die UV vind primêr plaas binne akademiese programme gebaseer op 'n uitkomsgerigte benadering wat studente lei om spesifieke uitkomst te bereik. Soos in die Onderrigleerbeleid gestipuleer, streef die UV daarna om 'n leergesentreerde onderrigleeromgewing te bevorder. 'n Leergesentreerde benadering is een waar nie net die dosente en studente nie, maar alle afdelings en aktiwiteite van die instelling saamwerk om 'n leergemeenskap daar te stel wat 'n verdieping van insig en 'n verbreding van perspektief met betrekking tot leer en die toepassing daarvan bevorder. Hierdie leergesentreerdheid is gebaseer op die idee dat studente beter leer as hulle aktief by hulle leer betrokke is, eerder as dat hulle passiewe ontvangers van oorgedraagde inligting en/of kennis is. 'n Leergeoriënteerde kultuur wat erkenning gee aan individuele studenteleer-style en diversiteit en wat op aktiewe leer en studentebetrokkenheid fokus met die doel om diepgaande leeruitkomst te bereik en studente op lewenslange leer voor te berei, word as die ideaal gesien. Effektiewe leer behels die betrokkenheid van studente as aktiewe deelnemers aan die leerproses, terwyl erken word dat alle leer 'n ingewikkelde onderlinge wisselwerking tussen aktiewe en reseptiewe prosesse, die konstruksie van betekenis deur die student en leer saam met en van ander moet behels. Die doel waarna gestreef word in die OLP is om 'n effektiewe onderrigleeromgewing te skep deur:

- aktiewe betrokkenheid by en verbintenis van studente tot die leerproses aan te moedig deur weg te beweeg van eenrigtinglewering van inhoud na toenemende interaksie;
- gebruik te maak van 'n verskeidenheid innoverende programleweringsmetodes en -strategieë, soos betrokke leer, samewerkende leer, ervaringsleer, probleemgebaseerde leer, reflektiewe leer, samelewingsdiensleer, brongebaseerde leer, e-leer, groepwerk en gerigte selfstudie wat diepgaande lewenslange leer bevorder;
- studente bloot te stel aan hoëvlakuitdagings wat die standaard van verwagte prestasie sal verhoog;
- duidelikheid van fokus deur kort- en langtermyn doelstellings op elke stadium van die onderrigleerproses te verseker, sowel as duidelik geartikuleerde uitkomst wat konstruktief op 'n gekontekstualiseerde en geïntegreerde wyse met deurlopende evaluering bely is;
- buigsame en uitgebreide geleenthede vir alle studente te voorsien om sukses te behaal;
- samelewingsdiensleer te bevorder wat lei tot samewerkende en wedersydse verkryging van bevoegdheid ten einde kruiskulturele interaksie en sosiale ontwikkeling te verseker;
- 'n infrastruktuur en fisiese fasiliteite van 'n hoë gehalte te voorsien om innoverende onderrigmetodes te bevorder wat 'n betrokke en gemengde onderrigleerbenadering ondersteun;
- die leeromgewing deur middel van diversiteit te verryk deur multikulturaliteit op 'n verantwoordelike wyse in ag te neem wat daarna streef om 'n waardering vir diversiteit te kweek, onderlinge respek te bou en kruiskulturele leerervarings te bevorder wat studente aanmoedig om insig in en waardering vir verskille te toon.

decision-making skills and an enquiring mind, i.e. curiosity-driven learning;

- students are guided and supported in their learning to achieve academic excellence;
- teaching-learning takes place through academic programmes of high quality, and programmes and modules are effectively and efficiently designed and delivered;
- the significance of a systematic approach to the quality of programmes and ensuring their 'fitness for purpose' is acknowledged;
- academics are supported in their teaching-learning practice;
- HEQC criteria for teaching, learning and assessment (both programme accreditation and institutional audit) are adhered to;
- standards and requirements of relevant professional/industrial councils are pursued;
- the critical reading and writing skills of students are developed, supported and advanced as a fundamental part of academic activities.

Teaching-learning activities at the UFS primarily take place within academic programmes based on an outcomes-directed approach that guide students to attain specific outcomes. As stipulated in the Teaching-learning Policy, the UFS strives to promote a learning-centred teaching-learning environment. A learning-centred approach is one in which not only lecturers and students, but all sections and activities of the institution work together to establish a learning community that promotes a deepening of insight and a broadening of perspective with regard to learning and the application thereof. This learning-centredness is based on the notion that students learn better when they are actively engaged in their learning rather than when they are passive recipients of transmitted information and/or knowledge. A learning-oriented culture that acknowledges individual student learning styles and diversity, and focuses on active learning and student engagement, with the objective of achieving profound learning outcomes and preparing students for lifelong learning is seen as the ideal. Effective learning entails the engagement of students as active participants in the learning process, while acknowledging that all learning must involve a complex interplay of active and receptive processes, the constructing of meaning by the student, and learning with and from others. The TLP aims to create an effective teaching-learning environment, by:

- encouraging students' active involvement and engagement in the learning process by moving away from one-way content delivery to increasing interaction;
- utilising a variety of innovative programme delivery methods and strategies, such as engaged learning, collaborative learning, experience-based learning, problem-based learning, reflective learning, community service learning, resource-based learning, e-learning, group work and directed self-study, which serve to advance profound lifelong learning;
- exposing students to high-level challenges that will raise the standard of expected performance;
- ensuring clarity of focus through short-term and long-term aims at every stage of the teaching-learning process, as well as clearly articulated outcomes that are constructively aligned with continuous assessment in a contextualised and integrated manner;
- providing flexible and expanded opportunities for all students to achieve success;
- promoting community service learning that leads to collaborative and mutual acquisition of competencies in order to ensure cross-cultural interaction and societal development;
- providing an infrastructure and physical facilities of a high quality to promote innovative teaching methods that support an engaged and blended teaching-learning approach;
- enriching the learning environment through diversity by taking multiculturalism into account in a responsible manner that seeks to foster an appreciation of diversity, build mutual respect and promote cross-cultural learning experiences that encourage students to display insight into and appreciation of differences.

Die Onderrigleerbeleid beklemtoon verder dat van akademië verwag word om aktief betrokke te wees by beide die generering van nuwe kennis (navorsing) en die ontsluiting van kennis (onderrig). Die wisselwerking tussen die twee is 'n noodsaaklike onderdeel van gehalteversekering en wetenskaplikheid ten opsigte van onderrig en leer aan die UV. Die UV erken dat hoë gehalte akademiese aktiwiteite ingeligte personeel wat op 'n gepaste wyse opgelei is, geskikte ondersteuning en dienste en genoegsame hulpbronne dwarsoor die hele Universiteit vereis. Akademië word ook aangemoedig om hulle onderrig- en opleidingsvaardighede voortdurend op te skerp deur aktiewe deelname aan hoëronderrigontwikkelings- en ondersteuningsaktiwiteite ten einde hulle vlak van hoëronderrigkundigheid te verhoog en op die hoogte te bly van hoëronderrigbeleid en -vereistes, sowel as die jongste ontwikkelings ten opsigte van opvoedkundige benaderings, metodes en tegnieke.

2.1.2 Die Strategieseplan van die UV

Die UV se Strategieseplan beklemtoon die voortdurende strewe na gehalte en uitnemendheid wat die akademiese kernfunksie wat op onderrig en leer inwerk en dit omsluit. Gehalte en uitnemendheid behels 'n voortdurende siklus van beplanning, aksie, evaluering en verbetering. Teen hierdie agtergrond is die kontekstualisering van gehalte en gehalteversekering aan die UV belangrik en word hoë prioriteit daaraan in die OLP verleë. Die volgende strategiese prioriteite, wat vir die OLP tersaaklik is, is geïdentifiseer, naamlik om:

- onderrigmetodes te diversifiseer ten einde voorsiening te maak vir studentediversiteit deur die implementering van 'n oopleerplan vir aanbiedings op en van die kampus af (gebruik van nuwe modusse van leer, nuwe onderrig-/leertegnologieë, buigsame leergeleenthede);
- 'n strategiese raamwerk vir e-leer te finaliseer;
- kultuursensitiewe programinhoud, leer en assessering te bevorder;
- innoverende onderrigmetodes te ontwikkel wat tot beter akademiese integrasie van die studentekorps in 'n parallelmedium-omgewing sal lei;
- oorsaaklike faktore vir swak studenteprestasie te ondersoek.

Die uitkoms of realisering van hierdie prioriteite met hulle gepaardgaande doelstellings, strategieë en aksies word in die OLP aangespreek.

2.1.3 Die Transformasieplan

Die Transformasieplan het ten doel om transformasie aan die UV uit te brei en te versnel. Die plan onderskryf die visie van die UV om 'n uitnemende, billike en innoverende universiteit te wees. As deel van die transformasiepadkaart, spreek hierdie plan uitdaging/doelstelling 5.4 en projek 3.1.1 van die goedgekeurde Transformasieplan aan, naamlik om studenteprestasie deur innovering in onderrig en leer te verbeter. Dit behels primêr die responsiwiteit/relevansie van die UV in terme van onderrig-/leermetodes. Die strategieë wat ten opsigte van hierdie plan deur die Transformasieplan geprojekteer word, is om opnuut aandag te gee aan bestaande onderrigmodelle en, waar nodig, bestaande onderrigmodelle te hersien of nuwe innoverende onderrigmodelle te ontwerp wat die prestasie van 'n diverse studentekorps (hulle studiebehoefes en leerstyle) sal verbeter, onder andere deur:

- kultuursensitiewe leerfasilitering en assessering (kyk Strategie 23.1);
- die voorstel van strategieë en aksies om bestaande modelle verder uit te rol of nuwe en/of komplementerende modelle te implementeer (kyk Strategie 23.2);
- versnelling van die implementering van die oopleerplan vir aanbiedings op die kampus en van die kampus af ten einde voorsiening te maak vir 'n wyer verskeidenheid van studente, d.w.s. deur gebruik te maak van nuwe onderrigmodusse, nuwe onderrig-/leertegnologieë, buigsame leergeleenthede (kyk Strategie 24);
- sistematiese en gereelde opleiding van alle dosente in onderrig- en leermetodologieë en taalvaardighede te verseker, veral in die konteks van multikulturaliteit (kyk

The Teaching-Learning Policy further emphasises that academics are expected to be actively involved in both the generation of new knowledge (research) and the unlocking of knowledge (teaching). The interplay between the two is a necessary part of ensuring quality and scholarship with regard to teaching and learning at the UFS. The UFS acknowledges that high-quality academic activities require informed and appropriately trained staff, suitable support and services, and sufficient resources across the entire University. Academics are also encouraged to continually hone their teaching and training skills through active participation in higher education development and support activities to increase their level of higher education expertise and to stay informed about higher education policy and requirements, as well as the latest developments with regard to educational approaches, methods and techniques.

2.1.2 The Strategic Plan of the UFS

The UFS's Strategic Plan emphasises the continuous quest for quality and excellence that should permeate and overarch the academic core function of teaching and learning. Quality and excellence involve a continuous cycle of planning, acting, evaluation and improvement. Against this background, the contextualisation of quality and quality assurance at the UFS is important and receives high priority in the TLP. The following strategic priorities, relevant to the TLP, were identified, namely to:

- diversify teaching methods to provide for student diversity through the implementation of an open-learning plan for on- and off-campus presentations (use of new modes of learning, new teaching/learning technologies, flexible learning opportunities);
- finalise a strategic framework for e-learning;
- promote culture-sensitive programme contents, learning and assessment;
- develop innovative teaching models which will lead to better academic integration of the student body in a parallel-medium environment;
- investigate causative factors for poor student performance.

The outcome or realisation of these priorities with their accompanying goals, strategies and the actions are addressed in the TLP.

2.1.3 The Transformation Plan

The Transformation Plan is aimed at extending and accelerating transformation at the UFS. The plan endorses the **vision** of the UFS, which is to be an excellent, equitable, and innovative university. As part of the transformation roadmap, this plan addresses Challenge/Goal 5.4 and Project 3.1.1 of the approved Transformation Plan, namely to enhance student performance through innovation in teaching and learning. It primarily entails the responsiveness/relevance of the UFS in terms of teaching/learning methods. The strategies projected by the Transformation Plan concerning this plan are to revisit and, where necessary, revise existing and/or devise new innovative teaching model(s) that will enhance the performance of a diverse student body (their study needs and learning styles) by, *inter alia*:

- promoting culturally sensitive learning facilitation and assessment (see Strategy 23.1);
- proposing strategies and actions to further roll out existing models or implement new and/or complementary models (see Strategy 23.2);
- accelerating the implementation of the open-learning plan for on-campus and off-campus offerings to make provision for a broader range of students, i.e. making use of new modes of learning, new teaching/learning technologies, flexible learning opportunities (see Strategy 24);
- ensuring systematic and regular training of all lecturers in teaching and learning methodologies and language skills, especially in the context of multiculturalism (see Strategy 25).

Hierdie geprojekeerde strategieë van die Transformasieplan is binne die OLP geposisioneer.

Elkeen van die genoemde drie dokumente dien as 'n interne voorskrif wat 'n unieke impak op die plan het. Die Onderrigleerbeleid van die UV omskryf die Universiteit se onderrigleer-etos en maak die duidelik hoe dit uitgevoer word. Die UV se Strategieseplan beklemtoon die voortdurende strewe na gehalte, uitnemendheid en wetenskaplikheid wat die akademiese kernfunksie van onderrig/leer behoort te deurdring en oorkoepel, terwyl die Transformasieplan (uitdaging/doelstelling 5.4 en projek 3.1.1) die verbetering van studenteprestasie deur innovering in onderrig en leer beklemtoon.

2.2 EKSTERNE RIGTINGGEWERS

Die eksterne konteks vir onderrig en leer aan die Universiteit word sterk beïnvloed deur belangrike ontwikkelings gedurende die afgelope jaar. Dit is die HOGK-oudit, programhersiening, die Onderrigontwikkelingstoekenning en die dwingende behoefte om diversiteit op 'n meer suksesvolle wyse te akkommodeer. Ten einde ons posisie as 'n voorsiener van hoëgehalte voorgraadse en nagraadse onderrig te handhaaf en verbeter, beoog die UV om 'n raamwerk vir 'n doeltreffende gehalteversekeringsstelsel te voorsien (kyk die Gehalteversekeringsbeleid). Tersaaklik vir die OLP is die daarstelling en ontwikkeling van 'n gehalteversekeringskultuur wat, onder andere, die voortdurende versekering en verbetering van die gehalte van onderrig en leer in en van programme aan die UV op 'n sikliese basis insluit. Wanneer dit gaan oor gehalte in hoër onderwys, is dit belangrik om ook erkenning te gee aan die HOGK as 'n gehalteversekeringsliggaam waaraan die UV onderworpe is.

Met die oog hierop neem die OLP die HOGK-ouditverslag se aanbevelings rakende onderrig in ag en beskou dit as rigtinggewers ten einde in reaksie op eksterne oproepe tot verantwoordbaarheid op te tree. Die relevante aanbevelings in die verslag voorsien 'n sintese van die voorgenome inisiatiewe en koppel dit aan die verwagtings wat in die OLP geartikuleer word. Dit behels hersiening van die rol en effektiwiteit van die strukture verantwoordelik vir die organisering en gehalte van onderrig en leer en om, in die lig van hierdie hersiening:

- strukture te ontwikkel wat die konsekwente toepassing van die onderrigleerbeleid ondersteun;
- goeie onderrig- en leerpraktyke te dissemineer;
- die gehaltebestuurstelsel wat verantwoordbaarheid en akademiese integriteit integreer, uit te brei (kyk Aanbevelings 7 en 8);
- akademiese personeel in die ontwikkeling van hulle akademiese programme te ondersteun (kyk Aanbeveling 9);
- die programkurrikulum te ondersoek in terme van
 - inhoud,
 - belyning van die kurrikulum met die doel van die program;
 - uittreevlakuitkomst en assesseringskriteria, en die insluiting van generiese vaardighede as spesifieke uitkomst van die program (kyk Aanbeveling 10);
- die beste gebruik van verskillende onderrigmetodes te oorweeg om studentesukses en integrasie te verseker; en
- die uitwerking wat gemengde leer op die effektiwiteit van onderrig en leer en, veral, op die ontwikkeling van 'n multikulturele kampus het, te monitor (kyk Aanbeveling 11).

3. FORMAAT VAN DIE ONDERRIG- EN LEERPLAN

Die OLP is georden rondom die drie strategiese rigtings wat die drie breë areas is wat die verwesenliking van die rigtinggewers wat deur die interne en eksterne omgewings geïdentifiseer is insluit. Hierdie strategiese rigtings (4.1, 4.2 en 4.3) word kortliks beskryf, getabuleer en uitgebrei tot doelstellings wat bereik moet word (dubbeldesimale), strategieë (a, b, c, ens.) wat hierdie doelstellings kan help bereik, sowel as 'n stel aksies (i, ii, iii, ens.) wat die aksies aandui wat uitgevoer moet word om vorm aan implementering te gee. **Maatstawwe van vordering**

These projected strategies of the Transformation Plan are positioned within the TLP.

Each of the three documents mentioned that serves as an internal directive has a unique impact on the plan. The Teaching-Learning Policy of the UFS defines the University's teaching-learning ethos and clarifies how this is enacted. The UFS's Strategic Plan emphasises the continuous quest for quality, excellence and scholarship that should permeate and overarch the academic core function of teaching/learning, while the Transformation Plan (Challenge/Goal 5.4 and Project 3.1.1) emphasises the enhancement of student performance through innovation in teaching and learning.

2.2 EXTERNAL DIRECTIVES

The external context for teaching and learning at the University is strongly influenced by major developments during the past year. These are the HEQC audit, programme reviews, the Teaching Development Grant and the insistent need to accommodate diversity more successfully. To maintain and enhance its position as a provider of high-quality undergraduate and postgraduate teaching, the UFS aims to provide a framework for an efficient quality assurance system (see the Quality Assurance Policy). Relevant to the TLA is the establishment and development of a quality assurance culture which includes, among others, the continuous assurance and improvement of the quality of teaching and learning in and of programmes at the UFS on a cyclic basis. In dealing with quality in higher education, it is important to also recognise the HEQC as quality-assurance body which the UFS is subject to.

With a view to this, the TLP takes account of the HEQC Audit Report recommendations regarding teaching and sees them as directives for acting in response to external calls for accountability. The relevant recommendations in the report provide a synthesis of the intended initiatives and link the expectations articulated in the TLP. This involves reviewing the role and effectiveness of the structures responsible for the organisation and quality of teaching and learning and, in the light of this review, to:

- develop structures that support the consistent application of the teaching-learning policy;
- disseminate good teaching and learning practices;
- extend the quality-management system that integrates accountability and academic integrity (see Recommendations 7 and 8);
- support academic staff in the design of their academic programmes (see Recommendation 9);
- interrogate the programme curriculum in terms of
 - content,
 - alignment between the curriculum and the purpose of the programme,
 - exit-level outcomes and assessment criteria, and the inclusion of generic skills as specified outcomes of the programme (see Recommendation 10);
- consider the best blend of teaching methods to ensure student success and integration; and
- monitor the effect blended learning has on the effectiveness of teaching and learning and, particularly, on the development of a multicultural campus (see Recommendation 11).

3. FORMAT OF THE TEACHING AND LEARNING PLAN

The TLP is organised around three strategic directions, which are three broad areas that address the realisation of the directives identified by the internal and external environments. These strategic directions (4.1, 4.2 and 4.3) are briefly described, tabled, and extended into goals to be achieved (double decimals), strategies (a, b, c, etc.) which can assist in realising these goals, with the addition of a set of actions (i, ii, iii, etc.) that indicate the actions to be taken to inform implementation. Measures of progress (bullets, •), the extent to which the goals are achieved,

(koeëltjies,•), die mate waarin die doelstellings bereik is, **rolspelers** (koeëltjies,•), **spertye** (koeëltjies,•), **hulpbronne** (koeëltjies, →) en **vyf sleutelprestasie-aanwysers deur middel waarvan die onderrig- en leerprestasie van die OLP gemonitor en geëvalueer sal word, word uitgestippel** (kyk Tabelle aan die einde).

4. STRATEGIESE RIGTINGS

Voortvloeiend uit die interne en eksterne rigtinggewers, is die strewe met die onderrig- en leerplan om die basis en raamwerk vir gedrag en goeie praktyk daar te stel ten einde uitnemendheid in onderrig te bereik wat suksesvolle studenteleer tot gevolg het. Verbetering van onderrig, leer en assessering is derhalwe 'n fundamentele en dringende strategiese rigting vir die versekering van billikheid ten opsigte van toegang, deurvloei en sukses van studente. Verklarings van voorneme sal in die konteks van hierdie raamwerke gemaak word en sal put uit die Universiteit se strategiese prioriteit – die voortdurende strewe na gehalte en uitnemendheid wat OLA as kernfunksie deurdring en oorkoepel. Die gevolglike strategiese rigtings is om:

- studente se leer te bevorder;
- **gehalte in onderrig te verbeter; en**
- die UV se waardering vir uitnemendheid in onderrig uit te brei.

Elke strategiese rigting word deur 'n reeks doelstellings, strategieë en aksies ondersteun.

4.1 BEVORDERING VAN STUDENTE LEER

Die verbetering van studente se akademiese prestasie ten einde studentesukses en graadbehalingskoerse te verbeter is gesetel in voorsiening van gehalte onderrig en die algemene akademiese ervaring van studente. Doelstellings wat geïdentifiseer is ten einde studente prestasie te verbeter, is:

- voorsiening van 'n hoëgehalte-, leergesentreerde ervaring aan die UV;
- verhoging van studentebetrokkenheid by die leerproses;
- insameling en reaksie op studentet terugvoering rakende onderrig.

Elkeen van hierdie doelstellings sal kortliks in die volgende paragrawe verduidelik word.

4.1.1 Voorsiening van 'n hoëgehalte-, leergesentreerde ondervinding aan die UV ten einde studentetensie-, sukses- en deurvloei koerse te verbeter

Aansienlike veranderinge in hoër onderwys het oor die laaste dekade na vore gekom, wat 'n skielike toename in onderrigbenaderings tot gevolg gehad het, wat nie net studentgesentreerd nie maar ook leergesentreerd is. Dit behels 'n leergeoriënteerde kultuur wat individuele studenteleerstyle erken en fokus op interaktiewe leer en studentebetrokkenheid, met die doel om meer diepgaande leernut uit te haal te bereik wat studente vir lewenslange leer voorberei. Daarbenewens het die onderrigleerbeleid van die UV 'n noemenswaardige wegbeweeg van die bestaande dosentgesentreerde praktyke na leergesentreerde praktyke meegebring. Die UV se OLP beskou dus nie net studentgesentreerde leer nie, maar leergesentreerde leer as sy primêre mandaat. Vorms van leergesentreerdheid sluit, onder andere, in: reflektiewe onderrig en leer (studente dink na oor hulle leervordering), brongebaseerde (die gebruik van 'n wye reeks gedrukte, nie-gedrukte en menslike hulpbronne in die leerproses) en probleemgebaseerde leer (studente soek oplossings vir reële probleme). Die sukses van hierdie leergesentreerde onderrigbenaderings hang af van die studente se vlak van aktiewe betrokkenheid by die leerproses. Om hierdie rede bou die OLP ook voort op die konsep van "studentebetrokkenheid", waarvolgens die hele kampusomgewing beskou word as die

role players (bullets,•), timelines (bullets,•), resources (bullet, →) and five key performance indicators by which the teaching and learning performance of the TLP will be monitored and evaluated are outlined (see Tables at the end).

4. STRATEGIC DIRECTIONS

Resulting from the internal and external directives, the teaching and learning plan strives to establish the basis and framework for conduct and best practice to reach excellence in teaching that brings about successful student learning. Improvement of teaching, learning and assessment is thus a fundamental and urgent strategic direction to ensure equity in access, throughput and success of students. Statements of intent will be made in the context of these frameworks and will draw on the University's strategic priority – the continuous quest for quality and excellence that permeates and overarches TLA as core function.

The resulting strategic directions are to:

- enhance student learning;
- improve quality teaching; **and**
- extend the UFS's valuing of excellence in teaching.

Each strategic direction is supported by a series of goals, strategies and actions.

4.1 ENHANCEMENT OF STUDENT LEARNING

The enhancement of students' academic performance to improve student success and graduation rates is rooted in quality educational provision and the overall student academic experience. Goals identified to enhance student academic performance are:

- provision of a high-quality, learning-centred experience at the UFS;
- increasing student engagement in the learning process;
- collecting and responding to student feedback on teaching.

Each of these goals will be explained briefly in the following paragraphs.

4.1.1 Provision of a high-quality, learning-centred experience at the UFS to improve student retention, success, and throughput rates

Considerable changes in higher education have emerged over the last decade, which resulted in a sudden increase in educational approaches that are not only student-centred but also learning-centred. This entails a learning-oriented culture that acknowledges individual student learning styles and focuses on interactive learning and student engagement, with the objective of achieving more profound learning outcomes that prepare students for lifelong learning. Furthermore the teaching-learning policy of the UFS marked a significant departure from existing teacher-centred practices to learning-centred practices. The UFS TLP thus sees not only student-centred learning but learning-centred learning as its primary mandate. Forms of learning-centredness include, among others, reflective teaching and learning (students reflect on their learning progress), resource-based (the use of a wide range of print, non-print and human resources in the learning process) and problem-based learning (students seek solutions to real world problems). The success of these learning-centred educational approaches depends on the students' level of active engagement in the learning process. For this reason the TLP also builds on the concept of "student engagement", according to which the entire campus environment is regarded as having the potential to enhance the teaching-learning

potensiaal te hê om die onderrigleerervaring van studente te verbeter. Strategieë wat kan meehelp om hierdie doel te bereik is om:

- studente se akademieseprestasievaardighede te optimaliseer, gegee dat leer deur ondervinding en betrokkenheid ondersteun word; en
- omvattende studenteleerondersteuning te voorsien.

4.1.2 Vermeerdering van studentebetrokkenheid by die leerproses

Studente leer beter as hulle aktief by hulle leer betrokke is, eerder as dat hulle passiewe ontvangers van oorgedraagde inligting en/of kennis is. Dit het van kritieke belang geword om studente wat nie ten volle op die eise van hoër onderwys voorberei is nie en studente word wat die risiko loop om in hulle vordering deur hoër onderwys te misluk, suksesvol te ondersteun. Hierbenewens behoort die UV kruiskulturele betrokkenheid van studente aan te moedig sodat hulle 'n begrip van kulturele diversiteit 'n 'n gevoel van behoort ontwikkel en vervreemding veroorsaak deur kulturele verskille verminder. Die vermenging van aktiewe en interaktiewe leer, konstruktiewe en koöperatiewe leer en uitgebreide eweknie- en fasiliteerderversterking mag meer effektiewe leer by die ondervoorbereides fasiliteer en uiteindelik tot beter retensie- en deurvloeiakoerse aan die UV lei. Daar is dus prominensie in die OLP verleen aan studentebetrokkenheid en die positiewe uitkoms wat betrokkenheid het ten opsigte van die prestasie van ondervoorbereide studente en studente wat voorberei is maar die risiko loop om te misluk.

'n Betrokkeleer-program vorm deel van die OLP en is daarop gemik om akademiese personeel te help om hulle studente te help om meer betrokke te raak by die leerproses met gevolglike meer aktiewe leer aan die kant van studente. Hierdie inisiatief het nie net voortgevoel uit die feit dat die NKR die betekenisvolle belangrikheid van vaardighede en bevoegdhede en die assessering van waarneembare uitkomstes-beklemtoon nie, maar het ook ten doel om die behoefte om retensie- en deurvloeiakoerse aan die UV te verbeter aan te spreek. Die program behels die toekenning van klein toelae aan akademiese personeel om hulle te help om, in modules wat hulle onderrig, innoverende onderrig- en assesseringstrategieë te ontwikkel om dissipline-gebaseerde betrokke leer te bevorder. Om verder die aktiewe betrokkenheid van studente by die leerproses te verseker, het die OLP ten doel om geleenthede vir onderrig verder as die tradisionele klaskameropset uit te brei deur die ontwikkeling van meer buigsame kursusstrukture en leweringsopties deur middel van gemengde leer. Erkenning word verleen in die OLP dat inligtings- en kommunikasietegnologie onderrigdoeltreffendheid kan verbeter. Hierdie effektiwiteit is ingebed in die verbetering van studenteleer deur die fasilitering van groter toeganklikheid en voldoende aan studente se eise vir meer buigsame lewering. Dit skep ook geleenthede om innoverende metodes tot die gesproke en van aangesig-tot-aangesig-lesing toe te voeg en ondersteuning aan studente te bied om interafhanklikheid en onafhanklikheid te bereik en beheer van hulle leer te neem. Die volgende strategieë word oorweeg:

- Ontwikkeling van 'n betrokkeleer-omgewing.
- Uitbreiding van geleenthede vir onderrig verder as die tradisionele klaskameropset deur die ontwikkeling van meer buigsame kursusstrukture en leweringsopties deur middel van gemengde leer.

4.1.3 Insameling van en reaksie op studenteterugvoering rakende onderrig

Hierdie plan is gestruktureer met 'n eksplisiete siening van studenteleer en ervaring in gedagte. Ten einde studente se leerruikoms te verbeter, is die UV bekommerd oor studente se ervarings van onderrig en leer en besef dat hierdie ervarings die wyse waarop student hulle studies benader, beïnvloed. Hierdie studenteleerperspektiewe word deur die UV as aanwysers van onderrig-, leer- en assesseringspraktykprestasie beskou. Om prosesse van onderriggehalteverbetering te ontwikkel, sal 'n jaarlikse opname inligting oor huidige ingeskrewe studente se ervarings van onderrig en leer in hulle

experience of students. Strategies which can assist in realising this goal are to:

- maximise students' academic achievement skills, given that learning is supported through experience and engagement; and
- provide extensive student learning support.

4.1.2 Increasing student engagement in the learning process

Students learn better when they are actively engaged in their learning, rather than when they are passive recipients of transmitted information and/or knowledge. It became crucial to successfully support students who are not fully prepared for the demands of higher education and become at-risk students in their progress through higher education. In addition the UFS should encourage cross-cultural engagement of students so that they develop an understanding of cultural diversity and a sense of belonging, reducing alienation caused by cultural differences. The blending of active and interactive learning, constructive and co-operative learning, and extended peer and facilitator reinforcement may facilitate more effective learning in the underprepared and eventually result in better retention and throughput rates at the UFS. Student engagement and the positive outcome that engagement has on the performance of underprepared and prepared but at-risk students thus receive prominence in the TLP.

An engaged learning programme forms part of the TLP and aims to help academic staff to help their students to become more engaged in the learning process resulting in more active learning on the part of the students. This initiative did not only result from the fact that the NQF emphasises the significant importance of skills and competencies and the assessment of discernible outcomes, but also aims to address the need to improve retention and throughput rates at the UFS. The programme includes awarding small grants to academic staff to assist them to develop, in a module they teach, innovative instructional and assessment strategies to advance discipline-based engaged learning. To further ensure the active involvement of students in the learning process, the TLP aims at expanding opportunities for teaching beyond the traditional classroom setting through the development of more flexible course structures and delivery options through blended learning. The TLP acknowledges that information and communication technology improve teaching efficiency. This effectiveness is embedded in the enhancement of student learning by facilitating greater accessibility and meeting student demands for more flexible delivery. It also creates opportunities to add innovative methods to the spoken and face-to-face lecture and provide support for students to reach interdependence and independence and take control of their learning. The following strategies are considered:

- Developing an engaged learning environment.
- Expanding opportunities for teaching beyond the traditional classroom setting through the development of more flexible course structures and delivery options through blended learning.

4.1.3 Collecting and responding to student feedback on teaching

This plan is structured with an explicit view of student learning and experience in mind. In order to improve students' learning outcomes, the UFS is concerned about students' experiences of teaching and learning and realises that these experiences determine the way students approach their studies. These student learning perspectives are seen by the UFS as indicators of teaching, learning and assessment practice performance. To develop teaching quality improvement processes, an annual survey that gathers information on currently enrolled students' experiences of teaching and learning in their programmes at the University will be

programme aan die Universiteit versamel word. 'n Vraelys oor studente se ervaring van kursusse as databron sal in die eerste instansie kwessies wat geteiken moet word, identifiseer en vorm gee aan instellingwye inisiatiewe om onderrig- en leerpraktyke te verbeter. In die tweede instansie sal dit bewys lewer van die effektiwiteit van die inisiatiewe wat geïmplementeer is om verbetering van studente se leerervarings te fasiliteer. Studente se evaluering van onderrig is nie net 'n metode om terugvoering aangaande die gehalte van universiteitsonderrig te verkry nie, maar het 'n noemenswaardige uitwerking op die wyse waarop akademiese personeel hulle onderrigleerpraktyke benader. Hierdie terugvoering bied die geleentheid om meer te leer oor onderrigaktiwiteit en studente meer effektief te ondersteun. Ten einde algemene studentesukses te verseker, moet akademiese behoeftes wat studente leer inhibeer geïdentifiseer word en 'n studentevolgstelsel behoort daardie studente wat nie suksesvol gevorder het nie op te spoor sodat bykomende ondersteuning en/of addisionele onderrig voorsien kan word. Strategieë wat kan meehelp om hierdie doel te bereik is om:

- die faktore wat tot swak studenteprestasie aanleiding gee te ondersoek;
- die impak wat parallelmediumonderrig op die studenteleerervaring het, te ontleed;
- die insameling en gebruik van onderrig- en leerprestasiedata te ontwikkel; en
- beide onderrigpraktyke en leervordering te verbeter deur studente by reflektiewe onderrigleergeleenthede te betrek.

Refleksie word as 'n belangrike komponent van gehalte-onderrig beskou. Dit is 'n fundamentele deel van alledaagse onderrigpraktyke in dié opsig dat dit antwoorde soek op die vrae wat die ideale situasie in onderrig is en wat die bereiking van so 'n ideale situasie verhinder. Reflektiewe onderrig het 'n wyd gebruikte benadering geword vir opvoeders in verskeie hoërsonderwysinstellings wat na gehalte-onderrig en professionele ontwikkeling streef. Reflektiewe onderrigbenaderings, gebaseer op 'n aantal terugvoeringsprosesse, skep 'n platform vir nadenke oor die gehalte van onderrig. Dit verskaf 'n raamwerk vir sistematiese waardering van die gehalte van onderrig en leer, aangesien dit 'n formatiewe rol (identifisering van areas waar onderrig verbeter kan word) of 'n summatiewe rol (beoordeling van die gehalte van onderrig) het.

4.2 VERBETER GEHALTE ONDERRIG

Gehalte-onderrig en -leer aan die UV word deur 'n reeks strategieë aangemoedig, wat deur die Gehalteversekeringsbeleid onderskryf word. 'n Aantal beplannings- en ondersteuningsstrukture is verantwoordelik vir die gehalteversekering en ondersteuning van onderrig en leer aan die UV. Meer spesifiek het die UV se Gehalteversekeringsbeleid ten doel om 'n raamwerk te verskaf vir 'n doeltreffende gehalteversekeringsstelsel met afdwingbare vereistes en norme.

Gelei deur die noodsaak om deurvloei- en sukseskoerse aan die UV te verbeter, beklemtoon die OLP die belangrikheid van 'n sterker fokus op die verbetering van studente se leer. Die OLP bevorder leergesentreerde onderrig en leer en maak derhalwe voorsiening vir die inkorporering van innoverende en buigsame onderrigbenaderings. Bo en behalwe die feit dat leergesentreerde onderrig en leer as 'n middel tot die verbetering van akademiese bevoegdheid beskou word, is die waarde daarvan geleë in die sosiale verantwoordelikheid van akademici om gehalte na te streef en voortdurende verbetering van onderriggehalte en -standaarde te waarborg en aan te moedig. Doelstellings wat vir die doeleindes van hierdie plan geïdentifiseer is om gehalte in onderrig en leer te verseker, is:

- om voordeel te trek uit hoëgehalte- en innoverende onderrig- en leerpraktyke wat studente aktief betrek; en
- om programme aan te bied wat effektief ontwerp en geïmplementeer word.

conducted. A student course experience questionnaire as data source will in the first place identify issues to target and inform institution-wide initiatives to improve teaching and learning practices. In the second place, it will provide evidence of the effectiveness of the initiatives that have been implemented to facilitate improvement in students' learning experiences. Student evaluation of teaching is not only a means of obtaining feedback on the quality of university teaching, but has substantial effects on the way academic staff approach their teaching-learning practices. This feedback provides the opportunity to learn more about teaching effectiveness and support students more effectively. To ensure overall student success, academic needs that are inhibiting student learning and success should be identified and a student tracking system should trace those students who have not progressed successfully in order to provide supplemental support and/or additional instruction. Strategies which can assist in realising this goal are to:

- investigate causative factors of poor student performance;
- analyse the impact that parallel-medium instruction has on the student learning experience;
- develop the collection and use of teaching and learning performance data; and
- improve both teaching practices and learning progress through the engagement of students in reflective teaching-learning events.

Reflection is seen as an important component of quality teaching. It is a fundamental part of everyday teaching practices in that it seeks answers to the questions as to what the ideal situation in education is and what prevents the achievement of such an ideal situation. Reflective teaching has become a widely used approach for educators throughout various higher education institutions who seek quality teaching and professional development. Reflective teaching approaches, based on a number of feedback processes, create a platform for reflecting on the quality of teaching. This provides a framework for systematic appraisal of the quality of teaching and learning, since it has a formative role (identifying areas where teaching can be improved) or a summative role (judging the quality of teaching).

4.2 IMPROVE QUALITY TEACHING

Quality teaching and -learning at the UFS are encouraged by a range of strategies, which are endorsed by the Quality Assurance Policy. A number of planning and support structures are responsible for the quality assurance and support of teaching and learning at the UFS. More specifically, the UFS Quality Assurance Policy aims to provide a framework for an efficient quality-assurance system with enforceable requirements and norms.

Led by the necessity to improve throughput and graduation rates at the UFS, the TLP put forward the importance of a greater focus on the enhancement of students' learning. The TLP promotes learning-centred teaching and learning and, as a result, provides for the incorporation of innovative and flexible teaching approaches. Over and above the fact that learning-centred teaching and learning is seen as a vehicle for improving academic competency, the value thereof lies in the social responsibility of academics to pursue quality and to safeguard and encourage continuous improvement of teaching quality and standards. Goals identified, for the purpose of this plan, to **assure quality in teaching and learning** are:

- taking advantage of high-quality and innovative teaching and learning practices that actively engage students; and
- presenting programmes that are effectively designed and implemented.

4.2.1 Om voordeel te trek uit hoëgehalte- en innoverende onderrig- en leerpraktike wat studente aktief betrek

Ten einde uitnemendheid in onderrig en leer vol te hou, is dit van die uiterste belang om nie net op hoogte te bly van die leidende onderrig- en leerstrategieë nie, maar ook om hulle, waar toepaslik, effektief aan te wend. Die uitdagings wat doserende personeel in die gesig staar, sluit in die feit dat studente aan die UV nie net in getalle toegeneem het nie, maar ook in diversiteit ten opsigte van ondervinding, omvang van bekwaamheid, sosio-ekonomiese status en kulturele agtergrond. Die sukseskoerse van UV-studente, wat onder die nasionale gemiddeld val, is ook van kritieke belang. Refleksie deur die Departement van Onderwys en die HOGK oor die swak slaagkoerse van studente in hoër onderwys en die behoefte aan "sistematiese inisiatiewe" om hierdie probleem, ook aan die UV, op te los het aan die lig gebring dat daar 'n behoefte bestaan aan inisiatiewe om onderrig te verbeter wat tot verbeterde leer sal lei. In die aanspreek van die kwessie van toegang met sukses, vereis die meer gediversifiseerde studentebevolking aan die UV 'n herevaluering van die relevansie en sukses van onderrigmetodes en studente-ondersteuning. Hierbenewens het voortdurende opleiding van dosente in onderrigmetodologieë, veral in die konteks van 'n veranderende internasionale akademiese omgewing en multikulturalisme, noodsaaklik geword. Ondersteuning van akademiese personeel om die diskoerse rakende konseptualisering, beplanning en implementering van leergesentreerde innoverende onderrig- en leerstrategieë te bemeester, berus by die Hoof: Onderrig, Leer en Assessering, die Fakulteit onderrigleerbestuurders en die Afdeling Personeelontwikkeling wat binne SHOSO setel en direk aan die Viserektor: Akademiese Beplanning verslag doen. Dit behels programme van akademiese ontwikkeling en stelsels om die plan te implementeer op wyses wat die belyning tussen beleide en bestuursvoorskrifte, strategiese inisiatiewe en onderrig- en leerpraktike op programvlak sal gestand doen. Strategieë wat kan meehelp om hierdie doel te bereik is om:

- te verseker dat studente toegang het tot 'n onderrigleeromgewing van hoë gehalte wat innoverende benaderings ondersteun;
- ondersteuning aan akademiese personeel te bied om alternatiewe, innoverende onderrigstrategieë gepas vir die diverse studentebevolking van die UV te ontwikkel, veral in die area van verbetering van onderrig en leer.

4.2.2 Aanbieding van programme wat effektief ontwerp en geïmplementeer word

Die Gehalteversekeringskomitee van die UV het kriteria vir die evaluering van leerprogramme ontwikkel. Hierdie kriteria sluit in programsamehang en -relevansie, toepaslikheid van onderrig- en leerbenaderings, toepaslikheid van hulpbronne, doeltreffendheid van programme, gehalte van programbestuur, ontwikkeling van generiese vaardighede en bevoegdhede, voorsiening van effektiewe vennootskappe, internasionale erkenning, bydrae tot die aanstelbaarheid van leerders, voordele vir die samelewing, waarde toegevoeg tot studente en bevordering van lewenslange leer (kyk UV-ouditverslag). 'n Strategie wat kan meehelp om hierdie doel te bereik is om kurrikulumontwikkeling en implementering te verbeter.

Ten einde akademië te help om spesifieke onderrigleerstrategieë te implementeer, word konkrete voorbeelde verskaf in die vorm van illustratiewe voorbeelde en skakels na leersame en relevante hulpbronne op die *Iteach*-portaal. Hulpbronne sluit in UV-dokumente (onderrigleerverwante beleide, planne en projekte), werksinkels of seminare, sowel as aanlynhulpbronne wat deur ander hoërsonderwysinstellings beskikbaar gestel word.

4.2.1 Taking advantage of high-quality and innovative teaching and learning practices that actively engage students

In order to sustain excellence in teaching and learning, it is of utmost importance to not only keep abreast of cutting edge teaching and learning strategies, but also to apply them effectively where appropriate. The challenges faced by lecturing staff include the fact that students at the UFS have increased not only in number, but also in diversity in terms of experience, range of ability, socio-economic status, and cultural background. The success rates of UFS students, which are below the national average, are also of critical importance. Reflection by the Department of Education and the HEQC on the poor pass rates of students in higher education and the need for "systematic initiatives" to deal with this problem, also at the UFS, revealed that a need evidently exists for initiatives to improve teaching that will result in enhanced learning. In addressing the issue of access with success, the more diversified student population at the UFS necessitates a re-evaluation of the relevance and success of teaching methods and student support. Moreover, continuous training of lecturers in teaching methodologies, particularly in the context of a changing international academic environment and multiculturalism, has become essential. Supporting academic staff to master the discourses of conceptualising, planning and implementing learning-centred innovative teaching and learning strategies rests with the Head: Teaching, Learning and Assessment, the Faculty teaching learning managers and the Staff Development Division, situated within CHESD and reporting directly to the Vice-Rector: Academic Planning. This involves academic development programmes and systems to enact the plan in ways that will uphold alignment between policies and management directives, strategic initiatives and teaching and learning practices at programme level. Strategies which can assist in realising this goal are:

- ensuring that students have access to the best quality environment for teaching and learning which supports innovative approaches;
- providing support for academic staff to develop alternative, innovative teaching strategies appropriate to the diverse student population at the UFS, particularly in the area of enhancement of teaching and learning.

4.2.2 Presenting programmes that are effectively designed and delivered

The Quality Assurance Committee of the UFS has developed criteria for the evaluation of learning programmes. These criteria include programme coherence and relevance, applicability of teaching and learning approaches, appropriateness of resources, efficiency of the programme, quality of programme management, development of generic skills and competencies, provision for effective partnerships, international recognition, contribution to the employability of learners, benefits for society, value added to students and promotion of lifelong learning (see UFS audit report). A strategy which can assist in realising this goal is enhancing curriculum development and implementation.

In order to help academics to implement particular teaching-learning strategies, concrete examples are provided in the form of illustrative examples and links to informative and relevant resources on the *Iteach* portal. Resources include UFS documents (teaching-learning related policies, plans and projects), workshops or seminars, as well as online resources made available by other higher education institutions.

4.3 UITBREIDING VAN DIE UV SE WAARDERING VIR UITNEMENDHEID IN ONDERRIG

Dit is noodsaaklik dat universiteite hulself tot die hoogste standaarde in onderrig sowel as navorsing verbind, en beloningstrukture skep wat hierdie verbintenisse bekragtig. Die gebrek aan erkenning van gehalte-onderrig het tot onbillikheid ten opsigte van toegang tot erkenning, aanspooring en bevordering van akademiese personeel in die area van onderrig en leer gelei. Aangesien goeie voorgaande onderrig die ekonomiese lewensbloed van die Universiteit is, moet dit erken word in besluite rakende bevordering en aanstelling, en 'n instellingswyse "kultuur van onderrig" behoort gekweek te word om die prestise en erkenning van onderriguitnemendheid te verhoog.

Aan die UV dui die OLP spesifieke wyses aan waarop akademiese personeel aangemoedig word om onderrigleerpraktyke te verbeter. Dit sluit in belonings vir uitnemendheid in onderrig en die leermeesterskap in onderrig en leer (LiOL). Erkenning van uitnemendheid in onderrig en leer is noodsaaklik, aangesien die Raad op Hoër Onderwys (RHO 2004:20)⁶ redeneer dat dit noodsaaklik is vir akademiese hulle professionaliteit te herwin en 'n herlewing van verbintenisse tot onderrig en leer as 'n professionele waarde voorstel. Die Raad beskou onderrig verder nie as die oordrag van kennis nie, maar as die transformasie van die student – 'n poging wat leermeesterskap bevorder. Uitmendheid in onderrig en die LiOL behoort derhalwe erken en beloon te word. Die LiOL is ook 'n belangrike professionele aksie wat leer bevorder deur middel van onderrig en assessering waaraan vorm gegee word deur navorsing. 'n Belangrike deel van hierdie proses is die onderrigportefeulje wat 'n omvattende rekord van 'n dosent se aksies en prestasies is. Doelstellings vir die verwesenliking van waardering vir uitnemendheid in onderrig is:

- **bevordering van die verband tussen onderrig en leer, en navorsing;**
- institusionele aanmoediging van akademiese personeel om na uitnemendheid in onderrig en leer te streef; en die
- intensivering van die disseminering en deel van goeie praktyk.

4.3.1 Bevordering van die neksus tussen onderrig en leer, en navorsing

As een van die kernfunksies van 'n universiteit, behoort onderrigleer onderskraag en verbeter te word deur beide dissipline- en toepaslike opvoedkundige navorsing. Die UV steun die gedagte dat wetenskaplike navorsing die onderbou van onderrig en leer vorm, en dat die betrokkenheid van akademiese personeel by navorsing tot die gehalte van onderrig bydra en die verband tussen onderrig en leer bevorder. 'n Strategie wat die verwesenliking van hierdie doelstelling kan ondersteun is artikulering van die betekenis van die onderrignavorsingsverband vir die Universiteit.

4.3.2 Institusionele aanmoediging van akademiese personeel om na uitnemendheid in onderrig en leer te streef

Die strategie vir die bevordering van hierdie doelstelling behels die daarstelling van belonings vir uitnemendheid in onderrig en die LiOL. Die bedoeling met die belonings vir uitnemendheid in onderrig en die LiOL is om uitnemendheid en innovering in onderrig aan te moedig en sal in die volgende kategorieë toegeken word:

- I. Uitmendheid in onderrig.
- II. Leermeesterskap van onderrig en leergenootskap.
- III. Uitstaande wetenskaplike bydrae op die terrein van onderrig en leer.
- IV. Beste aanbieding by die prestise-onderrig- en -leerforum.
- V. Beste referaat oor onderrig en leer (gedurende die afgelope twee jaar gepubliseer of vir publikasie voorgelê).

4.3.3 Intensivering van die disseminering en deel van goeie praktyk

Die disseminering van onderrigpraktyke skep 'n ruimte waarbinne betrokkenheid die gehalte van professionele praktyk sal verhoog wat mettertyd tot verbetering van die student se leerervaring sal lei. Die Ouditverslag het uitgewys dat daar geen forum op

4.3 EXTENDING THE UFS'S VALUING OF EXCELLENCE IN TEACHING

It is imperative that universities should commit themselves to the highest standards in teaching as well as research, and create reward structures that validate this commitment. The lack of recognition of quality teaching has resulted in inequity of access to acknowledgement, incentive and promotion by academic staff in the area of teaching and learning. Since good undergraduate teaching is the University's economic lifeblood, it must be recognised in promotion and tenure decisions and an institution-wide "culture of teaching" should be cultivated to heighten the prestige and recognition of teaching excellence.

At the UFS, the TLP outlines specific means by which academic staff members are encouraged to enhance teaching-learning practices. This includes rewards for excellence in teaching and the scholarship of teaching and learning (SoTL). Valuing of excellence in teaching and learning is necessary since the Council on Higher Education (CHE 2004:20) argues that it is essential for academics to regain their professionalism and suggests a revival of commitment to teaching and learning as a professional value. The Council further sees teaching not as transferring knowledge, but as transforming the student – an effort that promotes scholarship. Excellence in teaching and the SoTL should therefore be recognised and rewarded. The SoTL is also an important professional action that fosters learning through research-informed teaching and assessment. An important part of this process is the teaching portfolio which is a wide-ranging record of a lecturer's action and accomplishments. Goals for realising the valuing of excellence in teaching are:

- **advancing the nexus between teaching and learning, and research;**
- institutional encouragement of academic staff to pursue excellence in teaching and learning; and the
- intensifying the dissemination and sharing of good practice.

4.3.1 Advancing the nexus between teaching and learning, and research

As one of the core functions of a university, teaching-learning should be underpinned and enhanced by both disciplinary and appropriate educational research. The UFS supports the notion that scholarly research forms the foundation of teaching and learning, and that the involvement of academic staff in research contributes to the quality of teaching and advances the nexus between teaching and learning. A strategy that can support the reaching of this goal is to articulate the meaning and significance to the University of the teaching-research nexus.

4.3.2 Institutional encouragement of academic staff to pursue excellence in teaching and learning

The strategy for pursuing this goal involves instituting rewards for excellence in teaching and the SoTL. The awards for excellence in teaching and the SoTL are intended to encourage excellence and innovation in teaching and will be made in the following categories:

- I. Excellence in teaching.
- II. Scholarship of teaching and learning fellowship.
- III. Outstanding scholarly contribution in the field of teaching and learning.
- IV. Best presentation at the prestige teaching and learning forum.
- V. Best paper on teaching and learning (published during the last two years or submitted for publication).

4.3.3 Intensifying the dissemination and sharing of good practice

The dissemination of teaching practices creates a space in which engagement will enhance the quality of professional practice which, in due course, will lead to enhancement of the student learning experience. The Audit Report identified that no forum at

fakulteits- of institusionele vlak bestaan wat voorsiening maak vir die deel van goeie praktyke of vir debat oor onderrig en leer nie. 'n Onderrigleer Gespreksgroep (OLG) sal daargestel word om navorsing en beste praktyke in onderrig en leer te bevorder. Dit sal 'n samewerkende en afwentelingsgebaseerde benadering volg en ten doel hê om 'n geleentheid te skep vir die bevordering van kruisfakulteits-, kruisdisziplinêre skakeling en kollegiale interaksie en diskoers. 'n Prestige-onderrigleerforum sal ook op 'n jaarlikse basis aangebied word. Die doel van hierdie forum sal wees om kampuswye prestige en prominensie aan onderrig en leer in hoër onderwys te verleen en, gevolglik, navorsing oor al die aspekte van onderrig en leer aan te moedig en bevorder, sowel as 'n bewustheid van die belangrikheid daarvan te skep. Die volgende strategie sal gebruik word om die doelstelling te rig:

- a. Daarstelling en handhawing van platforms vir die deel van goeie onderrig- en leerpraktyke.

5. VOORVEREISTES VIR DIE SUKSESVOLLE IMPLEMENTERING VAN DIE PLAN

Die volgende is voorvereistes vir die suksesvolle implementering van die OLP:

- 'n duidelike visie en motivering om die Plan in die praktyk te implementeer en dit te laat werk;
- instellingswye ondersteuning en toewyding aan die kant van alle rolspelers;
- voldoende finansiële en menslike hulpbronne; en
- die begeerte binne die UV om na gehalte in onderrig en leer te streef.

6. ROLSPELERS

Die implementering van die aksies in die OLP is die verantwoordelikheid van die Hoof: Onderrig, Leer en Assessering, die onderrigleerbestuurders van fakulteite, die dekane van fakulteite, die Onderwyskomitee en akademiese personeel. Hierdie aksies vind plaas onder die beskerming van die Viserektor: Akademiese Beplanning.

Viserektor: Akademiese Beplanning

Die Viserektor: Akademiese Beplanning is oorkoepelend verantwoordelik vir onderrig en leer aan die Universiteit en speel derhalwe 'n sleutelrol in die implementering van alle aspekte van die plan. Hierbenewens is die Beplanningseenheid verantwoordelik vir die ontwikkeling van tersaaklike beleide en prosedures, voorsiening van inisiatiewe vir akademiese ontwikkeling, ondersteuning van kurrikulumontwerp en -ontwikkeling, bevordering van navorsing oor onderrig en leer, fasilitering en koördinerende van die uitbreiding van gemengde leer en die bestuur van sleutelprestasië-aanwysers.

Dekane

Die ontwerp, lewering, evaluering en voortdurende verbetering van programme aan die UV is die verantwoordelikheid van dekane, in samewerking met die programdirekteure, departementele voorsitters en departementshoofde. Hulle speel dus 'n kritieke rol in die versekering dat sleutelaspekte van die plan ten volle geïmplementeer word. Van uiterste belang is dat die verskillende fakulteite hulle behoeftes en uitdagings sal identifiseer en strategieë sal onderhandel waarvan hulle sterk eienaarskap sal hê.

Hoof: Onderrig, Leer en Assessering

Die Hoof: Onderrig, leer en Assessering, in samewerking met die onderrigleerbestuurders van fakulteite sal die universiteitswye implementering van die plan namens die Viserektor: Akademiese Beplanning koördineer. Dit behels monitering van die uitvoering van die plan, die aanbidding van vorderingsverslae vir die vergaderings van die Onderwyskomitee en versekering dat die aanbevelings van die Onderwyskomitee opgevolg word.

Die Sentrum vir Hoëronderwysstudie en -ontwikkeling

Die Sentrum vir Hoëronderwysstudie en -ontwikkeling (SHOSO) voorsien ondersteuning ten opsigte van 'n verskeidenheid aspekte van hoër onderwys. As 'n akademiese steundiens bied SHOSO,

faculty or institutional level exists that provides for the sharing of good practices or for debate on teaching and learning. A **teaching-learning colloquium** (TLQ) will be established to promote and share research and best practice in teaching and learning. It will adopt a collaborative and devolvement-based approach and aim to provide an opportunity to foster cross-faculty, cross-disciplinary connections and collegial interaction and discourse. A prestige teaching-learning forum will also be held on an annual basis. The aim of this forum will be to bestow campus-wide prestige and prominence on teaching and learning in higher education and, consequently, encourage or promote research on all aspects of teaching and learning, as well as create an awareness of its importance. The following strategy will be used as to direct the goal:

- a. Establishing and maintaining platforms for the sharing of good teaching and learning practices.

5. PREREQUISITES FOR THE SUCCESSFUL IMPLEMENTATION OF THE PLAN

The following are prerequisites for the successful implementation of the TLP:

- a clear vision and motivation to put the plan into practice and make it work;
- institution-wide support and dedication on the part of all role players;
- adequate financial and human resources; and
- the desire within the UFS to strive for quality in teaching and learning.

6. ROLE PLAYERS

The implementation of the actions in the TLP is the responsibility of the Head: Teaching Learning and Assessment, the faculty teaching-learning managers, the deans of faculties, the Education Committee and academic staff. These actions take place under the auspices of the Vice-Rector: Academic Planning.

Vice-Rector: Academic Planning

The Vice-Rector: Academic Planning has overall responsibility for teaching and learning at the University and therefore has a key role in the implementation of all aspects of the plan. In addition, the UFS Planning Unit is responsible for the development of relevant policies and procedures, provision of academic development initiatives, supporting curriculum design and development, promoting research into teaching and learning, facilitating and co-ordinating the expansion of blended learning and the management of key performance indicators.

Deans

The design, delivery, evaluation and continuous improvement of programmes at the UFS are the responsibility of deans, in collaboration with the programme directors, departmental chairs and heads of departments. They therefore play a crucial role in ensuring key aspects of the plan are fully implemented. Of utmost importance is that the different faculties should identify their needs and challenges and negotiate strategies over which they will have strong ownership.

Head: Teaching Learning and Assessment

The Head: Teaching Learning and Assessment, in collaboration with the faculty teaching-learning managers will, on behalf of the Vice-Rector: Academic Planning, co-ordinate university-wide implementation of the plan. This includes monitoring the carrying out of the plan, the presentation of progress reports for the Education Committee meetings and ensuring that recommendations from the Education Committee are followed up.

The Centre for Higher Education Studies and Development

The Centre for Higher Education Studies and Development (CHESD) provides support over a range of aspects of higher education. As an **academic support service**, CHESD offers,

onder andere, ontwikkeling van akademiese personeel, programme in navorsing oor hoër onderwys, sowel as formele onderrigprogramme in hoërondewysstudie, die beplanning en ontwikkeling van programme, en die verbetering van toegang tot die Universiteit vir studente. Al hierdie voorsienings vorm 'n integrale deel van die implementering en sukses van die OLP.

Direkteur: Studente-ontwikkeling en -sukses

Die Direkteur: Studente-ontwikkeling en -sukses (SOS) is oorkoepelend verantwoordelik vir studente-ontwikkeling en -sukses met 'n fokus op studentedeurvloei- en -sukseskoerse. Die SOS-departement het ten doel om nuwe innoverende benaderings tot studente-ontwikkeling en -sukses te bevorder en speel dus 'n sleutelrol in die implementering van verskeie aspekte van die plan in terme van spesifieke projekte wat terugvoering vanaf studente verkry, studente leer en die algemene evaluering van die leerervaring op kampus bevorder.

Onderrigleerbestuurders van fakulteite

Die rol van die onderrigleerbestuurders van fakulteite is om dekanes te ondersteun ten opsigte van die ontwikkeling van onderrig en leer, en hulle speel dus ook 'n fundamentele rol in die versekering dat sleutelaspekte van die plan geïmplementeer word.

Onderwyskomitee

Die implementering van die aksies van die OLP is 'n vaste item op die sakelyst van alle vergaderings van die Onderwyskomitee. Die komitee, in samewerking met relevante rolspelers, en met insette deur akademiese personeel in die verskillende fakulteite, oorweeg en maak aanbevelings aan die Viserektor: Akademiese Beplanning rakende die implementering van die beplande aksies. 'n Bykomende taak van die Onderwyskomitee is die dieptebespreking van die aanbevole aksies en die identifisering van die mees doeltreffende plan vir die realisering van hierdie aksies.

Akademiese personeel

Alle akademiese personeel, in hulle verskillende rolle as dosente, tutors, koördineerders, akademiese leiers en bestuurders is fundamenteel vir die implementering van die plan.

7. SLEUTELPRESTASIE-AANWYSERS

Die sleutelprestasie-aanwysers (SPA's) van die OLP is: **studentevordering, studente-uitval, studentebetrokkenheid en -tevredenheid, bestemmings van graduandi en onderrignavorsing.** Die volgende tabel bied 'n kort beskrywing van die SPA's met verwante maatstawwe en teikens (kyk tabel 1).

Tabel 1: Sleutelprestasie-aanwysers van die OLP

SPA	Beskrywing	Maatstawwe	Teikens
Studentevordering	Persentasie beginnerstudente wat elke jaar deurkom	HEMIS-data	Verhoogde persentasie
Studente-uitval	Persentasie van beginnerstudente wat nie graduateer of aanhou studeer nie	HEMIS-data	Jaarlikse vermindering in uitval
Studentebetrokkenheid en -tevredenheid	Algemene vlak van betrokkenheid en tevredenheid	SASSE Kursusse ervaringsvraelys	Verhoogde studentebetrokkenheid & -tevredenheid

among others, academic staff development, programmes in research into higher education, as well as formal teaching programmes in higher education studies, the planning and development of programmes, and the improvement of access to the University for students. All these provisions form an integral part of the implementation and success of the TLP.

Director: Student Development and Success

The Director: Student Development and Success (SDS) has overall responsibility for student development and success with a focus on student throughput and success rates. The SDS Department aims to further new innovation approaches to student development and success and therefore has a key role in the implementation of various aspects of the plan in terms of specific projects that obtain feedback from students, promote student learning and the overall evaluation of the learning experience on campus.

Faculty teaching-learning managers

The role of the faculty teaching-learning managers is to support deans in the management and development of teaching and learning, and therefore they also play a fundamental role in ensuring key aspects of the plan are implemented.

Education Committee

The implementation of the actions in the TLP is a standing item on the agenda for all meetings of the Education Committee. The committee, in collaboration with relevant role players and with input from academic staff in the different faculties, considers and makes recommendation to the Vice-Rector: Academic Planning on the progress of implementation of the planned actions. An additional task of the Education Committee is the in-depth discussion of the recommended actions and the identification of the most effectual operational plan to realise these actions.

Academic staff

All academic staff members, in their different roles as lecturers, tutors, co-ordinators, academic leaders and managers, are fundamental to the implementation of the plan.

7. KEY PERFORMANCE INDICATORS

The key performance indicators (KPIs) of the TLP are: **student progress, student attrition, student engagement and satisfaction, graduate destinations and teaching research.** The following table provides a brief description of the KPIs with related measures and targets (see Table 1).

Table 1: Key performance indicators of the TLP

KPI	Description	Measures	Targets
Student progress	Percentage of beginning students that pass each year	HEMIS data	Increased percentage
Student attrition	Percentage of beginning students who neither graduate nor continue studying	HEMIS data	Annual reduction in attrition
Student engagement and satisfaction	Overall level of engagement and satisfaction	SASSE Course Experience Questionnaire	Increased student engagement & satisfaction

Bestemmings van graduandi	Proporsie van graduandi in voorkeur-betrekkings of in verdere voltydse studie	Opname oor bestemmings van Graduandi	Jaarlikse verbetering	Graduate destinations	Proportion of graduates in preferred employment or in further full-time study	Graduate Destination Survey	Annual improvement
Onderrig-navorsing	Navorsing oor onderrig- en leerpraktyke	Aantal en gehalte van aansoeke om navorsings-toekennings	Verhoogde aantal aansoeke	Teaching research	Research into teaching and learning practices	Quantity and quality of applications for research grants	Increased number of applications

8. SAMEVATTING

Die belangrikste uitdagings wat oorkom moet word, is vir die OLP om akademiese geloofwaardigheid te verwerf, 'n geïntegreerde benadering oor alle akademiese funksies heen te ontwikkel, voldoende en voortgesette befondsing vir die aksies te verseker en hierdie aksieplanne op so 'n wyse ten uitvoer te bring dat die beoogde doelstellings bereik word. Bo alles moet daar nie gepoog word om te veel te gou te doen nie. Die plan moet die voordele van gehalte OLA aantoon, daarna streef om kapasiteit binne die instelling te ontwikkel, en 'n geleentheid bied om hierdie kapasiteit in werking te stel.

'n Dokument wat daarop gemik is om strategiese rigting aan te dui is nooit voltooi nie; dit is derhalwe 'n voortgaande proses. Om hierdie rede word beoog om die dokument op 'n gereelde basis te hersien en besluite te neem betreffende die rigting waarin die plan beweeg en hoe suksesvol dit is in die bereiking van die doelstellings. Uitkomstes van die strategieë is nie aanvanklik in alle opsigte bekend nie, maar indien pogings aangewend word, sal die UV nie net die leerervaring van sy studente verbeter nie, maar ook die gehalte van hulle leer verhoog. 'n Geweldige taak wag op die instelling as die doelwitte van hierdie plan bereik wil word, maar 'n sterk kohort van bekwame en bedrewe akademici verbind tot die beginsels van gehalte, gekombineer met 'n stewige onderbou en 'n prysenswaardige visie, voorspel goeie dinge vir die toekoms van uitnemendheid in onderrig en leer aan die UV.

8. CONCLUSION

The main challenges to overcome are for the TLP to gain academic credibility, to develop an integrated approach across all academic functions, to ensure adequate and ongoing funding for its actions, and to execute these action plans in such a way that the envisaged goals will be achieved. Above all, it should not attempt to do too much too soon. The plan should demonstrate the benefits of quality TLA and strive to develop capacity within the institution and give it a chance to take effect.

Evidently, a document aimed at providing strategic direction is never completed; it is therefore an ongoing process. For this reason, the intent is to review the document on a regular basis and make decisions regarding the direction the plan is going and how successful it is in achieving its goals. Outcomes of the strategies are not initially known in all respects, but if efforts are made, the UFS will not only enrich the learning experience of its students, but also improve the quality of their learning. An immense task awaits the institution if this plan is to achieve its objectives, but a strong cohort of competent and accomplished academics committed to the principles of quality, combined with a solid foundation and a commendable vision, bode well for the future of excellence in teaching and learning at the UFS.

STRATEGIC DIRECTION 1
4.1 ENHANCING STUDENT ACADEMIC PERFORMANCE

Goal 4.1.1 Providing a high-quality, learning-centred experience at the UFS to improve student retention, success, and throughput rates.

Strategy a. Develop students' academic achievement skills through student centred learning experiences and engagement.

ACTIONS	MEASURES OF PROGRESS	ROLE-PLAYERS	TIMELINE	RESOURCES
i. Further develop Success Week and the first six weeks of the academic year as an orientation and induction period to instil a learning culture in students.	<ul style="list-style-type: none"> Success Week and the first six weeks of the year include a variety of activities related to teaching and learning that facilitate the transition from school to university. 	<ul style="list-style-type: none"> DSDS⁸ HTLA⁹ FTLM¹⁰ CHESD ACADEMICS 	<ul style="list-style-type: none"> First six weeks of the academic year for the duration of the plan. 	<ul style="list-style-type: none"> TDG¹¹
ii. Develop a range of enabling courses which take account of diversity, language proficiency, reading, writing and study skills development.	<ul style="list-style-type: none"> Co-ordination between the design and delivery of enabling courses and mainstream courses. 	<ul style="list-style-type: none"> DSDS HTLA FTLM CHESD 	<ul style="list-style-type: none"> Continuous 	<ul style="list-style-type: none"> TDG FG¹²
iii. Develop and implement a learning facilitation framework for underprepared and at-risk prepared students that includes strategies that are expected to support student transition and success.	<ul style="list-style-type: none"> Framework is implemented and used by academics. 	<ul style="list-style-type: none"> DSDS HTLA FTLM CHESD 	<ul style="list-style-type: none"> Continuous 	<ul style="list-style-type: none"> TDG
iv. Develop and implementation an engaged learning model to enhance student learning.	<ul style="list-style-type: none"> Model is implemented and used by academics. 	<ul style="list-style-type: none"> HTLA FTLM 	<ul style="list-style-type: none"> Continuous 	<ul style="list-style-type: none"> TDG
v. Develop and implement a student performance tracking system.	<ul style="list-style-type: none"> System is implemented and used by academics. 	<ul style="list-style-type: none"> DSDS 	<ul style="list-style-type: none"> Continuous 	<ul style="list-style-type: none"> TDG
vi. Introduce a tutor structure for all students across language and cultural barriers.	<ul style="list-style-type: none"> Structure is implemented and active in all relevant programmes. 	<ul style="list-style-type: none"> DSDS HTLA & FTLM Academics 	<ul style="list-style-type: none"> Continuous 	<ul style="list-style-type: none"> TDG
vii. Encourage multicultural learning communities.				

⁸ Director: Student Development and Success
⁹ Head: Teaching, Learning and Assessment
¹⁰ Faculty teaching-learning managers
¹¹ Teaching Development Grant
¹² Foundation Grant

Strategy b. Providing extensive student learning support.

ACTIONS	MEASURES OF PROGRESS	ROLE-PLAYERS	TIMELINE	RESOURCES
i. Further develop the integration of university-wide and faculty-based student learning support interventions and actions.	<ul style="list-style-type: none"> Increased provision of student learning support institution-wide and within faculties. 	<ul style="list-style-type: none"> SDS FTLM 	▫ Continuous	– TDG

Goal 4.1.2 Increasing student engagement in the learning process.

Strategy a. Developing an engaged learning environment.

ACTIONS	MEASURES OF PROGRESS	ROLE-PLAYERS	TIMELINE	RESOURCES
i. Encourage the development of learning events and opportunities that are based on an engaged learning approach.	<ul style="list-style-type: none"> SASSE¹³ feedback and response. 	<ul style="list-style-type: none"> DSDS HTLA FTLM CHESD Academics 	▫ Continuous	– Within existing resources
ii. Allocate resources for the creation of facilities and opportunities for student-to- lecturer and student-to-student engagement.	<ul style="list-style-type: none"> The number of lecture halls and small-group classrooms that allow the use of interactive teaching-learning techniques. 	<ul style="list-style-type: none"> Director: Physical Resources Deans 	▫ Long-term	– Within existing resources.
iii. Integrate community engaged learning in academic programmes, which includes multicultural service learning modules.	<ul style="list-style-type: none"> Number of service learning modules. 	<ul style="list-style-type: none"> CHESD 	▫ Continuous	– Within existing resources.
iv. Award small grants to academics on a continuous basis to assist them to develop, in a module they teach, innovative instructional and assessment strategies.	<ul style="list-style-type: none"> Number of applications. 	<ul style="list-style-type: none"> HTLA FTLM CHESD Academics 	▫ Annually	<ul style="list-style-type: none"> TDG FG

Strategy b. Expanding opportunities for teaching beyond the traditional classroom setting through blended learning.

ACTIONS	MEASURES OF PROGRESS	ROLE-PLAYERS	TIMELINE	RESOURCES
<p>i. Extend the strategic, high quality provision of e-learning by:</p> <ul style="list-style-type: none"> - deploying staff induction and staff development interventions to encourage blended learning; - developing a short learning programme (SLP) for academics to develop as blended learning instructors; - sharing best practices among blended learning instructors on the UFS's Iteach portal or web site; - rewarding and recognising excellence in teaching and learning performance with blended learning as an indicator or criterion; - conducting a process of reviewing programmes to encourage the use of blended learning; - providing support for online programme development and delivery (instructional designers); - targeting areas for development as fully online programmes, particularly postgraduate programmes with strong links between teaching, research, and engagement; - supporting the up-take of new learning technologies in teaching to optimise m-learning; - implementing an e-learning quality-assurance system; - increasing the flexible and online delivery components in existing modules. 	<ul style="list-style-type: none"> • Approval of an e-learning and m-learning strategy for the period 2009 to 2012. • The number of modules with flexible or online delivery components is increased. • Completion and full utilisation of the e-learning laboratory. • Full implementation of the new learning management system. • Redesigning of electronic materials currently on WebCT and migration to new learning management system. • Utilising mobile devices to increase student engagement. 	<ul style="list-style-type: none"> ▪ Head: E-learning, CHESD ▪ Director: Physical Resources ▪ E-learning Division, CHESD ▪ Computer Services ▪ Academics 	<p>▫ 2009</p>	<p>– Within existing resources.</p>
<p>ii. Provide student access (on and off campus) to state-of-the-art technology that supports both e-learning (online learning) and m-learning (mobile learning).</p>			<p>▫ Continuous</p>	<p>– TDG</p>

Goal 4.1.3 Collecting and responding to student feedback on teaching.

Strategy a. Investigating causative factors of poor student performance.

ACTIONS	MEASURES OF PROGRESS	ROLE-PLAYERS	TIMELINE	RESOURCES
i. Conduct a survey to explore major inhibitors to academic success and facilitate discussion and critical reflection.	<ul style="list-style-type: none"> Surveys conducted, analysed and consciously responded to. 	<ul style="list-style-type: none"> All and specific SDS and CHESD 	<ul style="list-style-type: none"> 2009 	– Within existing resources.

Strategy b. Analysing the impact that parallel-medium instruction has on the students' learning experience.

ACTIONS	MEASURES OF PROGRESS	ROLE-PLAYERS	TIMELINE	RESOURCES
i. Conduct an institution-wide survey to explore the impact that the language policy has on student learning.	<ul style="list-style-type: none"> Surveys conducted, analysed and consciously responded to. 	<ul style="list-style-type: none"> All 	<ul style="list-style-type: none"> 2009 	– Within existing resources.

Strategy c. Developing the collection and use of teaching and learning performance data

ACTIONS	MEASURES OF PROGRESS	ROLE-PLAYERS	TIMELINE	RESOURCES
i. Agree to an inclusive set of teaching and learning performance indicators for the UFS and arrange data collection around these performance indicators.	<ul style="list-style-type: none"> Performance data is routinely made available to the VRAP¹⁴, deans, FTLM, PDs¹⁵, HODs¹⁶, and academics. Performance data informs ongoing evaluation and teaching and learning improvement processes. 	<ul style="list-style-type: none"> VRAP Planning Unit HEMIS Deans FTLM PDs HODs Academics 	▫ Annually	– Within existing resources.

Strategy d. Improving both teaching practices and learning progress through the engagement of students and academics in reflective teaching-learning events.

ACTIONS	MEASURES OF PROGRESS	ROLE-PLAYERS	TIMELINE	RESOURCES
i. Use reflective practices to ensure that teaching and learning methods are responsive to the needs of all students.	<ul style="list-style-type: none"> Input solicited from students by means of SASSE and a critical incident questionnaire (CIQ) survey. 	<ul style="list-style-type: none"> HTLA FTLM Academics 	▫ Continuous	– Within existing resources.
ii. Foster critical reflective practice among academics through their ongoing evaluation of teaching and learning practices.	<ul style="list-style-type: none"> Academics development. Evaluation of teaching through critical reflective practice evident in teaching portfolios. 	<ul style="list-style-type: none"> HTLA FTLM Academics 	▫ Continuous	– Within existing resources.

¹⁴ Vice-Rector: Academic Planning
¹⁵ Programme Directors
¹⁶ Heads of Departments

STRATEGIC DIRECTION 2
4.2 ASSURING QUALITY IN TEACHING AND LEARNING

Goal 4.2.1 Taking advantage of high quality and innovative teaching and learning practices that actively engage students

Strategy a. Ensuring that students have access to the best quality environment for teaching and learning which supports innovative approaches

ACTIONS	MEASURES OF PROGRESS	ROLE-PLAYERS	TIMELINE	RESOURCES
<ul style="list-style-type: none"> i. Foster climates of learning innovation. ii. Review existing programmes to determine how blended learning could best be rolled out to the benefit of both the students and the University. iii. Accelerate consistent implementation of the assessment policy and appropriate training of assessors. iv. Encourage assessment practices which are consistent with the new teaching methodologies, strengthen external moderation policy and practice. v. Prevent deficient translation of examination papers. 	<ul style="list-style-type: none"> • Annual feedback reports • Module portfolios updated 	<ul style="list-style-type: none"> ▪ All ▪ APH¹⁷ 	<ul style="list-style-type: none"> ▫ Continuous 	<ul style="list-style-type: none"> – Within existing resources.

¹⁷ Academic Publishing House: Support the design, outlay, educational quality, translation and printing/publishing of learning material

Strategy b. Providing support for academics to develop alternative, innovative teaching and assessment strategies appropriate to the diverse student population at the UFS.

ACTIONS	MEASURES OF PROGRESS	ROLE-PLAYERS	TIMELINE	RESOURCES
i. Facilitate access to a formal qualification in higher education studies.	<ul style="list-style-type: none">Academics enrolled.Research in areas critical to quality teaching and learning.Strengthen the policy and practice of assessment across all faculties.Continuous professional units.A current staff development policy.An annual programme of academic development opportunities for academics.The number of applications and attendance for the mentioned activities are increased.	<ul style="list-style-type: none">Division: Higher Education Studies, CHESDHTLAAPH	▫ Continuous	<ul style="list-style-type: none">– Within existing resources.
ii. Offer a 16-credit module in facilitation of learning in practice (FLIP).				<ul style="list-style-type: none">– TDG.
iii. Maintain the provision of the 16-credit short learning programme in the assessment of student learning.				
iv. Present an academic induction programme for new academics.			<ul style="list-style-type: none">Staff Development Division, CHESDInter-nationally recognised expert in the field	<ul style="list-style-type: none">– Staff development funding
v. Provide ongoing academic enrichment courses for academics.				
vi. Conduct reflective practice sessions for academics.				
vii. Present training workshops on cross-cultural teaching, engaged learning and content-based instruction (CBI).				
viii. Provide guidance regarding strategies for student engagement.				
ix. Foster interdisciplinary/faculty collaboration in improving teaching and learning.				
x. Encourage academics to take advantage of professional development opportunities provided through: <ul style="list-style-type: none">subsidised conference attendance;international travel grants for overseas conference presentations;teaching and learning development workshops.				
xi. Introduce academics mentoring.				

Goal 4.2.2 Presenting programmes that are effectively designed and delivered

Strategy a. Enhancing curriculum development and programme design.

ACTIONS	MEASURES OF PROGRESS	ROLE-PLAYERS	TIMELINE	RESOURCES
i. Provide academic development activities focusing on curriculum design and effective teaching strategies. ii. Provide support by an expert consultation team to determine the best design of new programmes right from the development phase. iii. Revisit and evaluate all existing and proposed new programmes. iv. Implement a cycle of performance review of all academic programmes. v. Determine a set of criteria for programme development. vi. Review actions that focus on multicultural needs during curriculum development.	<ul style="list-style-type: none"> • A range of academic development activities opportunities are available to lecturers. • Support provided by a programme advisory panel. • Quality control on examination papers. • Programme review information and student feedback on the SASSE and the SCEQ¹⁸. • Distribution, feedback of findings and discussion with all role-players. 	<ul style="list-style-type: none"> ▪ APH 	<ul style="list-style-type: none"> ▫ Continuous 	– Within existing resources.

¹⁸ Student Course Experience Questionnaire

STRATEGIC DIRECTION 3
4.3 EXTENDING THE UFS'S VALUING OF EXCELLENCE IN TEACHING

Goal 4.3.1 Advancing the nexus between teaching and learning, and research

Strategy a. Articulating the meaning and significance to the University of the teaching-research nexus

ACTIONS	MEASURES OF PROGRESS	ROLE-PLAYERS	TIMELINE	RESOURCES
i. Encourage lecturer participation in research into teaching and learning practices.	<ul style="list-style-type: none"> Grants from the NRF for teaching and learning projects. Publish the findings of research into teaching in HE journals. 	<ul style="list-style-type: none"> All 	<ul style="list-style-type: none"> Continuous 	– TDG

Goal 4.3.2 Institutional encouragement of academics to pursue excellence in teaching and learning

Strategy a. Introducing rewards for excellence in teaching and the scholarship of teaching and learning (SoTL).

ACTIONS	MEASURES OF PROGRESS	ROLE-PLAYERS	TIMELINE	RESOURCES
i. Develop a framework for the recognition and reward of excellent teaching.	<ul style="list-style-type: none"> Implementing the recognition and reward of excellent teaching. Teaching portfolio. Continuous professional units NRF rating. 	<ul style="list-style-type: none"> All 	<ul style="list-style-type: none"> 2009 	– TDG

Goal 4.3.3 Intensifying the dissemination and sharing of good practice

Strategy a. Establishing and maintaining opportunities for the sharing of good teaching and learning practices

ACTIONS	MEASURES OF PROGRESS	ROLE-PLAYERS	TIMELINE	RESOURCES
i. Establish the following opportunities for the dissemination and critical reflection on teaching and learning practices: <ul style="list-style-type: none"> - A teaching-learning colloquium. - A prestige teaching-learning forum. 	<ul style="list-style-type: none"> • Opportunities in place. 	<ul style="list-style-type: none"> ▪ All 	<ul style="list-style-type: none"> ▫ 2009 	<ul style="list-style-type: none"> – TDG

09.4 Recognition of Prior Learning (RPL) Policy (refer to 2.2 of this document)

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



ERKENNING VAN VOORAFLEER-BELEID
RECOGNITION OF PRIOR LEARNING POLICY

Dokumentnaam Document name	Erkenning van voorafleer-beleid Recognition of prior learning policy
Koördinerende UBD-lid Co-ordinating Exco member	Viserektor: Akademiese Beplanning Vice-Rector: Academic Planning
Kontakpersoon Contact person	Voorsitter: Onderwyskomitee Chair: Education Committee
Status Status	Goedgekeur deur die Senaat Approved by the Senate
Goedgekeur deur Approved by	Portefeuljekomitee: Onderwys en Navorsing/Portfolio Committee: Education and Research Die Senaat The Senate
Datum van goedkeuring Date approved	19 Mei 2009 19 May 2009
Laaste datum van wysiging Date last amended	Mei 2009 May 2009
Volgende hersieningsdatum Date for next review	Februarie 2011 February 2011
Verwante beleid, tersaaklike wetgewing en nasionale riglyne Related policies, relevant legislation and national guidelines	<u>Onderrigleerbeleid, Assesseringsbeleid, Gehalteversekeringsbeleid, Magister- en doktorale studiebeleid, Algemene Regulasies van die UV, die UV-Statuut, Suid-Afrikaanse Kwalifikasiewet (Wet 58 van 1995), Gelyke Indiensnemingswet (Wet 55 van 1998), Vaardigheidsontwikkelingwet (Wet 97 van 1998), Nasionale Standaardelggame no. 18787 (28^{ste} Maart 1998), Onderwys en Opleiding-kwaliteitsversekeringselggame (ETQA) Regulasies no. 19231 (8^{ste} September 1998), Kriteria en riglyne vir die assessering van NKR-geregistreerde eenheidstandaarde (SAKO, Oktober 2001), die Erkenning van voorafleer in die konteks van die Suid-Afrikaanse Nasionale Kwalifikasieraamwerk (12 Junie 2002), en die kriteria en riglyne vir die implementering van die erkenning van voorafleer (SAKO, 2004).</u> <u>Teaching-Learning Policy, Assessment Policy, Quality Assurance Policy, Master's and Doctoral Studies Policy, and the General</u>

Regulations of the UFS, the UFS Statute, South African Qualifications Authority Act (Act 58 of 1995), Employment Equity Act (Act 55 of 1998), Skills Development Act (Act 97 of 1998), (28th March 1998), Education and Training Quality Assurance (ETQA) Body Regulations no 19231 (8th September 1998), Criteria and Guidelines for Assessment of NQF Registered Unit Standards and Qualifications (SAQA, October 2001), the Recognition of Prior Learning in the context of the South African National Qualifications Framework (12 June 2002), and the Criteria and Guidelines for the Implementation of the Recognition of Prior Learning (SAQA, 2004).

DIE ERKENNING VAN VOORAFLEER-BELEID VAN DIE UNIVERSITEIT VAN DIE VRYSTAAT

THE RECOGNITION OF PRIOR LEARNING POLICY OF THE UNIVERSITY OF THE FREE STATE

DIE ERKENNING VAN VOORAFLEER-BELEID

1. Aanhef

Die Erkenning van Voorafleer (EVL), wat ook beskryf word as “voorafleer waaraan 'n waarde geheg word deurdat dit bevestig, erken, geassesseer of gesertifiseer word”, is binne kwalifikasieraamwerke en opvoedkundige praktyke 'n belangrike en erkende saak. EVL het ten doel om die transformasie van die onderwysstelsel in Suid-Afrika te ondersteun en om as voertuig vir lewenslange leer te dien. Die Universiteit van die Vrystaat (UV) is daartoe verbind om toegang tot hoër onderwys te verbreed en is ook verbind tot die beginsel om mense se voorafleerprestasies te erken. Erkenning kan geskied ongeag die konteks waarbinne hierdie leerervarings verkry is, met dien verstande dat die voorafleer geassesseer kan word, en op grond daarvan krediete daarvoor toegeken kan word om toegang tot 'n formele studieprogram moontlik te maak.

Die EVL behels 'n proses waarvolgens:

- 'n aansoeker se vorige leer en ervaring vergelyk word met die uitkoms wat vir 'n gespesifiseerde kwalifikasie vereis word; en
- die voorafleer wat aan hierdie vereistes voldoen, met die oog op 'n kwalifikasie, aanvaar word¹. EVL verleen erkenning aan dit wat iemand reeds uit die volgende geleer het:
 - formele, geakkrediteerde, gesertifiseerde leer;
 - nie-formele leer (werkervaring in 'n maatskappy of bedryf, of deur saam met kundiges in die veld te werk); en
 - informele leer (lewenservaring, bv. gemeenskapswerk en stokperdjies).

1.1 Toepassing van EVL

Die erkenning van voorafleer is van toepassing op voornemende en ingeskrewe studente van die UV wat die volgende verlang:

- toegang tot programme;
- vrystelling van programvereistes;
- gevoorderde plasing in 'n leerprogram;
- gevoorderde status;
- kredietoordrag;
- krediet met die oog op 'n kwalifikasie; en/of
- om vir die toekenning van 'n volledige kwalifikasie bevoeg verklaar te word.

1.2 Konteks

Die inhoud van die EVL-beleid verreken die interne konteks en is gefundeer op die visie, missie en waardes van die UV. Dit is ook in lyn met die eksterne konteks waarbinne die UV funksioneer, te wete die tersaaklike wetgewing en riglyne op nasionale vlak en die nasionale hoëronderwys-beleidsomgewings soos op die voorblad van die dokument gelys.

Die EVL-beleid voldoen aan die Hoëronderwys-kwalifikasieraamwerk² wat die volgende bepaal:

- Die erkenning van voorafleer behoort potensiële studente, insluitend diene wat in die verlede benadeel is, in staat te stel om afhange van hul geassesseerde kennis en vaardighede tot bepaalde hoëronderwysprogramme toegelaat te word (RSA MoE 2007:6).
- Instellings mag met behoorlike inagneming van die HOKR se beleid, vereistes en riglyne ander vorme van voorafleer en prestasie benewens kwalifikasies of akademiese krediete erken of vereis ten einde te bepaal of toelatingsvereistes gelykwaardig is. In alle gevalle moet die toelatingsinstelling tevrede wees dat die aansoeker oor die nodige bevoegdheid beskik (RSA MoE 2007:15).
- Die formaat vir kwalifikasiespesifikasie behoort, waar van toepassing, reëlings vir die erkenning van voorafleer in te sluit (RSA MoE 2007:6).

THE RECOGNITION OF PRIOR LEARNING POLICY

1. Preamble

Recognition of Prior Learning (RPL), which is also described as “prior learning that is given a value, by having it affirmed, acknowledged, assessed or certified”, is an important and recognised feature of qualifications frameworks and educational practices. RPL is intended to support the transformation of South Africa's education system and to act as a vehicle for lifelong learning. The University of the Free State (UFS) is committed to broadening access to higher education and to the principle of recognising prior learning achievements. Recognition can be granted irrespective of the context of the learning experience, provided that the prior learning can be assessed and that credits may be awarded on the basis of that assessment in order to permit entry to a formal programme of study.

RPL denotes a process whereby:

- the previous learning and experience of an applicant are compared with the outcomes required for a specified qualification, and
- any prior learning that meets the requirements in respect of a qualification is accepted.¹⁹ RPL recognises what a person has already learnt from:
 - formal, accredited, certified learning;
 - non-formal learning (work experience in a company or industry, or with experts in the field), and
 - informal learning (life experience, e.g. community work or hobbies).

1.1 Application of RPL

The recognition of prior learning is applicable to prospective and enrolled UFS students seeking:

- entry to a programme;
- exemption from the requirements of a programme;
- advanced placement in a learning programme;
- advanced status in a qualification;
- credit transfer;
- credit towards a qualification, and/or
- to be deemed competent to be awarded a qualification in its entirety.

1.2 Context

The content of the RPL policy take cognisance of its internal context, and is based on the vision, mission and values of the UFS. It is also in line with the external context within which the UFS operates, namely the applicable national legislation and guidelines and the higher education policy environments listed on the front page of this document.

The RPL policy complies with the Higher Education Qualifications Framework²⁰, which stipulates that:

- The recognition of prior learning should enable potential students, including those previously disadvantaged, to be admitted to specific higher education programmes in accordance with their assessed knowledge and skills (RSA MoE 2007:6).
- With due regard to the policies, requirements, and guidelines of the HEQC, institutions may recognise or require other forms of prior learning and achievement in addition to qualifications or academic credits in order to determine the equivalence of admission requirements. In all cases, the admitting institution must be satisfied that the applicant has the necessary competence (RSA MoE 2007:15).
- The format for qualification specification should, where applicable, include measures for the recognition of prior learning (RSA MoE 2007:6).

¹⁹ The definition as accepted by SAQA, Regulation 452, No 18787, March 1998 / Die definisie soos aanvaar deur SAKO, Regulasie 452, Nr. 18787, Maart 1998.
²⁰ <http://www.saga.org.za/docs/policy/heqc.pdf> In sommige definisies is terme of frases direk aangehaal om die betekenis te behou / In some definitions, terms or phrases were quoted directly to maintain the meaning.

- d. Studie wat direk tot 'n kwalifikasie lei, sal normaalweg op geassesseerde leer uit vroeëre fases in 'n program bou, maar dit kan ook bou op geassesseerde voorafleer wat deur privaatstudie, in die werkplek of elders, bereik is (RSA MoE 2007:9).

Die EVL-beleid komplementeer ander beleidsinisiatiewe van die UV soos die Onderrigleerbeleid, die Assesseringsbeleid, die Gehalteversekeringsbeleid, die Beleid oor Meesters- en Doktorale Studie, die Konsep Institusionele Manifeste en die Algemene Regulasies van die UV, en moet daarmee saam gelees word. Hierbenewens sal algemene sake betreffende EVL, personeel-ontwikkeling, studente-ontwikkeling en sukses en studente-toelating en -toeganklikheid ook in hierdie beleid onder die loop geneem word.

2. EVL-beginsels wat deur die beleid onderskryf word

Die UV besef dat, ten einde EVL effektief te implementeer, die proses die volgende in ag neem dat:

- a. Leer vind in verskillende situasies plaas – formeel, nie-formeel en informeel.
- b. Nie alle vorme van voorafleer akademiese waarde inhou nie en dus nie aan die UV erken kan word nie.
- c. Alle getuienis aangaande voorafleer sal vergelyk word met die bepaalde uitkomst van die module(s) of kwalifikasie(s) waarvoor die aansoeker aansoek doen. Dit sal geskied volgens 'n goed gedokumenteerde assesseringsplan en -proses.
- d. Die onus rus op die aansoeker om bewys voor te lê ter motivering vir moontlike EVL.
- e. Die tydperk van verworwe vooraf kennis tot die aansoek vir EVL moet nie van so 'n aard wees dat die vaardighede en kennis nie meer toepaslik is vir akademiese doeleindes nie.
- f. Die aansoeker wat krediete vir vooraf verworwe vaardighede en kennis verlang, moet steeds aan al die vereistes, soos in die eenheidstandaarde of kwalifikasies gestel, voldoen. Die enigste verskil is in die roete tot die assesserings geleë²¹.
- g. In aggenome die ingewikkeldheid van EVL, is die UV verbind tot die omsigtige en verantwoordbare gebruik van EVL op beide voor- en nagraadse vlak.
- h. Die proses moet:
 - i. buigsam wees, wat impliseer dat verskeie benaderings tot EVL wat betref ondersteuning en assesserings gebruik word om die diversiteit in studente-behoeftes, doelwitte, leerstyle en ervarings aan te spreek;
 - ii. betroubaar, deursigtig en konsekwent wees; dit impliseer dat die proses van hoogstaande gehalte is wat sowel interne as eksterne standaarde vir gehalteversekering betref;
 - iii. duidelik gedefinieer word; d.w.s. dat die student en die UV se rolle duidelik uitgestippel word, dat personele die geleentheid kry om opleiding vir hul rolle te ondergaan en dat aansoekers leiding en ondersteuning ontvang;
 - iv. "studentetoegang en -sukses" as 'n UV-beginsel in stand hou;
 - v. student-gefokus wees, wat impliseer dat dit:
 - help om struikelblokke in die pad van leer te oorkom;
 - die positiewe aspekte van leer wat deur ervaring opgedoen is eerder as die tekortkominge bevorder;
 - 'n vrywillige handeling aan die student se kant is;
 - die student se behoeftes aan en strewe na erkenning eerste stel; en
 - studente billik en redelik assesseer en hulle in staat stel om deur middel van bestaande prosedures te appelleer; en
 - vi. toeganklik wees, wat impliseer dat dit:
 - 'n allesomvattende proses is wat op alle studente op alle vlakke van toepassing is;
 - maklik is om te verstaan en maklik om in werking te stel;
 - in programvoorsiening ingebed is;
 - wat betref tyd en geld, 'n bestuurbare stelsel vir sowel die student as die UV is.

- d. Study leading directly to a qualification will normally build on assessed learning from earlier stages of a programme, but it may also build on assessed prior learning attained by means of private study, in the workplace or elsewhere (RSA MoE 2007:9).

The RPL policy complements and is to be read in conjunction with other UFS policy initiatives such as the Teaching-Learning Policy, the Assessment Policy, the Quality Assurance Policy, the Policy on Master's and Doctoral Studies, the Draft Institutional Charter, and the general Regulations of the UFS. Moreover, general matters in respect of RPL, staff development, student development and success, and student admission and accessibility also feature in this policy.

2. Principles of RPL endorsed by the policy

The UFS recognises that for the implementation of RPL to be effective, the process should take cognisance of the following:

- a. Learning occurs in various situations – formal, non-formal and informal.
- b. Not all prior learning has academic value; thus, not all prior learning should be recognised by the UFS.
- c. All evidence of prior learning will be compared against the stipulated outcomes of the module(s) or qualification(s) in respect of which the applicant is applying for. This will be done in accordance with a well-documented assessment plan and procedure.
- d. The onus is on the applicant to provide proof in support of the possibility of RPL.
- e. The time elapsed between attaining the prior learning and lodging the RPL application should not be such as to render the skills or knowledge irrelevant for academic purposes.
- f. Notwithstanding any application for credits on the grounds of previously acquired skills or knowledge, an applicant must comply with all the requirements as stated in the unit standards or qualifications. Only the route to the assessment may differ.²¹
- g. Taking into account the intricacy involved in RPL, the UFS commits itself to the cautious and responsible use of RPL on both pre- and post graduate level.
- h. The process should be:
 - i. flexible, using a range of different approaches to RPL in terms of support and assessment in order to address the diversity of student needs, goals, learning styles and experiences;
 - ii. reliable, transparent and consistent, involving a high-quality process in terms of both internal and external standards of quality assurance;
 - iii. clearly defined, in terms of the roles and responsibilities of the student and the UFS, with opportunities for staff to undergo training in their roles and for applicants to receive guidance and support;
 - iv. supportive of the UFS's principle of 'student access with success';
 - v. student-focused, which implies that it:
 - assists in overcoming any barriers to learning;
 - enhances the positive aspects of learning by experience, rather than its shortcomings;
 - is initiated by a voluntary action on the part of the student;
 - prioritises the student's need for and desire for recognition, and
 - assesses students with equity and fairness, with recourse to appeal by means of existing procedures, and
 - vi. accessible, which implies that it:
 - is all-encompassing, applicable to all students at all levels;
 - is easy to understand and to implement;
 - is embedded in programme provision, and
 - is manageable in terms of time and money for both the student and the UFS.

²¹

SAKO (Die Suid Afrikaanse Kwalifikasie Owerheid) 2002. Die Erkenning van Voorafleerbeleid, (EVL) 2002:4 / SAQA (The South African Qualifications Authority). 2002. The Recognition of Prior Learning (RPL) Policy. 4.

3. Die doel met die beleid

Die doel met hierdie beleid aan die UV is om studente se toegang, mobiliteit, oordrag en vooruitgang deur die erkenning van voorafleer binne die nasionale kwalifikasieraamwerk te fasiliteer. Ten einde hierdie doelwit te bereik, stel die beleid dit ten doel om:

- 'n duidelike definisie van EVL te bied wat deur al die belanghebbendes wat aan die UV by EVL betrokke is, gedeel word;
- riglyne te bied wat ten doel het om gepaste maatreëls daar te stel om 'n voornemende student se voorafleer, op toereikende, toepaslike, betroubare, billike, geldige en praktiese wyse te assesser; en
- effektiwiteit binne die UV te bevorder deur institusionele stelsels, waardeur alternatiewe vorme van leer op 'n betroubare, billike en prakties uitvoerbare manier erken kan word, te ontwikkel en in stand te hou.

4. Die omvang van die beleid

Die EVL-beleid is op alle voornemende en huidig ingeskrewe studente, akademiese en administratiewe personeellede aan die UV van toepassing. Dit is ook van toepassing tydens al die toepaslike fases waartydens voorafleer geassesseer en krediete in die bestuur van die student se akademiese rekord toegeken word.

Die EVL beleid hanteer die volgende:

- Erkenning van formele leer wat suksesvol aan ander instellings of in ander programme van die UV bekom is (leer wat reeds geassesseer en geakkrediteer is).
- Erkenning van voorafleer wat binne ander kontekste verkry is (erkenning van leer wat uit werkservaring en ander formele opleiding verkry is wat nie presies teen die uitkomst van 'n module gemeet kan word nie) met die oog om 'n student:
 - toegang tot 'n program van die UV deur gevorderde plasing of gevorderde status te verleen;
 - vrystelling van programvereistes van 'n spesifieke program van die UV te verleen;
 - erkenning van krediete vir 'n spesifieke program of kwalifikasie te verleen; en
 - vir die toekenning van 'n volledige kwalifikasie bevoeg verklaar te word.

5. Die EVL-proses aan die UV

Aansoeke om die assessering van voorafleer word deur die regulasies van die UV gerig en deur die EVL-sentrum ondersteun in samewerking met die departementshoofde en die programdirekteure. In gevalle waar spesifieke toelatingsvereistes en 'n EVL-ontwikkelingsbenadering met betrekking tot toelating geld, word die EVL-proses en -ondersteuning binne die betrokke program self hanteer.

5.1 EVL op eerste kwalifikasies

EVL op eerste kwalifikasies word deur die UV se Algemene Regulasies (Eerste Kwalifikasies)⁴ onderskryf. Hierdie regulasies bied die volgende riglyne aangaande eerste kwalifikasies:

5.1.1 Toelating en erkenning

- Toelating tot studie aan die UV word deur die algemene regulasies A2, A3 en A4 gerig.
- Die erkenning van modules wat aan die UV of 'n ander hoëronderrysinstelling geslaag is, word deur Regulasie A10 gerig.
- Die erkenning van modules geslaag voordat 'n kwalifikasie aan die UV behaal is, word deur Regulasie A11 gerig.
- Die erkenning van modules geslaag nadat 'n kwalifikasie aan die UV behaal is, word deur Regulasie A12 gerig.

5.2 EVL op nagraadse vlak

EVL op nagraadse vlak word deur die UV se Algemene Regulasies (Gevorderde en Nagraadse Kwalifikasies)⁵ gerig. Hierdie regulasies bied die volgende riglyne aangaande nagraadse kwalifikasies:

3. The purpose of the policy

The purpose of this UFS policy is to facilitate the access, mobility, transfer and progress of students within the national qualifications framework by means of the recognition of prior learning. In order to achieve this, the policy aims to:

- establish a clear definition of RPL, accepted by all those involved with RPL at the UFS;
- provide guidelines aimed at introducing the necessary measures for effective, appropriate, reliable, fair, valid and practicable assessment of a prospective student's prior learning, and
- enhance the UFS's efficiency by developing and maintaining institutional systems by means of which alternative forms of learning can be recognised in a reliable, fair, and viable manner.

4. The scope of the policy

The RPL policy is applicable to all prospective and currently enrolled students as well as to academic and administrative staff members of the UFS. It is also applicable to the assessment of prior learning and the awarding of credits at all stages of the management of the academic record of a student.

The RPL policy deals with the following:

- Recognition of formal learning successfully attained at other institutions or in other UFS programmes (learning that has already been assessed and accredited).
- Recognition of prior learning acquired in other contexts (by means of work experience or other formal training which cannot immediately be identified as equating to the outcomes of a module) with the intention of allowing a student:
 - admission to a programme at the UFS by advanced placement or advanced status;
 - exemption from the requirements for a specific programme at the UFS;
 - recognition of credits towards a specific programme or qualification; and
 - to be declared competent to be awarded a full qualification.

5. The RPL process at the UFS

Applications for assessment of prior learning are governed by the regulations of the UFS and supported by the RPL Centre, in collaboration with heads of departments and programme directors. In cases where specific admission requirements and an RPL developmental approach in terms of admission apply, the RPL process and assistance are managed within the programme self.

5.1 RPL for first qualifications

RPL for first qualifications is governed by the UFS's General Regulations (First Qualifications).²² These regulations provide the following guidelines in terms of first qualifications:

5.1.1 Admission and recognition

- Admission for study at the university of the free state is governed by general regulations A2, A3 and A4)
- Recognition of modules passed at the UFS or another institution of higher education is governed by Regulation A10.
- Recognition of modules passed prior to obtaining a qualification at the UFS is governed by Regulation A11.
- Recognition of modules passed after obtaining a qualification at the UFS is governed by Regulation A12.

5.2 RPL at the postgraduate level

At the postgraduate level, RPL is governed by the UFS's General Regulations (Advanced and Postgraduate Qualifications).²³ These regulations provide the following guidelines in terms of postgraduate

²² http://www.ufs.ac.za/faculties/documents/H1/HD1/toelatingsvereistes%202009_060209_Algemene_Regulasies_eerste_kwalifikasies.pdf
http://www.ufs.ac.za/faculties/documents/H1/HD1/toelatingsvereistes%202009_060209_General_regulations_first_qualifications.pdf

²³ http://www.ufs.ac.za/faculties/documents/H1/HD1/toelatingsvereistes%202009_060209_Algemene_Regulasies_gevorderde_en_nagraadse_kwalifikasies.pdf
^f http://www.ufs.ac.za/faculties/documents/H1/HD1/toelatingsvereistes%202009_060209_General_regulations_post_qualifications.pdf

5.2.1 *Toelating en erkenning*

- a. EVL vir toelating tot 'n gevorderde baccalaureusgraad word deur regulasie A32 gerig.
 - Die erkenning van modules wat aan die UV of 'n ander hoëronderwysinstelling geslaag is, word deur regulasie A37 gerig.
- b. EVL vir toelating tot honneursbaccalaureus-kwalifikasies word deur Regulasie A56 gerig.
 - Die erkenning van modules wat aan die UV of 'n ander hoëronderwysinstelling geslaag is, word deur regulasie A61 gerig.
- b. EVL vir toelating tot 'n meesterskwalifikasie word deur Regulasie A80 gerig.
 - Die erkenning van modules wat aan die UV of 'n ander hoëronderwysinstelling geslaag is, word deur regulasie A85 gerig.
- c. EVL vir toelating tot 'n doktorale kwalifikasie word deur Regulasie A109 gerig.
 - Erkenning vir modules wat aan die UV of 'n ander hoëronderwysinstelling geslaag is, word deur Regulasie A114 gerig.

6. **Hantering, implementering en monitering van hierdie beleid**

Indien enige dispuut oor die interpretasie van enige klousule van hierdie beleid sou ontstaan, is die Engelse weergawe daarvan beslissend.

qualifications:

5.2.1 *Admission and recognition*

- a. RPL for admission for the advanced baccalaureus degree is governed by Regulation A32.
 - Recognition of modules passed at this or another higher educational institution is governed by Regulation A37.
- b. RPL for admission to Baccalaureus Honores qualifications is governed by Regulation A56.
 - Recognition of modules passed at the UFS or another institution of higher education is governed by Regulation A61.
- b. RPL for admission to Master's qualifications is governed by Regulation A80.
 - Recognition of modules passed at the UFS or another institution of higher education is governed by Regulation A85.
- c. RPL for admission to doctoral qualifications is governed by Regulation A109.
 - Recognition of modules passed at the UFS or another institution of higher education is governed by Regulation A114

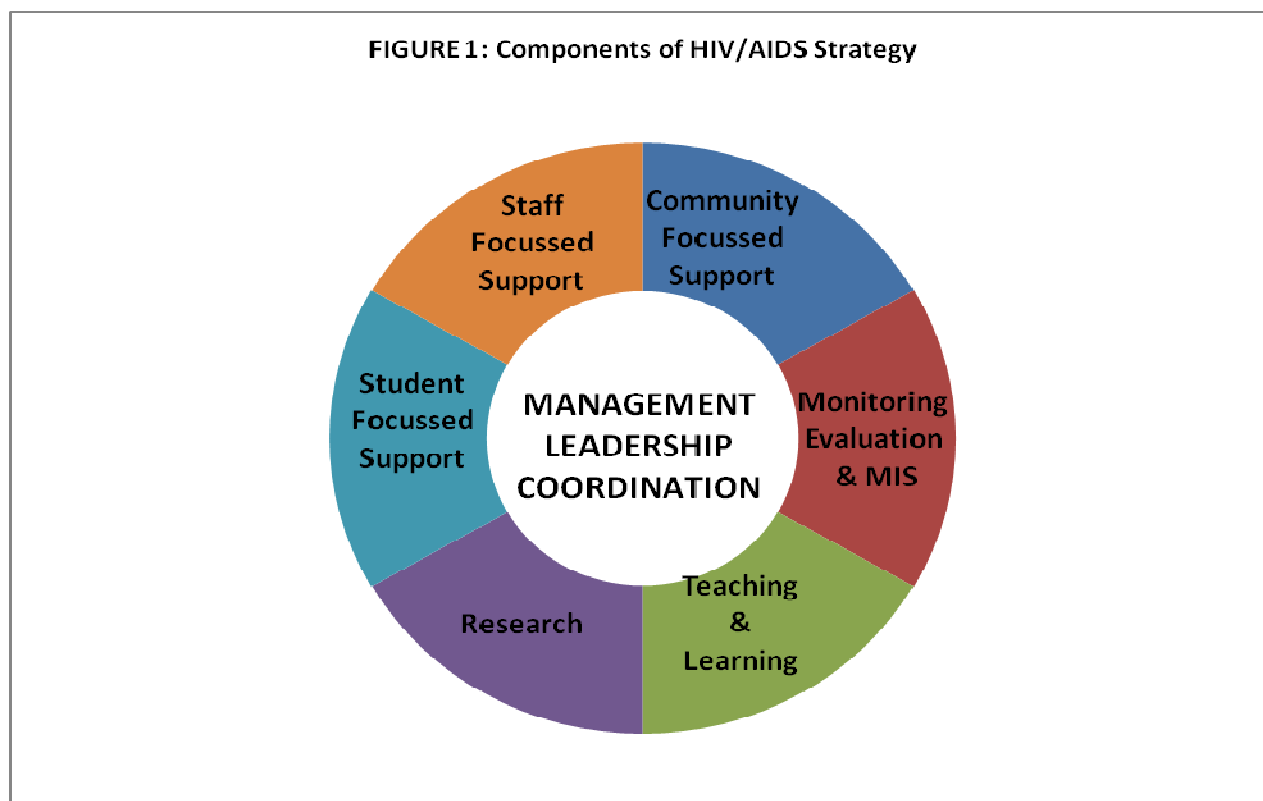
6. **Management, implementation, and monitoring of this policy**

The English version of this policy shall be deemed decisive in the case of any dispute with regard to the interpretation of any clause.

09.5 Refer to 05.06.02 of this document (Relationships with the community, both academic and service)

1. The Institutional Response and Strategic Plan of the UFS for the HIV and Aids pandemic

The UFS, as all other HEI in the country cannot escape the increasing impact of the HIV and Aids pandemic on our university. Draft 3 of the Institutional Response and Strategic Plan (**Annexure 1**) has been discussed by the Executive Management of the UFS. The broad thrust of the document addresses the conceptual framework as well as the operational structures. The primary aim is to provide a holistic approach for the UFS to manage and fund the required response. In the diagram an attempt is made to illustrate the relationships between the different foci on students, staff, community service, research, monitoring and evaluation and integration into the curricula.



This implementation approach will be strengthened by the following interventions:

- a) The restructuring of the KOVSIES HIV and Aids Centre (**Annexure 2**)
- b) The establishment of a new HIV and Aids Institutional Forum.

The UFS is also part of the DoE and HESA, HEAIDS project. R3.1m has been granted to the UFS to implement the project plan with the theme: Towards an Aids Competent Society. The summarized Concept Notes for the Project is reflected in **Annexure 3**

In the Project plan 3 Actions (interventions) have been identified:

Action 1: This Action focuses on prevention. Awareness, treat care and support.

Action 2: This Action focuses on 2 pilot programmes in Agriculture and social Work. The aim is to integrate the special focus on HIV and Aids into the curricula of the academic programmes in Agriculture and Social Work.

Action 3: The development of a monitoring and evaluation instrument for the management of HIV and Aids related data. This project will greatly assist the UFS especially in the area of student tracking.

Although there are still a lot of denial amongst management and staff, it is also gratifying to know that the support base from senior management has become very conducive to increase the awareness and funding for the Institutional Response and Strategic Plan.

2. The further refinement of the Khula Xhariep Partnership (KXP) as part of the Free State Rural Development Partnership Programme (FSRDPP)

The Community Service Policy of the UFS makes provision for urban and rural interventions under the banner of Community Flagships. The FSRDPP was initiated by the UFS Department of Social Work in the Southern Free State town of Philippolis in 1996. The activities expanded to include the two adjacent towns of Springfontein and Trompsburg. The past 3 years representatives of the three towns have engaged in negotiations with the UFS that led to the signing of the Memorandum of Understanding (MoU) between the UFS and the KXP. **(Annexure 4)**

It is envisaged that the partnership will lead to the registration of a Section 21 Co of which the UFS is a minority partner.

Several national and international conference presentation has been done on this model and the UFS is proud to involved in such an intervention.

3. The School Support Programme of the UFS

The UFS has numerous programmes in Faculties where linkages with schools are built to enhance the quality of teaching as well as ensuring that qualifying learners are attracted as possible students of the UFS. Six of the key School Support Programmes were introduced to key stakeholders. The major programmes for 2008 were:

- a) A partnership with Kagiso Trust, the FS DoE and the UFS that focussed on ten High Schools in Qwaqwa. Over a period of 4 months students in the Faculty of Education were used to assist with the teaching of Mathematics, Physical Science and Business Management for the Grade 12 students. It is heartening to mention that some of the schools have really increased their pass rates in these subjects. This programme is coordinated by the Office of the Principal of the Qwaqwa Campus.
- b) Volksblad /UFS School for Matrics. This School was presented during the Spring holiday break. Classes in Mathematics, Accountancy and Physical Science were presented in 2 day sessions. The UFS sponsored 150 learners from previously disadvantaged schools and about 20 of the learners came from rural schools. Close to 750 learners benefited from this intervention. Colleagues from the Faculty of Education used the school as a research project and the results will be released shortly. This programme is coordinated by the Dept of Educational Psychology in the Faculty of Education of the UFS.
- c) Another exciting support programme is the National Council on Economic Education. This programme is done in conjunction with the FS DoE, the Dept of Agricultural Economics and the University of Minnesota in the US. This is a national economic literature programme of which the UFS is one of the founder members. This

programme is coordinated by the Dept. of Agricultural Economics in the Faculty of Natural and Agricultural Science.

- d) The Science for the future programme is coordinated by the Faculty of Education of the UFS and focuses on the transfer of knowledge and skills with regard to Mathematics and Science in general.
- e) The Faculty of Natural and Agricultural Sciences at the University of the Free State (UFS) will present the Science School of Excellence for top achievers in Grade 11 in July 2009. Four exciting days are planned during which Grade 11 learners will participate in challenging extra-curricular exercises as well as laboratory and research activities. All classes will be presented in English and Afrikaans. This is a very high level intervention so the entrance level for the learners are very high as indicated in the following press release: In order to qualify for the UFS Science School, learners had to achieve an average of 80% [level 7] during the 2008 Grade 10 final examinations. They also had to obtain a minimum of 80% [level 7] in Mathematics and Physical or Life Sciences during the same examination. Learners who are interested in the Department of Computer Sciences and Informatics will also need Grade 10 CAT at level 7.

4. The relationship between the Griqua National Council (GNC) and the UFS

The UFS Management took a decision in 2002 to support the links between one of the indigenous peoples of the country, the Griqua. Historically the Griqua people has played a very significant role in the Free State. Linked to the UFS's interventions in the Southern Free State – see the references to the this earlier in this report – the Office of the Chief Director Community Service in conjunction with the Department of Anthropology of the UFS, explored the different ways in which the role and contributions of the Griqua people can be properly recognized. Flowing from this numerous bilateral discussions, visits to Griqua farms and heritage sites took place. The UFS chose to work more closely with the Griqua National Council (GNC). On 10 January 2009 the official MoU between the UFS and the GNC were signed.

Closure

In this report the some of the activities of the Chief Directorate: Community Service. There are many more areas that are reflected in other reports of the different Faculties and the Qwaqwa Campus. Whilst the Management of the UFS has unequivocally committed themselves to embrace the Community Service and Community Service Learning as the 3rd leg of our core business, the biggest challenge still remains the financial sustainability of the different projects. While a lot of effort is being done to ensure external financial support, it will be crucial that the work of HEI's be financially supported through the restructuring of the state subsidy to HEI's.

=====

ANNEXURES

=====

ANNEXURE 1



UNIVERSITY OF THE FREE STATE

**HIV/AIDS INSTITUTIONAL FRAMEWORK
AND
STRATEGIC PLAN**

Draft 3

February 2008

TABLE OF CONTENTS

- 1. MESSAGE FROM THE RECTOR**
- 2. INTRODUCTION**
 - 2.1 HIV and AIDS**
 - 2.2 Higher education and HIV/AIDS**
 - 2.3 UFS response to HIV/AIDS to date**
 - 2.3.1 UFS Strategic Objectives
 - 2.3.2 Current situation at UFS
- 3. PROPOSED UFS STRATEGY**
 - 3.1 Introduction**
 - 3.2 Purpose statement**
 - 3.3 Elements of the Strategy**
 - 3.4 Key success factors**
 - 3.4.1 Leadership
 - 3.4.2 Accountability
 - 3.4.3 Dedicated 'HIV/AIDS Task Team'
 - 3.4.4 Adequate resources
 - 3.4.5 Proactive and flexible strategies and interventions
 - 3.4.6 Continuous research
- 4. KEY COMPONENTS AND AREAS OF INTERVENTION**
 - 4.1 Staff Focussed Support**
 - 4.2 Student Focussed Support**
 - 4.2.1 Prevention
 - 4.2.2 Voluntary Counselling and Testing
 - 4.2.3 Treatment
 - 4.3 Teaching and Learning**
 - 4.4 Research**
 - 4.5 Community Focussed Support**
 - 4.5.1 Community flagships
 - 4.5.2 Schools
 - 4.5.3 Health workers
 - 4.5.4 Provincial and Local Government
 - 4.6 Monitoring, Evaluation and MIS**
 - 4.6.1 Knowledge, Attitude and Perception (KAP) study
 - 4.6.2 Organisational needs assessment and impact analyses
 - 4.6.3 Benchmarking and best practice
 - 4.6.4 Provision of management information
- 5. MANAGEMENT AND COORDINATION**
 - 5.1 Custodian and Champion**
 - 5.2 HIV/AIDS Task Team**
 - 5.3 Group Coordinators**
- 6. OPERATIONAL PLANS**
- 7. CONCLUSION**
- ADDENDUM 1**

2. INTRODUCTION

"The vision which fueled our struggle for freedom, the deployment of energies and resources, the unity and commitment to common goals – all these are needed if we are to bring AIDS under control. Future generations will judge us on the adequacy of our response. "
President Nelson Mandela, Davos, 1996.

2.1 HIV and AIDS²⁴

By the end of 2001, over 40 million people were living with HIV/AIDS, nearly 25 million people had died of AIDS, and more than 15.6 million children under the age of 15 had lost their mother or both parents.²⁵ As well as the human tragedy, the epidemic has a profound impact on growth and poverty and the United Nations Programme on HIV/AIDS (UNAIDS) estimates a loss of more than 20% of GDP in the worst effected countries by 2020. South Africa currently has the highest number of people infected with HIV/AIDS.

One of the most devastating and far-reaching of the epidemic's impacts is perhaps its impact on education systems. HIV/AIDS is draining the supply of education, eroding its quality, weakening demand and access, drying up countries' pools of skilled workers, and increasing the sector's costs.²⁶

According to Dorrington *et al*²⁷ the spread of the HIV and AIDS epidemic differs between provinces, with the Free State province being one of nine which appear to be levelling off at between 30% and 35% in terms of ultimate plateaux. According to the same authors 5 372 476 people in South Africa are living with HIV/AIDS of whom 387 770 (7.2%) are from the Free State. With regard to the prevalence rate, 13.9% of the population of the Free State are infected (above the national average of 11.2%). Prevalence is highest amongst women of child-bearing age (at 21.2%).

Of particular interest to the University is the prevalence amongst youth (15-24 years) – the group from which their prospective students will primarily come. This stands at 12.4% for the Free State province; prevalence is much higher for female youth (20.1%) than for male youth (4.5%). These numbers are expected to increase.

While it is acknowledged that HIV/AIDS will have a negative impact on the ability of universities to excel and deliver services, data for prevalence among university students in general is incomplete, insufficient and often contradictory. According to the HSRC HRD Review 2003²⁸, HIV prevalence amongst students was projected to increase to between 30 and 35% by 2005. However, according to Booysen and Bachmann²⁹ HIV prevalence among UFS students in 2003 was estimated at about 9%. The same authors estimated that HIV prevalence amongst UFS staff at approximately 5%.

²⁴ In this document the terms 'HIV /AIDS' and 'HIV and AIDS' are used interchangeably

²⁵ Education and HIV/AIDS: A window of hope.

²⁶ Education and HIV/AIDS: A window of hope.

²⁷ Dorrington, RE, Johnson, LF, Bradshaw D and Daniel T. 2006. The Demographic Impact of HIV/AIDS in South Africa. National and Provincial Indicators for 2006. Cape Town: Centre for Actuarial Research, South African Medical Research Council and Actuarial Society of South Africa.

²⁸ <http://hrdwarehouse.hsra.ac.za/directory.htm#Ch8>

²⁹ Booysen FleR and Bachmann, M. 2004. The Impact of the HIV/AIDS Epidemic on the University of the Free State: Magnitude, Implications and Management (Draft Final Report).

2.2 Higher education and HIV/AIDS

Starting in 2000, new research signalled a growing concern in the international higher education community about the need for a more visible and comprehensive response to HIV/AIDS. This epidemic will undoubtedly have a major impact on South African higher education. The responsibility of the higher education sector in terms of HIV and AIDS is encapsulated in the following statement from the Association of African Universities: "To a greater degree than ever before African Universities must renew their commitment to helping Africa find effective solutions to its problems of hunger, poverty and diseases. They must, through research and teaching, strengthen their contribution to improvements in food production and distribution, diseases control and health service delivery, and the general well-being of their people. In particular, the HIV and AIDS crisis poses a serious threat to African societies within which Universities are situated. We recognise that the solution to this problem might well lie in Africa. African universities must, in any event, be at the forefront of research, education and action in this matter."

The primary purpose of higher education revolves around knowledge. Society invests in universities with the expectation that they will:

- Develop new knowledge
- Transmit knowledge
- Disseminate and spread knowledge
- Promote the utilisation of knowledge.

As articulated by the Association of African Universities, HIV and AIDS adds a new dimension to this mandate. For universities who strive to be responsive to the society within which they are located, it can no longer be business as usual. Their mandate, within an HIV and AIDS affected society now requires of them to:

- Respond to the expanded needs of an HIV and AIDS affected society.
- Generate further knowledge, understanding, insight, practice and training on HIV and AIDS.
- Engage with society by applying knowledge to the identification and solution of problems associated with HIV and AIDS.

In December of 2000 SAUVCA published Institutionalising the response to HIV/AIDS in the South African University sector: A SAUVCA analysis. The findings discovered that the situation in South Africa was shared by those who had examined HIV/AIDS within the African context, and the following conditions prevailed across higher education institutions:

- Notional awareness but lack of concrete action from universities.
- Lack of information and hard data.
- Silence at institutional and individual levels.
- Stigma and discrimination.
- HIV/AIDS is not being mainstreamed into the management of the institution.
- Little is being done to replenish society's AIDS-depleted skills.
- HIV/AIDS is being treated as a health problem.
- Imperfect knowledge of the disease and its impact.
- Little sign of behaviour change in individuals and in institutions.
- Focus on prevention rather than on pro-active control.³⁰

To a large extent, subsequent findings indicate that the situation has only improved slightly.

³⁰ Chetty, D & Michel, B. Turning the Tide: A strategic response to HIV and AIDS in South African Higher Education. HEAIDS Programme Report 2002-2004

Education is a major engine of economic and social development in that it drives a country's future and it is pivotal for development. Furthermore education is a proven means to prevent HIV/AIDS. It has been proven to provide protection against HIV infections as it equips people to make healthy decisions concerning their own lives. Education is among the most powerful tools for reducing vulnerability of girls and women. Furthermore it offers a ready-made infrastructure for delivering HIV/AIDS prevention efforts to large numbers of people, and it is a highly cost-effective prevention mechanism.³¹

In order to arrive at an 'AIDS competent society', individuals and communities need to move from denial (characterised by uncertainty, guilt, stereotyping and even politicisation) through acceptance (characterised by greater awareness and a growing sense of responsibility) to embracement (characterised by an internalisation), and ultimately to a way of life in which a response to HIV/AIDS is inherent in day to day life.

2.3 UFS response to HIV/AIDS to date

Although there are instances where HIV/AIDS is receiving attention, when taking the above 'continuum' into account, in some respects the University can be characterised as still being in the position of denial moving towards acceptance. The way the University responds will impact on the institutional culture, its relevance and the support it provides its students and staff. Above all, a well considered, serious response by the institution will be evidence of transformational leadership.

2.3.1 UFS Strategic Objectives

The five strategic objectives of the UFS are to a large extent interdependent. In many respects each one includes and addresses the all-permeating issue of HIV and AIDS (on the one hand), while on the other the issue of HIV/AIDS, if ignored, will have an effect on the successful achievement of each of these strategic objectives.

Furthermore, HIV/AIDS related issues need to form part of each university's longer term planning, and will therefore need to be inherent in any foreseeable institutional strategic plan.

The five strategic goals of the UFS for 2006 -2008:³²

- **Quality and excellence:** The continuous quest for quality and excellence permeates and overarches all the academic core functions, namely teaching/learning, research and the community engagement of the UFS, as well as support functions, facilities, governance and management processes performed by an excellent personnel corps. Quality and excellence involves a continuous process aimed at identifying and addressing quality gaps in all core functions and activities of the UFS within a continuous cycle of planning, acting, evaluation and improvement.
- **Equity, diversity and redress:** Although equity, diversity and redress are central to transformation, the UFS regards transformation as a much broader and more fundamental matter than simply changing the 'face' and 'voice' of the institution through employment equity initiatives. The pursuit of equity, fairness and justice in everything we do remains an important goal of the University.
- **Financial sustainability:** Financial sustainability is the cornerstone of a robust university.
- **Regional co-operation and engagement:** Central to this priority is the integration of the Qwaqwa and Vista Campuses as valuable constituent parts of the UFS, and the strategic reconfiguration of these two campuses (and other potential sites of delivery) in

³¹ Education and HIV/AIDS: A window of hope

³² University of the Free State Strategic Plan 2006-2008

order that the UFS, in conjunction with other partners, can play a meaningful role in regional engagement and development.

- **National leadership:** The UFS sees itself as a national asset whose experts must play and will continue to play a leading role in influencing public policy, business and industry, and other relevant areas, also with regard to transformation, in South Africa and Africa, and in the international higher education community.

The University's response to HIV/AIDS is also considered to be an integral part of the transformation projects that form part of the Strategic Plan.

2.3.2 Current situation at UFS

In compiling this Institutional Framework and Strategic Plan, the background documentation gathered for the compilation of the institutional proposal to HEAIDS was extremely useful. As stipulated by HEAIDS, part of this exercise entailed the compilation of a situational analysis. For a variety of reasons the collection of data for this analysis proved to be quite problematic. This confirmed the view amongst many of those interviewed, that issues to HIV/AIDS at the university were largely uncoordinated.

The major findings of the situational analysis can be summarised as follows:

- A Policy is in place, but requires revisiting and refinement.
- For the past ten years, Kopsie Support Services, and later also the HIV and AIDS Centre, have developed information campaigns and workshops for students and staff to make them aware of the risks of HIV/AIDS and the necessary measures to ensure their safety. The impact of these interventions
- Some departments have introduced aspects of HIV/AIDS into academic programmes
- Important research on HIV/AIDS is being undertaken, in particular the research being done by the group under the leadership of Prof Dingie van Rensburg.
- Interventions at staff level are in their infancy.

However, although there has been some attention given to HIV/AIDS at the university, in general the nature of the current institutional response can be summarised as follows:

- There is an absence of a strong institutional response.
- There are many promising individual initiatives.
- Responses are currently uncoordinated.
- The disease is often regarded as a student problem, resulting in attitudes characterised by denial, inevitability and invulnerability.

The escalation in the HIV/ AIDS epidemic, the fact that the available services mostly reach students in residences only, the incorporation of two satellite campuses and the haphazard approach in introducing HIV/AIDS contents in academic programmes, has called for a more focused and co-ordinated approach. This is accentuated by the effect that the HIV/AIDS 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).

4. PROPOSED UFS STRATEGY

3.1 Introduction

The University of the Free State (UFS) recognises the seriousness of HIV/AIDS 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. It is acknowledged that HIV/AIDS is a major problem and, if not successfully addressed, could jeopardise the University's ability to survive as

an effective educational institution. Education is critical for development and the generation of human capital and ultimately the quality of education may be compromised by HIV/AIDS.

HIV/AIDS can be a challenge to the University's core business and the University is severely affected by the epidemic because the majority of its community is made up of young individuals (either in their late teens or early twenties) which represent the group amongst which the prevalence of the disease is highest. Furthermore the liberal atmosphere and general campus culture might promote lifestyles that facilitate easy transmission of HIV and AIDS.

The University has a ten-year record of initiatives to address the HIV/AIDS related issues on campus. The growing seriousness of the issues, as well as requirements of the Department of Education and HESA have necessitated a formalised institutional response and the development of a strategic framework to provide a road map for the way forward. A major development in the UFS response is related to the proposal submitted to HEAIDS; this framework fully integrates the HEAIDS supported project.

The current proposed 'HIV/AIDS Institutional framework and strategic plan', builds and expands on work that has been done before, the lessons learned from previous interventions, and a thorough study of best practice (locally and abroad). It is intended to provide a framework and strategic direction for the UFS response to HIV/AIDS. As with any medium to long-term strategy, the detail and prioritisation of interventions will need to be deliberated and further developed by those involved in the implementation.

3.2 Purpose statement

South African institutions are now and will for the foreseeable future, be responding to a high prevalence environment. As is evident from the preceding chapters, HIV/AIDS is likely to have an impact at various levels of the university environment, viz:

- **Management:**
Possible impacts and consequences that the epidemic will have on the institution need to be carefully considered for policy, planning and management purposes. This relates not only to the supply of skills and experience of highly trained professionals, but also on the availability and success rates of students
- **Staff:**
Staff need to be more aware of the impact of the HIV/AIDS epidemic on the university and their role in this regard in terms of teaching and research. In addition, evidence suggests that more staff will become directly affected by HIV/AIDS and a well developed wellness programme will be essential.
- **Students:**
South Africa needs people in every sector to be prepared for the demands of living in a society afflicted with HIV/AIDS. Students must be exposed to the multi-faceted impact of the disease in a manner in which they can gain personal, academic and professional understanding of the implications of HIV/AIDS on their lifestyles as well as their chosen career or field of study. University programmes should meet the needs of an HIV/AIDS infected and affected society by sending out competent professionals, equipped to deal with HIV in the workplace.

The purpose of the UFS strategy for HIV/AIDS can therefore be summarised as follows:

"To contribute to the development of an AIDS competent society".

3.3 Elements of the Strategy

Recognising that epidemics do not take place in isolation and that there is an interconnectedness of people, communities and different levels of society and sectors, it is essential that HIV/AIDS related issues are addressed by means of an integrated strategy. The uncoordinated, ad hoc approach of the past cannot be continued, and to all intents and purposes this strategy is a new one – building on strengths and expertise developed over the past ten years, but essentially providing new direction and focus for the University's way forward – **appropriate for its current situation and context**. The UFS HIV/AIDS strategy needs to be integrated with current operations of the university in a seamless approach, making it part of existing activities, while at the same time giving the epidemic the priority and attention it requires.

The strategy will support the University's vision, mission and strategic objectives and will be a comprehensive approach.

The key components of the strategy are:

- Leadership and Management
- Prevention, Care and Support
- Teaching and Research
- Community Engagement
- Monitoring and Evaluation.

Each of these is dealt with in more detail, with suggested interventions, in Item 4.

3.4 Key success factors

The following are the key success factors for a coordinated, integrated, comprehensive University-wide HIV/AIDS programme:

3.4.1 Leadership

Given the University's culture, history and the nature of the epidemic, leadership from the top is critical – not only to break the culture of silence around HIV/AIDS, but also in communicating the business imperatives of HIV/AIDS interventions.

The issue of HIV/AIDS must be driven and represented at the highest levels, as a key portfolio of a member of the Executive Management of the University. This will ensure that it receives its due priority and that roll out is sustainable.

It is essential that this filters down to staff members – particularly those charged with implementing the university's HIV/AIDS initiatives; they must form a coordinated, united team which speaks with a single voice.

3.4.2 Accountability

- The Exco needs to champion the HIV/AIDS Programme, interventions and policies.
- The Directorate of Community Service drives the strategy, and through the 'HIV/AIDS Task Team', coordinates the interventions.
- Responsibility for the implementation of the key components of the strategy will be appropriately delegated to suitable appointees.
- All staff share responsibility for the implementation of the University's HIV/AIDS strategy and policy.

3.4.3 Dedicated 'HIV/AIDS Task Team'

The HIV/AIDS Task Team will have the specific mandate to be responsible for supporting the implementation of the UFS HIV/AIDS initiatives. Additionally, the team will serve as an HIV/AIDS resource within the University.

In addition, the current HIV/AIDS Forum will be built upon to become a well-represented stakeholder group.³³

3.4.4 Adequate resources

The availability of adequate financial and human resources to both implement and monitor the progress of the University's HIV/AIDS interventions is essential to ensure success. In this context, it will be essential not only for the University to make funds available for the interventions, but also for concerted fundraising and marketing to be implemented.

The funding made available through the HEAIDS project will provide the initial impetus for the proposed interventions; however the financial implications of a sustainable, quality intervention cannot be ignored and will require both consistent institutional commitment as well as sustained external funding.

In addition a further critical resource will be the partnerships that are formed with other institutions (universities, HESA, NGOs, funding organisations etc). The potential benefits of this approach are self-evident - it will help prevent duplication of services and activities, and will ensure that information and other resources are more effectively utilised. Partnerships with unions hold particular potential to address HIV/AIDS and lead to more effective programmes.

3.4.5 Proactive and flexible strategies and interventions

It is essential that strategies and interventions are dynamic and remain proactive and flexible. The impact of the epidemic is still being realised and it is essential that the strategy and interventions are flexible enough to respond to new demands.

3.4.6 Continuous research

In order to stay at the forefront of the fight against HIV/AIDS there is a need for continuous research – both of the internal situation at the university as well general research about HIV/AIDS.

4. KEY COMPONENTS AND AREAS OF INTERVENTION

In reviewing best practice with regard to other relevant HIV/AIDS strategies, it is clear that there are key components that form part of any such strategy. These include:

- **Prevention, care and support:**
The UFS has been active in prevention, treatment, care and support initiatives; however there is a need for a more focused and targeted approach to both students and staff. In particular there is a need for interventions of an advocacy nature at management level to ensure that commitment is maintained and enhanced.

Knowing one's HIV status is crucial in managing the disease and maximising life expectancy. For this reason it is important to educate employees and students about the benefits of voluntary testing. VCT sites must be integrated into the campus health service delivery system, available to both staff and students. These services should be available on all campuses.

³³ For the purposes of the implementation of the HEAIDS project, the current Forum has been expanded to become the 'Broad Implementation Task Team'.

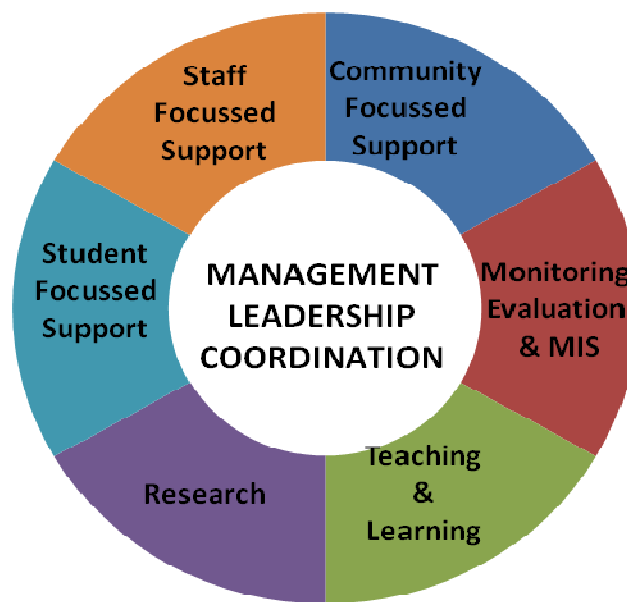
- Insertion in teaching, learning and research:
A university finds itself in a unique position with regard to influencing the future generation of workers with regard to attitudes to HIV and AIDS, as well as to creating new knowledge on HIV and AIDS. These issues need to be infused and entrenched in curricula and research programmes.
- Monitoring and evaluation:
As part of a coordinated approach, the monitoring and evaluation of the effectiveness and impacts of all interventions forms an essential component of good management and resource allocation. Effective monitoring and evaluation in turn implies adequate, accurate and relevant management information. Attention will need to be given to developing required MI system and relevant performance indicators.
- Service to the community at large:
In a climate of heightened HIV/AIDS awareness, universities must ensure that they become the engines of development, progress and understanding for people, institutions and society in all that relates to the disease.

Given the UFS context and the intent to use existing structures to ensure limited disruption to all current activities at the university, six areas have been identified as the key components of the strategy, viz:

- Staff focussed support
- Student focussed support
- Teaching and learning
- Research
- Community focussed support
- Monitoring, evaluation and MIS.

These areas should be managed as separate focus areas, and centrally coordinated. This can be illustrated as follows:

FIGURE 1: Components of HIV/AIDS Strategy



Each of these components will need to be headed by an appropriate person with a supporting team – in coordination with the other components. They will be responsible for developing and implementing the interventions for that component, aligning it with the overall strategy of the UFS HIV/AIDS Programme – i.e. an operational or action plan will need to be developed for the programme.

As previously indicated, the purpose of the document is to provide an outline and a framework. The detail will need to be worked out and expanded by the institution, and in particular those identified as being responsible for each over-arching component – as and when the strategy is adopted and priorities are identified. A summary of the basic elements of the framework and suggested interventions/actions is contained in Addendum 1.

4.1 Staff Focussed Support

Many universities have reported a low level of staff response to services and there is anecdotal evidence of apathy and lack of buy-in. There is anecdotal evidence to suggest that a specifically targeted and discrete support programme specifically for staff might assist in improving this situation.

Support from the leadership at higher education institutions is very important for the success of HIV/AIDS programmes, and although support of top management is recorded this needs to be built upon and extended to other sections of the University. There is thus a need to raise the issue of the impact of HIV/AIDS on staff as an institutional priority.

Prevention remains a critical priority in managing costs and other impacts of the epidemic in terms of absenteeism, reduced productivity, and loss of staff. A strong drive to prevent HIV infection is advised. There are a number of appropriately designed interventions that can be introduced to prevent the transmission of HIV, creating the knowledge, attitudes and skills that improve care, support and impact mitigation. Dissemination and intervention strategies, style and approach need to be different for staff and students.

Important amongst these are behaviour change programmes, underpinned by education and the availability of information – appropriate for the target audience (i.e. staff) and backed up by effective communication campaigns. Expansion of existing services could also include guest speaker programmes.

HIV/AIDS should be integrated into diversity management initiatives in order to address issues of discrimination, stereotyping and prejudice, and thus boldly address destigmatisation. Allied to this workplace health and safety issues need to be regularly and coherently addressed.

It is important to educate employees about the benefits of voluntary testing. Voluntary counselling and testing (VCT) sites must be integrated into the campus health service delivery system, available to both staff and students. These services should be available on all campuses and should include pre- and post-test counselling, counselling of infected and affected people and life style counselling (backed by life-skills training manuals appropriate for staff).

In addition a peer educator programme for staff needs to be developed and implemented. Allied to this, a (possibly online) support group needs to be developed and implemented which provides an anonymous, confidential, password protected chat-room for students living with AIDS. The purpose will be to create a safe space to chat about relevant issues and provide informational and emotional support. It should be co-facilitated by a clinical psychologist who specialises in HIV/AIDS. Current services (e.g. through the HR Wellness Programme) will need to be supplemented by suitable qualified personnel. Due to the anonymity that such a facility ensures, this aspect should be linked to a similar service for students.

The University will need to decide on the range of services it will offer its staff with regard to treatment.

4.2 Student Focussed Support

From a student perspective there is a continual need for ongoing and new initiatives among students. Each year brings a new cadre of students who need to be informed, educated, and assisted. In addition, there is a danger of current stents becoming apathetic (AIDS fatigue) and adopting an attitude of 'knowing it all'.

Possible interventions include:

4.2.1 Prevention

A strong drive to prevent HIV infection amongst the student population is advised. There are a number of appropriately designed interventions that can be introduced to prevent the transmission of HIV, including all-important behaviour change programmes to reduce high risk behaviour which is prevalent among students. Such programmes must be underpinned by education and the availability of information. A 'prevention intervention' should therefore include the following elements:

- Education
 - Advocacy

Awareness concerning the possible scope of the disease needs to be cultivated. It is essential to ensure that there is a transformation of the internal culture of the University which creates a stigma- and discrimination-free environment and guarantees the long term sustainability of the interventions.
 - Resource Centre

A well-stocked resource centre which houses HIV/AIDS information and material is necessary. This centre should be centrally situated for easy access by all students,

- but at the same time allow for privacy and confidentiality. It should also be equipped with a computer to allow for online support, information gathering etc.
- Campaigns

These will be aimed at increasing HIV/AIDS awareness on the campuses. Most interventions should involve working with the Students Representative Council (SRC), peer educators and student volunteers on campus to create campaigns that focus on prevention, destigmatisation, support and general information. Some Ideas include:

 - * Specifically focused orientation and awareness programmes for SRC and House Committee members.
 - * A University-wide 'Know your status' campaign, involving top management and members of staff.
 - * Raising awareness of issues around gender and health
 - * Interventions targeting men.
- Peer educators

The current peer educator programme for students needs to be expanded and in particular formal links to residences and the SRC need to be established.
- Guest speakers

A guest speaker programme (through invited speakers, theatre etc) should be implemented to communicate the 'face' of HIV/AIDS.
- Orientation programmes

These would specifically be targeted at first year students.
- Destigmatisation

HIV/AIDS should be integrated into diversity management initiatives in order to address issues of discrimination, stereotyping and prejudice.
- Life-skills training manuals appropriate for students.
- Prevention tools
 - On-campus condom distribution
 - Workplace safety

Workplace health and safety is primarily the responsibility of the Department of Occupational Health and Safety – and the impact of their responsibilities relates to both students and staff. This department needs to ensure that First Aid and health and safety policies address issues of exposure to HIV/AIDS.
- Communication and media
 - Information brochures/pamphlets
 - Posters
 - Bill boards
 - Publications
 - Up-to-date, user-friendly, informative website.

4.2.2 Voluntary Counselling and Testing

Knowing one's HIV status is crucial in managing the disease and maximising life expectancy. For this reason it is important to educate employees and students about the benefits of voluntary testing. VCT sites must be integrated into the campus health service delivery system, available to both staff and students. These services should be available on all campuses.

Interventions should include:

- Counselling

- Pre- and post test counselling
- Counselling of infected and affected people
- Life style counselling (including nutrition).
- Testing
- Care and support
 - Peer educators
(See above)
 - Support network
An online support group needs to be developed and implemented which provides an anonymous, confidential, password protected chat-room for students living with AIDS. The purpose will be to create a safe space to chat about relevant issues and provide informational and emotional support. It should be co-facilitated by a clinical psychologist who specialises in HIV/AIDS. Current services (e.g. through the HR Wellness Programme) will need to be supplemented by suitable qualified personnel.

4.2.3 Treatment

The University will need to decide on the range of services it will offer with regard to treatment. Possibilities include:

- Referrals
- STI Treatment
- Anti-retroviral treatment (ARV).

4.3 Teaching and Learning

It is incumbent upon the University to produce students competent to meaningfully manage and deal with issues of HIV/AIDS within their respective professions. Relevant issues therefore need to be included in every training programme.

Inserting HIV and AIDS into the curricula needs to be seen against the assumption that South Africa is believed to have the largest number of HIV positive people in the world and that it is estimated that in South Africa almost one in six university students could be HIV positive by 2005.³⁴ South Africa needs its leadership in every sector to be prepared for the demands of living in a society afflicted with HIV/AIDS. To date, insufficient progress has been made in infusing HIV/AIDS into curricula and in providing separate foundation courses on HIV/AIDS.³⁵

There are possibly three imperatives for the infusion of HIV/AIDS into curricula of South African higher education institutions:

- Curricula need to be responsive to the changing needs of South Africa within a domestic and global environment;
- The role that higher education institutions should and could play within SADC and Africa;
- Concern for the impact that HIV/AIDS is and will have on the students of South Africa and the region.

According to the HIV and AIDS Audit³⁶, one of the most noticeable areas requiring attention is that of curriculum development as only limited curriculum integration is occurring. For a variety of

³⁴ HESA. 2007. Case studies in mainstreaming: Integrating HIV and AIDS realities into South African higher education curricula.

³⁵ Ibid

³⁶ The South African Universities Vice-Chancellors Association Higher education HIV/AIDS Programme. 2004. HIV and AIDS audit: Interventions in South African higher education 2003-2004.

reasons, at many universities, including UFS, there is resistance and reluctance to include HIV/AIDS in the curricula. Academic staff needs to be capacitated to integrate HIV/AIDS meaningfully into the curriculum and there is generally a lack of formal training material.

Curriculum infusion should expose students to the multi-faceted impact of HIV/AIDS in a course specific manner, where students will gain an academic and professional understanding of the implications of HIV/AIDS on their chosen career/field of study.³⁷ In short, university teaching programmes should meet the needs of an HIV/AIDS infected and affected society by sending out competent professionals, equipped to deal with HIV in the workplace.

Community Service Learning (CSL) will be a very important vehicle in this regard.

4.4 Research

The generation of new knowledge through scholarship and research is foundational to any university. Thus, over and above the infusion of HIV/AIDS related material in all teaching programmes, new knowledge needs to be produced through research, and this knowledge must be spread and disseminated through various types of research output.

As part of its strategic planning, the University has identified the need to develop areas of research to address local and national priorities – including HIV/AIDS. The mechanisms for this should be:

- Strategic Clusters/Niche Areas
- Research within the Faculty of Health Sciences
- Consulting
- On-site research.

4.5 Community Focussed Support

History will judge the University by its response to society in confronting HIV/AIDS aggressively and proactively. Prevention, treatment, care and support initiatives must be extended in the form of community outreach. Community service is an integral part of the UFS core activities and co-operative partnerships have been developed with the communities in the form of 'flagship' programmes.

The most appropriate vehicles for the University's community engagement should be:

4.5.1 Community flagships

Using these as basis, community outreach programmes for prevention, treatment, care and support should be implemented in the communities of Philippolis, Trompsburg and Springfontein (as part of the Free State Rural Development Partnership Programme (FSRDPP)), at the Lengau Agri Development Centre, and in Mangaung (as part of the Mangaung University of the Free State Community Partnership Programme (MUCPP)).

4.5.2 Schools

Schools outreach projects should be implemented in the form of life skills workshops. These should form part of the UFS School's Support Programme, and should be implemented in partnership with the Free State Provincial Department of Education's Life Skills HIV/AIDS Unit.

4.5.3 Health workers

People who work in health services (or other social sector services) may be exposed to the risk of HIV infection or the demoralising effects of HIV/AIDS. This is a particularly

³⁷ HESA. 2007. Case studies in mainstreaming: Integrating HIV and AIDS realities into South African higher education curricula.

vulnerable group, and it is often assumed that people working in health-related fields are fully informed and knowledgeable about HIV/AIDS; but this is not necessarily the case. The UFS is in a unique position (due to its Faculty of Health Sciences) to help support this sector.

4.5.4 Provincial and Local Government

The fact that the University has an eminent and well-established Faculty of Health Sciences with strong links to provincial government presents a very real opportunity to the University to form a partnership with provincial government to assist with the roll out of ARVs in the province, in collaboration with local clinics.

4.6 Monitoring, Evaluation and MIS

While recognising that the UFS HIV/AIDS strategy is aimed at long-term benefit, it is important to institute sound monitoring mechanisms, to form part of the University's MIS. These should include:

4.6.1 Knowledge, Attitude and Perception (KAP) study

This study includes gathering information through questionnaires and focus groups aimed at discovering detailed information about existing knowledge and perceptions about HIV/AIDS and people living with AIDS (PLWAs).

4.6.2 Organisational needs assessment and impact analyses

Actuarial projections and modelling of the impact of HIV/AIDS on the University need to be undertaken and revisited. Information from various sources should provide input.

4.6.3 Benchmarking and best practice

In order to remain proactive and flexible, there is a need to benchmark against similar organisations and also to establish what is current best practice. In this regard it will be important to participate in best practice forums.

4.6.4 Provision of management information

The necessity of access to management information (both quantitative and qualitative) is an absolute imperative in order to create long term success. All too often, social responsibility activities become "pet projects" spearheaded by enthused individuals who are not motivated by an organisational strategy. This results in those individuals feeling good about their inputs, but an organisation with no residual knowledge on which to build sustainable activities, nor with any sense of progress or measurable performance.

The knowledge needs within the organisation have to include all stakeholders - students, educators and management. In order to facilitate awareness and education initiatives, access to quantifiable statistics as well as knowledge about the successes and failures will be critical to driving a dynamic process.

A centralised data base for all HIV/AIDS related programmes, interventions and activities in a standardised way will improve the efficiency and timeliness of data collection, submission, processing and retrieval of information and feedback. An MIS will enhance accountability and provide standardised rules for reporting and performance measurement indicators which will enable the measurement of performance. This in turn will facilitate evidence-based policy and resource allocation decisions.

There is a need to develop an institutional level monitoring and evaluation system that maps the key issues, activities and indicators that will allow for successful monitoring, evaluation and long-term roll out of HIV/AIDS programmes and initiatives at the UFS. The

system needs to provide information on what services, interventions, programmes are in place, where they exist, who is involved, for whom, at what cost and what the outcomes are.

5. MANAGEMENT AND COORDINATION

5.1 Custodian and Champion

The ultimate custodian of the UFS HIV/AIDS Programme will be the Rector of the University and the UFS Executive Committee (Exco) needs to champion the HIV/AIDS Programme, interventions and policies.

5.2 HIV/AIDS Task Team

As illustrated in Figure 1, the HIV/AIDS Strategy needs to be centrally coordinated and managed. Due to the integrated nature of the programme it is essential that it be managed at executive management level, and because of its involvement with both the internal and external community of the University, this would ideally be the Chief Director: Community Service. In view of his current contract position (to expire in two years) succession planning will be essential to ensure that there is no disruption of this strategy.

It is proposed that the Chief Director (as Coordinator of the Strategy) will be assisted by an HIV/AIDS Task Team, which will report to the Exco (through the Chief Director: Community Service)

The HIV/AIDS Task Team should be representative of all groups involved in and affected by the HIV/AIDS Strategy, including:

Chief Director: Community Service (Chairman)

Prof Theuns Verschoor (Exco member)

Coordinators (6)

Chairman of Deans' Committee

Representative from Finances

Representative from Strategic Communications

Representative from Human Resources

Representative from SRC

Representative from Unions

Representative from Qwaqwa campus

Representatives nominated by Senate (3)

Representative from HEAIDS project

The Directorate of Community Service will be responsible for driving the strategy, and through the 'HIV/AIDS Task Team', will coordinate all interventions. For purposes of day to day management of the strategy, the 'Management Committee' will consist of the overall Coordinator (Chief Director: Community Services) and the six coordinators of the constituent components.

The HIV/AIDS Task Team will be responsible for the 'business management' of the programme. It will include issues such as managing the development and review of policies (HIV/AIDS Policy, Conditions of Employment, Benefits, Needlestick Injuries Policy, Grievance procedures (staff and students), ensuring legal compliance) – though the actual development of these will be delegated to the relevant groups.

Following from this there is a need to constantly re-evaluate HIV/AIDS related policies as well as other policies which might be impacted on by HIV/AIDS related policies.

In addition the Task Team (and particularly the Management Committee) will be responsible for ensuring that adequate resources are available for the implementation and sustainability of the programme (budget, fundraising and publicity, partnerships etc). The importance of maintaining the impetus created by the initial HEAIDS funding has to be stressed; in order to ensure sustainability this will require financial commitment from the University itself, but also increased funding raised from external sources.

5.3 Group Coordinators

Activities in each 'cluster' will be carried out by various units, individuals and groups – including lecturers and students. Each 'cluster' will be headed by a coordinator – with a supporting team. Due to the importance of the HEAIDS project, these coordinators and teams will where feasible related to the 'Activities' which form part of that project. The proposed coordinators are:

Group/Cluster	Coordinator
Staff focussed support	Annette Prins
Student focussed support	Petro Basson
Teaching and learning	Francois Marais
Research	Frans Swanepoel
Community focussed support	Retha du Plessis
Monitoring, evaluation and MIS	Willem Malherbe

6. OPERATIONAL PLANS

This document outlines the broad institutional framework and strategic plan for the UFS response to HIV/AIDS. It is not intended to include the detailed action/operational plans of each of the activities. These need to be worked out by the specific groups. However, in the initial stages, to a large extent these plans will be influenced by the proposal approved by HEAIDS.

The operational plans for each group will be developed, monitored and updated annually outlining objectives, priorities, target dates and specific action plans.

7. CONCLUSION

It is imperative that the University of the Free State responds in a coordinated, appropriate, integrated and comprehensive manner to the HIV/AIDS epidemic - which is a continual and long-term threat to the sustainability of programmes at the University. One of the most effective ways of reducing and managing the impact of HIV/AIDS is by implementing an HIV/AIDS policy and programme. This institutional framework and strategic plan will ensure that the University responds appropriately to the challenges of HIV/AIDS.

It is essential that the response is driven from the highest levels, and that all members of the University take responsibility and play their roles in meeting this challenge. By addressing aspects of HIV/AIDS the University will be able to actively contribute towards local, national and international efforts to prevent and control the epidemic.

It is also imperative that there is a seamless integration of the strategy into all parts of current UFS operations, drawing on existing structures, platforms and expertise. The UFS response to HIV/AIDS should be part of its fabric, and not perceived to be 'another' requirement.

Cognisance must be taken of the financial implications of such a programme – both in terms of its implementation but also (and possibly most importantly) the costs involved if such interventions

are not implemented. The sustainability of the programme will require financial commitment from the university, but the largest proportion of funding will need to be proactively sourced from external donor agencies.

Finally, the importance of monitoring and evaluation must be stressed – so that the strategy remains flexible and responsive to changing needs and requirements. This will require a structured approach must be adopted to regularly reconsider and upgrade the strategy as well as to integrate various existing UFS documents (viz. Strategic Plan, Community Service and other relevant policies) and develop appropriate policy documents which relate specifically to HIV/AIDS. This process will have to be informed by information gathered from various databases, student enrolment figures, and other national policy document.

The challenge is a big one, but one which cannot be ignored and which is not insurmountable.

COMPONENT/CLUSTER	INTERVENTION/ACTION	POSSIBLE ACTIVITIES
Staff focussed support	Develop policies	<ul style="list-style-type: none"> ▪ HIV/AIDS policy for staff ▪ Various related policies
	Support interventions	<ul style="list-style-type: none"> ▪ Prevention ▪ VCT ▪ Peer counselling ▪ Support network
Student focussed support	Develop policies	<ul style="list-style-type: none"> ▪ HIV/AIDS policy for students
	Prevention	<ul style="list-style-type: none"> ▪ Education ▪ Prevention tools ▪ Communication & media
	Voluntary counselling & testing	<ul style="list-style-type: none"> ▪ Counselling ▪ Testing ▪ Care and support
	Treatment	<ul style="list-style-type: none"> ▪ Referrals ▪ STI treatment ▪ ARV
Teaching and learning	Curriculum development	<ul style="list-style-type: none"> ▪ Undergraduate ▪ Postgraduate
Research	Research	<ul style="list-style-type: none"> ▪ Strategic Clusters ▪ Faculty of Health Sciences ▪ Consulting ▪ On-site research
Community focussed support	Develop policy	<ul style="list-style-type: none"> ▪
	Community Flagships	<ul style="list-style-type: none"> ▪ Prevention, treatment, care and support programmes
	Schools	<ul style="list-style-type: none"> ▪ Life skills workshops
	Health workers	<ul style="list-style-type: none"> ▪ Workshops
	Provincial/Local government	<ul style="list-style-type: none"> ▪ Assist with ARV roll out
Monitoring, evaluation & MIS	KAP study	
	Organisational needs & Impact analyses	
	Benchmarking and best practice	
	Management information	

UNIVERSITY OF THE FREE STATE
Office of the Chief Director: Community Service

Presentation to the UFS Exco on 18 February 2009

1. TOPIC OR THEME AND AGENDA CATEGORY – COMMUNITY SERVICE

UFS HIV/AIDS Centre

2. RECOMMENDATION OR REQUEST FOR EXCO DELIBERATION

This proposal on the UFS HIV/AIDS Centre is presented for the approval of Exco and the subsequent forwarding of the approved proposal to the Executive Management (EM).

3. BACKGROUND

With the HIV/AIDS³⁸ pandemic recognised as the greatest public health crisis in centuries, the challenges posed by the HIV/AIDS pandemic are threefold:

- to stop the further spread of the disease;
- to provide care and support for those infected and affected by the disease; and
- to offset the negative impacts of the pandemic on individuals, institutions and the social systems found in the human society.

With the Higher Education (HE) sector as a critical pillar of human development in South Africa, responsible for the creation of knowledge and the development of future leaders to shape the country's future, a co-ordinated response by the HE sector to the pandemic is critical. This is especially so in the light of the fact that research has shown that the HE sector has been disproportionately more affected by the pandemic than other sectors of society, with a HIV prevalence rate estimated at 10% among young people in the 15-24 years age bracket – the ages of most graduate students in the HE sector in South Africa.³⁹

The HE sector in South Africa has confronted the challenge of the HIV/AIDS pandemic through the HE HIV/AIDS Programme (HEAIDS) – a nationally co-ordinated, comprehensive and large-scale effort designed to develop and strengthen the capacity, systems and structures of all higher education institutions (HEIs) in managing and mitigating the causes, challenges and consequences of the pandemic in the HE sector and to strengthen the leadership role that should be played by the HE sector. The first phase of the HEAIDS programme was launched in 2001 as a donor-funded foundational phase with a second phase launched in 2005 aimed at solidifying gains made during the first phase, operating in the two dimensions described below.

Currently the HEAIDS response to HIV/AIDS comprises two dimensions:

The **first** dimension is aimed at maintaining the ability of HEIs to continue functioning, thereby preventing the pandemic from undermining its potential to operate and deliver mandated services.

³⁸ Human Immunodeficiency Virus/Acquired Immune Deficiency Syndrome

³⁹ HIV and Sexual Behaviour among South Africans: National Survey 2005: RHRU, MRC South Africa for the LoveLife Consortium.

The **second** dimension relates directly to the HEIs' core functions of teaching, training and community engagement and service. HEAIDS has identified six key result areas as the main pillars of the sector's HIV/AIDS response. They are as follows:

- to define the roles and responsibilities of HEIs in fighting the pandemic and to develop and implement appropriate policies;
- to support the human resource capacities and systems development of HEIs pertaining to the challenges posed by HIV/AIDS;
- to develop norms and standards for funding models and mechanisms at institutional level;
- to identify and clarify the specific roles to be played by educators and teacher education faculties;
- to identify, contextualise and replicate best practice with respect to prevention, behavioural change, care and support, gender and curriculum integration; and
- to support and strengthen knowledge generation, assimilation and dissemination with respect to HIV/AIDS.

A newly adopted Policy Framework on HIV and AIDS for Higher Education Institutions in South Africa (30 October 2008) has as its main purpose the guiding and informing of HEIs as they develop and operationalise their institutional strategies or refine existing strategies to combat the impact of the pandemic in the HE sector. The policy framework accentuates the following:

- the crucial role of the leadership and management of HEIs;
- the utilisation of a human rights-based approach in creating safe environments for all members of HEIs; and
- the HE sector must ensure that its activities form an integral part of the national response to HIV/AIDS.

In pursuance of its strategic objectives of quality and excellence; equity, diversity and redress; financial sustainability; regional co-operation and engagement and national leadership, the University of the Free State (UFS) has to invest in a well-co-ordinated, integrated response to the HIV/AIDS pandemic that incorporates the three pillars of teaching, research and community service and the promotion of a holistic understanding of HIV/AIDS, not merely as a health issue, but as a medical, social, legal and developmental concern. The UFS is adamant that its institutional response to HIV/AIDS should reflect this holistic approach, infusing the struggle against the pandemic in the "lifestyle" of those working at, studying at, or related to, the University. The manner in which all HIV/AIDS-related matters are approached, whether in teaching, research or community service, should demonstrate a clear understanding of the various ramifications of the pandemic.

As a participant in the HEAIDS initiative, the UFS must also ensure a high level of adherence to the key performance indicators of this national programme. The current draft document, i.e. HIV/AIDS Institutional Response and Strategic Plan of the UFS (Draft 3) envisages just such an integrated response.

This proposal will highlight the need for a central unit responsible for the co-ordination of such an integrated response – a realigned and rededicated HIV/AIDS Centre.

4. CURRENT POLICY OR PRACTICE

The current institutional response to HIV/AIDS at the UFS rests mainly on the following three pillars:

- the UFS HIV/AIDS Policy (as adopted by the UFS Council on 11 March 2005);
- the Kopsie HIV/AIDS Centre; and
- Kopsie Support Services (inclusive of Kopsie Health).

An institutional survey pertaining to the current UFS response to HIV/AIDS has indicated the following:

- that the existing UFS HIV/AIDS Policy was in danger of becoming outdated;
- that for the last decade Kopsie Support Services, and later also the HIV/AIDS Centre had led in the development and presentation of information and awareness campaigns with some academic departments taking the initiative in introducing aspects of HIV and AIDS into academic programmes;
- a number of other departments and centres invested time and resources in research on the various aspects of the HIV/AIDS pandemic, especially the Centre for Health Systems Research and Development (CHSR&D).

Notwithstanding the above initiatives it became clear that although a number of promising individual initiatives pertaining to HIV/AIDS did exist across the spectrum of teaching, research and community service at the UFS, most responses took place in an uncoordinated fashion – indicating the absence of a true institutional response.

Factors such as (among other) the growth in the number of UFS staff and students infected and affected by HIV/AIDS as well as the growth in the number of UFS students through the incorporations of the Qwaqwa and Vista campuses have necessitated a more co-ordinated effort in this regard. In order to stay at the forefront of the HE battle against the HIV/AIDS pandemic and to adhere to the requirements of the Department of Education (DoE), Higher Education South Africa (HESA) and the HEAIDS Policy Framework, the UFS will not only need an integrated and co-ordinated institutional response to the HIV/AIDS pandemic, but also a central unit responsible for the co-ordination of such an integrated response – a realigned and rededicated HIV/AIDS Centre.

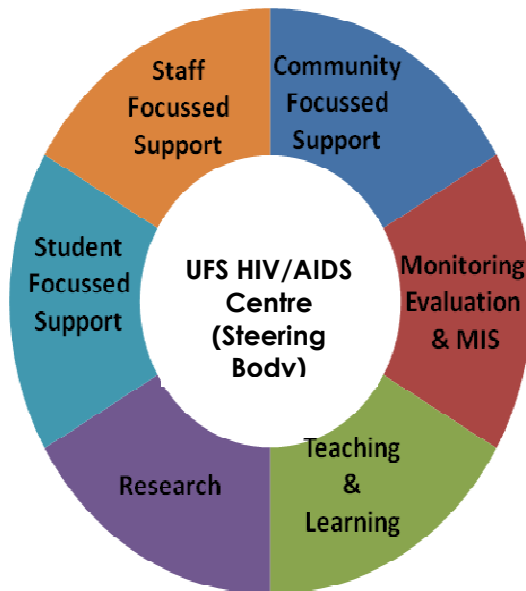
The advantages of the centralisation of the UFS institutional response to HIV and AIDS in the new UFS HIV/AIDS Centre can be summarised as follows:

- centralisation of the institutional response in a well-resourced, dedicated unit;
- clear lines of responsibility and accountability regarding the institutional response to the top management of the UFS;
- clear lines of communication and information regarding the institutional response in relation to both the academic departments and the support services of the UFS;
- clear lines of communication and information regarding the institutional response in relation to other HEIs, both nationally and internationally;
- clear lines of communication and information regarding the institutional response in relation to government, the private sector and donors;
- the creation and maintenance of a professional institutional response capability within such a unit;
- the co-ordination/databasing of a variety of relevant teaching and learning and/or research initiatives and/or community service initiatives from relevant departments, centres, units and institutes at the UFS;
- the ability to intervene on staff, student and community level with initiatives to educate, counsel, and mitigate regarding the impact of HIV/AIDS on any such communities;
- the building and housing of a central institutional memory regarding the response to HIV and AIDS.

Research has shown that the trend among HEIs in South Africa has been towards centralising their comprehensive institutional responses to HIV and AIDS in one dedicated unit responsible for a variety of institutional initiatives (University of Stellenbosch, University of Pretoria etc.).

The UFS HIV/Aids Centre will concentrate on a number of focus areas, being responsible for direct interventions in some of the focus areas and co-ordination of activities in others. The focus areas of the Centre can be illustrated as follows:

Focus areas of the UFS HIV and AIDS Centre



The UFS HIV/AIDS Centre will fall within the management ambit of the Chief Directorate Community Service, and will thus form part of the Chief Directorate's contribution to the UFS institutional response to HIV/AIDS.

As the Centre will be responsible for co-ordination of initiatives and not the actual implementation of initiatives in all focus areas, each of these components will need to be headed by an appropriate person with a supporting team – in co-ordination with the other components. They will be responsible for developing and implementing the interventions for that component, aligning it with the overall strategy of the UFS HIV/AIDS Programme – i.e. an operational or action plan will need to be developed for the programme. Initially the Centre will have to prioritise its tasks, deciding which to concentrate on and building capacity for the accomplishment of all the goals in the six stated areas below:

- 6.2.1 **Student-focused support** – initiatives in this focus area will concentrate on students at all three campuses of the UFS with special emphasis on programmes of prejudice elimination, prevention, voluntary counselling and testing as well as treatment. In this focus area the Centre will carry primary responsibility for interventions on student level, strengthened by inputs of the relevant student bodies in the residences and student support services.
- 6.2.2 **Staff-focused support** – initiatives in this focus area will concentrate on staff at all three campuses of the UFS with special emphasis on programmes of prejudice elimination, prevention, voluntary counselling and testing as well as treatment. This focus area could be linked with the existing wellness initiatives for staff in place at the UFS. In this focus area the Centre will carry primary responsibility for interventions on staff level. A professional

and financially sustainable workplace programme will be established in which staff peer educators will play a very important role.

- 6.2.3 **Community-focussed support** – the Centre will be responsible for co-ordinating/databasing initiatives in partnership with the Chief Directorate Community Service and the applicable departments with regard to:
- UFS Community Service Flagships (MUCPP, FSRDPP, Lengau Agri Development Centre, Qwaqwa, Boyden Science Centre, etc.);
 - schools;
 - health workers;
 - provincial and local government; and
 - the organised business sector.
- 6.2.4 **Monitoring, evaluation and Management Information System (MIS)** – due to the fact that the Centre will form the hub of the UFS's institutional response, it will be the ideal vehicle tasked with the co-ordination of the monitoring and evaluation of the effectiveness of the institutional response as well as the creation of an applicable management information system. Interventions in this focus area will include:
- knowledge, perception and attitude studies;
 - organisational needs assessments and impact analyses;
 - benchmarking and good practice;
 - provision of management information.
- 6.2.5 **Teaching and learning** – the Centre will co-ordinate efforts at sensitising academic staff members to the importance of including topics related to HIV/AIDS in the curriculum of all courses.
- 6.2.6 **Research** – the Centre will be responsible for databasing all research being done on HIV/AIDS and related topics at the UFS and assisting in the dissemination of such information as necessary.

5. REASON FOR ISSUE NOT BEING CONSIDERED WITHIN EXISTING POLICY FRAMEWORK AND REASON FOR REFERENCE TO EXCO

The current structure and staff establishment are not adequately equipped and aligned to accomplish the proposed UFS institutional response and strategic plan.

6. SUGGESTED STEPS FOR IMPLEMENTATION OF THE DECISION
--

This proposal recommends the realignment of the existing Kovsie HIV/AIDS Centre into a world-class unit responsible for co-ordinating the UFS institutional response to HIV and AIDS – with the new centre called the UFS HIV/AIDS Centre.

6.1 Steps to be taken in the realignment of the Kovsie HIV/AIDS Centre

It is important to recognise the wealth of experience and institutional memory housed at the Kovsie HIV/AIDS Centre and it will be important to retain that during the realignment into the new UFS HIV/AIDS Centre. It will be important though to fast-track the realignment, taking into account the following steps:

- the institutionalisation of the new centre within the structures of the UFS;

- an institutional audit of the materials, records, networks and accomplishments of the current centre;
- the compilation of a strategic plan aimed at signposting the future of the new centre;
- the adaptation of the current infrastructure of the centre to accommodate the fulfilment of its new strategic direction;
- a work-study exercise determining future staffing needs of the centre;
- the appointment of identified staff members; and
- the launching of the new centre.

6.2 The staffing of the Centre

Initial planning indicates that the Centre will be in need of at least the following staff members:

Task description	Duties
6.3.1 Centre Manager (On level of deputy director)	<ul style="list-style-type: none"> • Management of UFS institutional response to HIV/AIDS • Contribution to strategic direction of HIV/AIDS-related initiatives at the UFS • Management of HIV/AIDS Centre and supervision of all centre staff and activities • Co-ordination of all HIV/AIDS-related initiatives at the UFS • Building and maintenance of constructive relationships with relevant stakeholders at institutional, national and international level • Mobilising of resources needed to further UFS institutional response to HIV/AIDS • HIV/AIDS-related lectures and training sessions for UFS staff • HIV/AIDS-related awareness and training for UFS students

HEAIDS FUNDING PROPOSAL

THEME: TOWARDS AN AIDS COMPETENT SOCIETY

CONCEPT NOTE

1. Relevance of the Action

The University of the Free State (UFS) recognises the five grant themes and acknowledges that the areas are of the utmost importance to add value to an institutional HIV/AIDS response in the context of the HEAIDS programme. Given their collective importance, the UFS has elected to combine and integrate themes. All actions are inter-related and will take place in the Free State Province. The current proposal will seek to build on strengths already developed and address gaps which are allied to these strengths. These include the following:

1. Prevention, treatment, care and support

The UFS has been active in prevention, treatment, care and support initiatives for the past ten years. However there is a need for a more focused and targeted approach at both students and staff and continued interventions are required.

Many universities have reported a lower level of staff response to services and there is evidence of apathy and lack of buy-in. Support from the leadership is very important for the success of HIV/AIDS programmes, and although support of top management is recorded this needs to be built upon and extended. There is thus a need to raise the issue of the impact of HIV/AIDS as an institutional priority. This will be achieved through awareness campaigns and advocacy.

From a student perspective there is a continual need for ongoing and new initiatives among students. Every year brings a new cadre of students who need to be informed. In addition, there is a danger of current students becoming apathetic (AIDS fatigue). New, fresh campaigns need to be instituted. In addition, there needs to be a concerted approach to target the Qwaqwa campus of the university.

Community service is an integral part of the UFS core activities and co-operative partnerships have been developed with the communities in the form of 'flagship' programmes. Using these as a basis, community outreach programmes will be implemented in these communities.

The target groups for this action are therefore the internal and external communities of the UFS (staff and students) as well as selected relevant communities. Ultimate beneficiaries are specifically people who are living with HIV/AIDS (current and potential), those who are vulnerable to infection. Indirectly the ultimate beneficiary is the higher education system of South Africa. This action addresses HEAIDS Theme 1: Implementing comprehensive institutional-level HIV/AIDS Prevention, Treatment, Care and Support Programmes based on agreed norms and standards.

2. Infusion into the curricula

South Africa needs its leadership in every sector to be prepared for the demands of living in a society afflicted with HIV/AIDS. To date, insufficient progress has been made in infusing HIV/AIDS into curricula. There are possibly three imperatives for the infusion of HIV/AIDS into curricula:

- Curricula need to be responsive to the changing needs of South Africa;
- The role that higher education institutions should and could play within SADC and Africa;
- Concern for the impact that HIV/AIDS will have on the students of South Africa and the region.

For a variety of reason there is resistance to include HIV/AIDS in the curricula. Academic staff needs to be capacitated to integrate HIV/AIDS meaningfully into the curriculum and there is generally a lack of formal training material. Curriculum infusion should expose students to the multi-faceted impact of HIV/AIDS in a course specific manner, where students will gain an academic and professional understanding of the implications of HIV/AIDS on their chosen career/field of study.

This action will therefore strive to facilitate the development of formal policy for curricula infusion at institutional and departmental levels. In the interim, given evidence of resistance and building on past *ad hoc* interventions, two pilot studies will be implemented (in Agriculture and Social Work). The primary targets for this intervention are therefore the agriculture and social work students of the UFS. Secondary targets are the staff in these departments. The action addresses HEAIDS Theme 2: Facilitating behaviour change through development/enhancement and provision of intervention programmes based on good practice, including those which address gender/masculinity in relation to HIV/AIDS and those which address HIV/AIDS within curricula.

3. Implementation of an integrated Management Information System

The knowledge needs within the organisation have to include all stakeholders. In order to facilitate awareness and education initiatives, access to quantifiable statistics as well as knowledge about the successes and failures will be critical to driving a dynamic process.

Further to the micro environment of organisational information requirements within the institution, sharing of knowledge, efficacies and progress must take priority with regards to the larger socio-economic context, specifically in respect of the issue of HIV and AIDS, which is a significant threat to costs and effectiveness of the institution, and to the wellbeing of staff.

A centralised data base for all HIV/AIDS related activities in a standardised way will improve the efficiency and timelessness of data collection, submission, processing and retrieval of information and feedback. An MIS will enhance accountability and provide standardised rules for reporting and performance measurement indicators which will enable the measurement of performance. This in turn will facilitate evidence-based policy and resource allocation decisions.

There is thus a need to develop an institutional level monitoring and evaluation system that maps the key issues, activities and indicators that will allow for successful monitoring, evaluation and long-term roll out of HIV/AIDS programmes and initiatives at the UFS. The system needs to provide information on what services, interventions, programmes are in place, where they exist, who is involved, for whom, at what cost and what the outcomes are. Allied to this will be an effective functioning of the institutional HIV/AIDS coordinating structure. The action addresses primarily HEAIDS Theme 3: Development of an institutional level Monitoring and Evaluation system.

2. Description of the action and its effectiveness

The overall objectives of the (combined) action are:

- Further develop, strengthen and implement a coordinated HIV/AIDS programme at UFS.
- Raise awareness and knowledge about HIV/AIDS at UFS and to mitigate its impact on those affected and infected by the disease.

To this end, three actions have been identified as part of this proposal. These form part of the broader UFS strategy on HIV/AIDS which is currently being developed.

Action 1: Prevention, treatment, care and support

Objectives and purpose:

- To increase the range and quality of interventions providing prevention, treatment, care and support to students and staff of the University of the Free State.
- To ensure HIV/AIDS is treated as a long-term institutional commitment by the University.
- To develop and transform the internal culture of the University so as to ensure that affected and infected people are supported in an environment that is free from stigma and discrimination.

Outputs and expected results:

- Increased commitment from executive management as evidenced by an increase in the budget for HIV/AIDS related activities.
- Increased awareness of the importance and effects of HIV/AIDS in the university environment by Deans and Directors.
- Increased awareness of the importance and effects of HIV/AIDS by Heads of Department as evidenced by the introduction of HIV/AIDS content in curricula.
- Training of 30 peer educators/hostel representatives.
- Training of 10 staff peer educators.
- Greater utilisation of HIV/AIDS resources and materials.
- Inclusion of a portfolio for HIV/AIDS on the SRC.
- Inclusion of a portfolio for HIV/AIDS on all House Committees.
- A greater awareness of HIV/AIDS amongst the student population on all campuses.
- Increased participation in 'Know your own status' campaign (over 100) including increased visibility of staff participation.
- Improved service to staff and students of the Qwaqwa campus.
- One publication and one conference paper on best practice/experiences.

Proposed activities:

- Advocacy at management level
- Peer education programme for students
- Peer educators for staff
- Resource Centre
- Communication and media campaigns
- Support networks
- Qwaqwa Campus representative

Action 2: Infusion into the curricula

Objectives and purpose:

- To initiate the infusion of HIV/AIDS issues into the teaching offerings of UFS.
- To initiate the development of a formal policy for infusing HIV/AIDS issues into curricula.

The action will consist of two pilot studies – viz. Training of Agriculture Students and Training of Social Workers.

Outputs and expected results:

These include:

- Education and social work students who are more fully equipped to deal effectively with HIV/AIDS related issues.
- Infusion of HIV/AIDS related material into the agriculture curriculum at UFS.
- Infusion of HIV/AIDS related material into the social work curriculum at UFS
- Students able to participate in HIV/AIDS related research projects and community outreach.
- Formal policy on infusion of HIV/AIDS into curricula at the University of the Free State
- One publication and one conference paper on best practice in terms of curriculum infusion.

Proposed activities:

The activities within this action focus on two inter-related pilot studies, viz (1) Training of agriculture students and (2) Training of social workers.

Action 3: Implementation of an integrated Management Information System (MIS)

Objective and Purpose:

The overall purpose is to empower stakeholders to make decisions and adapt actions by visualizing facts, actions and progress on the overall HIV/AIDS programme. The key objectives are to:

- Integrate and consolidate key information about all initiatives, activities and/or actions in relation to HIV and AIDS within the institution.
- Expose critical performance indices for the purpose of review and efficacy management.
- Promote activity results through appropriate means in order to stimulate interest, buy-in and commitment from all stakeholders.
- Provide a standardized means of information dissemination.

Outputs and results:

Specific outputs for the period of the project will include:

1. Information requirement specification (Needs analysis)
2. Data model
3. Key indicator (index) calculation models
4. System integration plan
5. Data capture platform / system
6. Data dissemination platform / system

Activities:

- Information need requirements
- Interrogate data model
- Develop data capture system (RAD)
- Develop output system (RAD).

3. Sustainability of the action

Risk analysis:

Action 1: Prevention, treatment, care and support

Human:

- Unavailability of coordinator: The probability of this threat is low. The impact would be noticeable. However should this threat materialise, there are other personnel within the university structure who could assume responsibility for the planning and roll out of the action.
- No suitable candidate for Qwaqwa representative: The probability is low and the impact would be noticeable. Targeted recruitment will be put in place.
- No suitable candidate for administrative assistant: The probability is low and the impact would be noticeable. Targeted recruitment will be put in place.
- No interest by peer educator volunteers: The probability is low and the impact would be noticeable. Information sessions, and incentives will be implemented.

Financial:

- Withdrawal of institutional support: The probability is low and the impact would be noticeable. Initiatives will be implemented to ensure that commitment is retained at top level. Fundraising will be implemented to ensure additional sources of support.

Project:

- Over-runs (tasks take too long): The probability is medium and the impact would be minimal. Regular monitoring and review stages will be implemented.
- Insufficient service quality: The probability is low and the impact would be noticeable. Regular monitoring and review stages are built into the programme management design.

Action 2: Infusion into curricula

Human:

- Unavailability of coordinator: The probability of this threat is low. The impact would be noticeable. There are other personnel within the university structure who could assume responsibility for the planning and roll out of the action.
- No suitable candidate for administrative assistant: The probability is low and the impact would be noticeable. Targeted recruitment will be put in place.

Operational:

- Lack of cooperation of participating departments: The probability is low given that the departments in question have already indicated their need for such courses and their commitment to the process. The impact would be high. .

Financial:

- Withdrawal of institutional support: The probability is low and the impact would be noticeable. The overall leader of the initiative is a member of executive management and this will ensure that commitment is retained at top level. Fundraising will be implemented.

Project:

- Over-runs (tasks take too long): The probability is medium and the impact would be noticeable. Regular monitoring and review stages are built into the programme management design.
- Insufficient service quality: The probability is low and the impact would be noticeable. Regular monitoring and review will be implemented.

Action 3: Implementation of an integrated Management Information System (MIS)

Operational:

- The primary threat associated with Action 2 is related to the appointment of an unsuitable service provider to undertake the tasks. The probability of this threat is low, but the impact would be high. Regular monitoring and review stages (at short intervals) are built into the programme management design which will ensure the early identification of problems.

Project:

- Over-runs (tasks take too long): The probability is medium and the impact would be noticeable. Regular monitoring and review stages are built into the programme management design.
- Insufficient service quality: The probability is low and the impact would be noticeable. Regular monitoring and review stages are built into the programme management design.

Preconditions and assumptions (For all actions):

The primary assumption is that we need to act now for a positive outcome. Other main preconditions and assumptions during and after implementation stage are based on the commitment of the University, in particular that there is appropriate leadership at all levels.

In addition for Action 2, the cooperation and commitment of the departments is a precondition.

Sustainability (For all actions):

The long term sustainability of the activities cannot be in question, given that these activities form part of the longer term planning of the university, and are included as part of the overall institutional response and strategic plan for HIV/AIDS at the University of the Free State. The University has already committed funds to various HIV/AIDS related activities. In addition external sources of funding are regularly sought, and fundraising efforts form part of the overall strategic plan.

The University has an HIV/AIDS policy, and indeed the interventions put forward as part of this proposal will also serve to inform policy and keep it relevant and effective. Furthermore, this particular Action will also see the realisation of a policy related to the infusion of HIV/AIDS related issues in all curricula.

For Action 3, once the system is developed, the financial outlay per year will be minimal, and the university will commit to this. In addition personnel within the university will be trained to maintain and update the system as required.

Memorandum of Understanding (MOU)

Between

The University of the Free State (UFS)

Herein represented by the signatories of this document who warrant that they are duly authorized thereto

and

Khula Xhariep Partnership

Herein represented by the signatories of this document who warrant that they are duly authorized thereto

It is the wish of the University of the Free State (UFS) to commit itself to becoming an engaged university with strong community links. Such community links will be vital for the implementation of community service (CS) and community service learning (CSL) initiatives. For this purpose it has initiated the Free State Rural Development Partnership Programme (FSRDPP) to accomplish these goals in the rural areas of the Free State, as complimentary to similar initiatives currently being implemented in urban and peri-urban municipal areas. For the purposes of liaison, project implementation and the operationalisation of the abovementioned CS and CSL initiatives, the UFS is participating in the establishment of a governance and management entity representing the Southern Free State towns of Trompsburg, Philippolis and Springfontein – the entity being known as the KHULA XHARIEP PARTNERSHIP (KXP).

Therefore the University of the Free State and the KHULA XHARIEP PARTNERSHIP wish to declare the following:

The KHULA XHARIEP PARTNERSHIP (KXP), as a partner of the University of the Free State (UFS), in developing the communities of the three towns of Trompsburg, Philippolis and Springfontein and its surroundings, duly acknowledges:

1. Governance

- 1.1 the expectations of the UFS in utilising the KHULA XHARIEP PARTNERSHIP as a key delivery site for community service (CS) and community service learning (CSL) initiatives;**
- 1.2 the proposed roles and responsibilities of the KHULA XHARIEP PARTNERSHIP in facilitating the implementation of the above initiatives for CS and CSL.**

2. Institutional Relationship

- 2.1 that the KHULA XHARIEP PARTNERSHIP should strive to initiate Community Development Projects (CDPs) that have the potential for hosting CSL initiatives and that the UFS will be responsible for initiating such CSL initiatives;**
- 2.2 that the KHULA XHARIEP PARTNERSHIP acknowledges that it will not be the only site where CS and CSL activities will be implemented by the UFS but that such initiatives will also be implemented at other existing sites such as the MUCPP, LENGAU, BOYDEN and in future initiatives .**

3. Funding and General Support

- 3.1 that the UFS will not play a dominant role in the financing of the KHULA XHARIEP PARTNERSHIP;**
- 3.2 that financial contributions by the UFS to the KHULA XHARIEP PARTNERSHIP will be based on the agreement and condition that the KHULA XHARIEP**

PARTNERSHIP will contribute to quality-driven, cost-effective and sustainable implementation of CS and Community Service Learning & Research (CSL&R) initiatives by facilitating the availability of applicable sites and partners for such initiatives and co-organising such interventions;

- 3.3 that the magnitude of the financial contributions of the UFS to the KHULA XHARIEP PARTNERSHIP will be determined within the broader strategic priorities and budgetary framework of the UFS;**
- 3.4 that the magnitude the financial contributions of the UFS to the KHULA XHARIEP PARTNERSHIP will be based on the strategies, priorities and funding needs of Faculties and support services at the UFS;**
- 3.5 that the financial contribution of the UFS will have two formats, namely a fixed allocation (“supplied funding”) and payment for services rendered (“generated funding”).**
 - 3.5.1 “supplied funding” will take the form of funding ensuring the operational functioning and effectiveness of the KHULA XHARIEP PARTNERSHIP;**
 - 3.5.2 “generated funding” will take the form of payments made by the UFS to the KHULA XHARIEP PARTNERSHIP at an agreed rate for services rendered during implementation of the CSL modules of the UFS. Such services could include, but is not limited to, the facilitation of the placement of CSL modules within the community, as well as catering, accommodation and transport for UFS students and staff participating in CSL modules at the KHULA XHARIEP PARTNERSHIP. The evaluation of the quality of the services will be guided by a service level agreement (SLA) agreed upon by both parties.**

The University of the Free State (UFS), as a partner of the KHULA XHARIEP PARTNERSHIP in developing the communities of the three towns of Trompsburg, Philippolis and Springfontein and its surroundings, duly acknowledges that:

- 1. Governance**
 - 1.1 the KHULA XHARIEP PARTNERSHIP is an independent entity, participating with the UFS in developing the communities of the three towns of Trompsburg, Philippolis and Springfontein and its surroundings as a partner on the basis of equality and equity;**
 - 1.2 the UFS will not play a dominant role in the governance and management of the KHULA XHARIEP PARTNERSHIP;**

1.3 the UFS will respect the constitution of the KHULA XHARIEP PARTNERSHIP as its founding document regulating the relationships within the KHULA XHARIEP PARTNERSHIP (between partners) and any other legal documentation regulating the relationships between the KHULA XHARIEP PARTNERSHIP and other legal entities or partners.

2. Institutional Relationship

2.1 the UFS has a “special” and “preferred” relationship with the KHULA XHARIEP PARTNERSHIP in the interest of the development of the communities of the three towns mentioned above. This “special” and “preferred” relationship exists due to the fact that that the KHULA XHARIEP PARTNERSHIP forms an important part of the UFS’s broader commitment as an engaged university with strong community links;

2.2 the UFS will recognise the KHULA XHARIEP PARTNERSHIP as the preferred entry point to the communities of the above towns for the initiation of any CS and/or CSL initiative;

2.3 the UFS will not limit the KHULA XHARIEP PARTNERSHIP to its role of facilitating CS and CSL initiatives for the UFS but will acknowledge and respect other developmental initiatives and opportunities that the KHULA XHARIEP PARTNERSHIP becomes involved in.

3. Funding and General Support

3.1 the UFS will make available resources to ensure adequate “supplied funding” in the budget of the UFS programme facilitator for the initial period of the founding of the KHULA XHARIEP PARTNERSHIP;

3.2 the UFS will support the KHULA XHARIEP PARTNERSHIP in the following manner:

3.2.1 by making available its resources of knowledge and information for utilisation by the KHULA XHARIEP PARTNERSHIP;

3.2.2 by granting the KHULA XHARIEP PARTNERSHIP access to its data-bases for linkages to eminent individuals, organisations, institutions and relevant government departments that could be valuable for the strengthening of the

KHULA XHARIEP PARTNERSHIP and initiation of KHULA XHARIEP PARTNERSHIP projects;

- 3.2.3 by assisting the KHULA XHARIEP PARTNERSHIP with marketing and fund-raising through the marketing and fund-raising structures and initiatives of the UFS;**
- 3.2.4 by granting the KHULA XHARIEP PARTNERSHIP reasonable access to all Heads of Department (HODs), Deans and eminent visitors to the UFS for the marketing of the KHULA XHARIEP PARTNERSHIP;**
- 3.2.5 by ensuring that all faculties and departments at the UFS investigate the feasibility of utilising the KHULA XHARIEP PARTNERSHIP as a key delivery site for its respective CSL modules;**
- 3.2.6 by making available the legal and accounting expertise and resources of the UFS in assisting the KHULA XHARIEP PARTNERSHIP with issues pertaining to legal and accounting practices;**
- 3.3 the UFS will initiate a project for the empowerment of potential students who would prefer to study at the UFS through the awarding of study bursaries for tertiary education training for identified students from the above three towns. The KHULA XHARIEP PARTNERSHIP will facilitate the implementation of this initiative at the mentioned towns and will endeavour to promote the UFS as the preferred higher education institution in the province.**

General

- 1. This MOU will be in effect for a period of three years and is subject to revision, modification or alteration by mutual agreement upon notice of three months. Such revisions, modifications or alterations will only be undertaken after mutual consultation and agreement in order to minimize potential inconvenience to the parties to the MOU.**
- 2. All revisions, modifications or alterations to the MOU will only become operational upon signing of the revised, modified or altered document by both parties.**
- 3. Any party wishing to terminate the MOU can only do so upon notice of three months.**

4. Any SLAs (agreed upon under the MOU) in operation upon termination of the MOU must be reviewed and/or revised for continuation or abrogation.

Signed aton this theday of.....of
.....

On behalf of the University of the Free State

On behalf of KHULA XHARIEP PARTNERSHIP

Capacity:.....

Capacity:.....

Witnesses:

Witnesses:

=====

10 CONSOLIDATED ANNUAL FINANCIAL STATEMENTS

Refer to par. 08: Annual Financial Review – Report of the Chief Director: Operations.
(The Consolidated Financial Statements was approved by Council on 5 June 2009.)